

## 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.  | BASKETBALL          | Activities:<br>BASKETBALL – catch<br><br>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.   | BASKETBALL          | Activities:<br>BASKETBALL – chest pass, bounce pass, hand dribble<br><br>Assessment:                                      |
| <b>Invasion Games Students will...</b>                                     |  |                     |   |
| M.IG.06.01   | demonstrate selected off-the-ball tactical movements (e.g., maintaining possession, attacking goal, creating space), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 3 vs. 3).   | BASKETBALL          | Activities:<br>BASKETBALL- 3 on 3<br><br>Assessment:  |
| M.IG.06.02   | demonstrate selected on-the-ball tactical movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).                              | BASKETBALL          | Activities:<br>BASKETBALL- 3 on 3<br><br>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:<br>Task cards ,journaling and question and answer<br><br>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:<br>Demonstrate verbally and/or physically age appropriate knowledge of skills<br><br>Assessment:              |
| <b>Invasion Games Students will...</b>                                     |  |                     |   |
| K.IG.06.01   | describe selected elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 3 vs. 3).  | BASKETBALL          | Activities:<br>BASKETBALL – 3 ON 3<br>Journaling, task cards, peer teaching and/or question and answer<br><br>Assessment: |
| K.IG.06.02   | identify selected elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 3 vs. 3). | BASKETBALL          | Activities:<br>BASKETBALL – 3 ON 3<br>Question and answer or testing on related skills, problems, etc<br><br>Assessment:  |
| <b>Participation Inside/Outside of Physical Education Students will...</b> |  |                     |   |
| K.PA.06.01   | compare and contrast physical activities for intensity and   | ALL UNITS           | Activities:   |



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|              | skill level.  |  | ALL UNITS –<br>Journaling, question and answer<br><br>Assessment:   |
|              | <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<br>DAILY<br>ACTIVITIES       | Activities:<br>FITNESS, ALL UNITS AND DAILY ACTIVITIES -<br>Understand heart rate zones...Resting and target<br>Adjusting workouts accordingly<br><br>Assessment: |
|              | <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                              | Activities:<br>Discussions, journaling or modeling characteristics of the “6 Pillars of Character”<br><br>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:<br>Discussions, journaling or modeling characteristics of the “6 Pillars of Character”<br><br>Assessment:   |
|              | <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                              | Activities:<br>Activity log of activities included with journaling<br><br>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<br>INCLUDE ALL<br>SEASONS | Activities:<br>Question and answer, Journaling of community options and ideas<br><br>Assessment:  |
|              | <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<br>INCLUDE ALL<br>SEASONS | Activities:<br>Group work or peer teaching situations<br>Assessment:  |
|              | <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<br>INCLUDE ALL<br>SEASONS | Activities:<br>Group work or peer teaching situations<br><br>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<br>INCLUDE ALL<br>SEASONS | Activities:<br>Question and answer, Journaling of community options and ideas<br><br>Assessment:  |
|              | <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                              | Activities:<br>Journaling, task cards, peer teaching and/or question and answer<br><br>Assessment:  |
|              | <b>FITNESS AND PHYSICAL ACTIVITY</b>  |  |   |
|              | <b>Participation During Physical Education</b><br><i>Students will...</i>   |  |   |



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| A.PE.06.01   | participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60% of class time sustaining a minimum of 70% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, aquatics, and fitness-related activities inside physical education. | BASKETBALL                              | Activities:<br>BASKETBALL – Skill drills and game play<br><br>Assessment:   |
|              | <b>Participation Outside of Physical Education</b><br><i>Students will...</i>   |   |   |
| A.PA.06.01   | accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 70% of target heart rate) while participating primarily in physical activities that focus on combining loco-motor and manipulative skills and applying strategies in modified game play outside of physical education.       | BASKETBALL                              | Activities:<br>ANY LISTED OR APPROPRIATE CHOICE –<br>Daily activity log with daily target heart rate listings<br><br>Assessment:  |
|              | <b>Physical Activity and Nutrition</b> <i>Students will...</i>  |   |   |
| A.AN.06.01   | apply the effects of physical activity and nutrition on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).  | FITNESS                                 | Activities:<br>FITNESS – Create and implement a yearlong behavior management plan<br><br>Assessment:  |
| 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:<br>Demonstrate verbally and physically the ability to evaluate and adjust activity levels<br>Journaling, task cards, question and answer<br><br>Assessment: |
|              | <b>PERSONAL/SOCIAL BEHAVIORS AND VALUES</b>   |   |   |
|              | <b>Feedback</b> <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:<br>ALL UNITS –<br>Journaling, task cards, question and answer<br><br>Assessment:  |
|              | <b>Personal/Social Behaviors</b> <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<br>"Six Pillars of Character" | Activities:<br>Demonstrate knowledge and implementation of the "Six Pillars of Character"<br><br>Assessment:  |



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