

## 6<sup>th</sup> Grade Physical Education Recommended Activities

Content Code	MDE Expectation	Unit of Instruction	Associated Activities & Assessments (where possible)
<b>MOTOR SKILLS AND MOVEMENT PATTERNS</b>			
<b>Movement Concepts</b>			
<b>Motor Skills</b>			
<b>Manipulative Students will...</b>			
M.MC.06.02	<b>M.MS.06.04</b> demonstrate selected elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in controlled settings.	BADMINTON	Activities: BADMINTON – strike with racket  Assessment:
M.MC.06.03	<b>M.MS.06.05</b> demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, and punt in isolated settings.	BADMINTON	Activities: BADMINTON - volley  Assessment:
<b>Net/Wall Games Students will...</b>			
M.NG.06.01	demonstrate selected solutions to tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).	BADMINTON	Activities: BADMINTON  Assessment:
M.NG.06.02	demonstrate selected elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).	BADMINTON	Activities: BADMINTON  Assessment:
<b>CONTENT KNOWLEDGE</b>			
<b>Feedback Students will...</b>			
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:
<b>Movement Concepts Students will...</b>			
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:
<b>Net/Wall Games Students will...</b>			
K.NG.06.01	distinguish among selected elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).	BADMINTON	Activities: BADMINTON Journaling, task cards, peer teaching and/or question and answer  Assessment:
K.NG.06.02	distinguish among selected elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).	BADMINTON	Activities: BADMINTON Journaling, task cards, peer teaching and/or question and answer Assessment:
<b>Participation Inside/Outside of Physical Education Students will...</b>			
K.PA.06.01	compare and contrast physical activities for intensity and skill level.	ALL UNITS	Activities: ALL UNITS – Journaling, question and answer



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			<b>Assessment:</b>
	<b>Physical Activity and Nutrition</b> <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	<b>Activities:</b> ALL UNITS AND DAILY ACTIVITIES - Understand heart rate zones...Resting and target Adjusting workouts accordingly  <b>Assessment:</b>
	<b>Personal/Social Behaviors</b> <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	<b>Activities:</b> Discussions, journaling or modeling characteristics of the "6 Pillars of Character"  <b>Assessment:</b>
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	<b>Activities:</b> Discussions, journaling or modeling characteristics of the "6 Pillars of Character"  <b>Assessment:</b>
	<b>Regular Participation</b> <i>Students will...</i>		
K.RP.06.01	choose to participate in activities that are personally challenging in controlled settings.	ALL UNITS	<b>Activities:</b> Activity log of activities included with journaling  <b>Assessment:</b>
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	<b>Activities:</b> Question and answer, Journaling of community options and ideas  <b>Assessment:</b>
	<b>Social Benefits</b> <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	<b>Activities:</b> Group work or peer teaching situations <b>Assessment:</b>
	<b>Individual Differences</b> <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	<b>Activities:</b> Group work or peer teaching situations  <b>Assessment:</b>
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	<b>Activities:</b> Question and answer, Journaling of community options and ideas  <b>Assessment:</b>
	<b>Feelings</b> <i>Students will...</i>		
K.FE.06.01	identify indicators of enjoyment for the aesthetic and creative aspects of skilled performance.	ALL UNITS	<b>Activities:</b> Journaling, task cards, peer teaching and/or question and answer  <b>Assessment:</b>
	<b>FITNESS AND PHYSICAL ACTIVITY</b>		
	<b>Physical Activity and Nutrition</b> <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	ALL UNITS	<b>Activities:</b> Demonstrate verbally and physically the ability to evaluate and adjust activity levels



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	pedometers, and/or heart rate monitors to train in target heart rate zones) with internal or external feedback.		Journaling, task cards, question and answer  Assessment:
	<b>PERSONAL/SOCIAL BEHAVIORS AND VALUES</b>		
	<b>Feedback</b> <i>Students will...</i>		
<b>B.FB.06.01</b>	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.	<b>ALL UNITS</b>	Activities: <b>ALL UNITS –</b> Journaling, task cards, question and answer  Assessment:
	<b>Personal/Social Behaviors</b> <i>Students will...</i>		
<b>B.PS.06.01</b>	exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.	<b>ALL Units</b> <b>“Six Pillars of Character”</b>	Activities: <b>Demonstrate knowledge and implementation of the “Six Pillars of Character”</b>  Assessment:

