

6th Grade Physical Education Recommended Activities

Content Code	MDE Expectation	Unit of Instruction	Associated Activities & Assessments (where possible)
MOTOR SKILLS AND MOVEMENT PATTERNS			
Movement Concepts			
Target Games <i>Students will...</i>			
M.TG.06.01	demonstrate strategies for tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during modified, unopposed target games.	ARCHERY	Activities: ARCHERY – Target shooting Assessment:
CONTENT KNOWLEDGE			
Feedback <i>Students will...</i>			
K.FB.06.01	describe how internal (prior knowledge) and external feedback improves motor skills and movement patterns, fitness, and physical activities in controlled settings.	ALL UNITS	Activities: Task cards ,journaling and question and answer Assessment:
Movement Concepts <i>Students will...</i>			
K.MC.06.15	apply knowledge of movement concepts while performing non-loco-motor, loco-motor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in controlled settings.	ALL UNITS	Activities: Demonstrate verbally and/or physically age appropriate knowledge of skills Assessment:
Target Games <i>Students will...</i>			
K.TG.06.01	describe selected elements of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during modified, 1 vs. 1, unopposed target games.	ARCHERY	Activities: ARCHERY – Verbalize and model key points of target shooting Assessment:
Participation Inside/Outside of Physical Education <i>Students will...</i>			
K.PA.06.01	compare and contrast physical activities for intensity and skill level.	ALL UNITS	Activities: ALL UNITS – Journaling, question and answer Assessment:
Physical Activity and Nutrition <i>Students will...</i>			
K.AN.06.02	use the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones) with internal or external feedback.	ALL UNITS DAILY ACTIVITIES	Activities: ALL UNITS AND DAILY ACTIVITIES - Understand heart rate zones...Resting and target Adjusting workouts accordingly Assessment:
Personal/Social Behaviors <i>Students will...</i>			
K.PS.06.01	explain the key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.	ANY UNITS	Activities: Discussions, journaling or modeling characteristics of the “6 Pillars of Character” Assessment:
K.PS.06.02	explain the key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.	ANY UNITS	Activities: Discussions, journaling or modeling characteristics of the “6 Pillars of Character” Assessment:
Regular Participation <i>Students will...</i>			
K.RP.06.01	choose to participate in activities that are personally	ALL UNITS	Activities:



The activities listed are recommendations. The P.E. Curriculum team left this document general enough to allow for schools to add their activities & resources/assessments. NOTE: Many ASSESSMENTS were left blank intentionally for districts to include their own.

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	challenging in controlled settings.		Activity log of activities included with journaling Assessment:
K.RP.06.02	explain why to choose to participate in physical activity, regularly, outside of physical education for personal enjoyment and benefit in controlled settings.	ALL UNITS TO INCLUDE ALL SEASONS	Activities: Question and answer, Journaling of community options and ideas Assessment:
	Social Benefits <i>Students will...</i>		
K.SB.06.01	use physical activity as a positive opportunity for social interaction in controlled settings.	ALL UNITS TO INCLUDE ALL SEASONS	Activities: Group work or peer teaching situations Assessment:
	Individual Differences <i>Students will...</i>		
K.ID.06.01	choose to participate with students of varying skill and fitness levels in dynamic settings.	ALL UNITS TO INCLUDE ALL SEASONS	Activities: Group work or peer teaching situations Assessment:
K.ID.06.02	understand differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.	ALL UNITS TO INCLUDE ALL SEASONS	Activities: Question and answer, Journaling of community options and ideas Assessment:
	Feelings <i>Students will...</i>		
K.FE.06.01	identify indicators of enjoyment for the aesthetic and creative aspects of skilled performance.	ALL UNITS	Activities: Journaling, task cards, peer teaching and/or question and answer Assessment:
	FITNESS AND PHYSICAL ACTIVITY		
	Physical Activity and Nutrition <i>Students will...</i>		
A.AN.06.04	apply the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones) with internal or external feedback.	ALL UNITS	Activities: Demonstrate verbally and physically the ability to evaluate and adjust activity levels Journaling, task cards, question and answer Assessment:
	PERSONAL/SOCIAL BEHAVIORS AND VALUES		
	Feedback <i>Students will...</i>		
B.FB.06.01	describe how internal (prior knowledge) and external feedback can be used to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.	ALL UNITS	Activities: ALL UNITS – Journaling, task cards, question and answer Assessment:
	Personal/Social Behaviors <i>Students will...</i>		
B.PS.06.01	exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.	ALL Units "Six Pillars of Character"	Activities: Demonstrate knowledge and implementation of the "Six Pillars of Character" Assessment:



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