

## 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>Invasion Games</b> <i>Students will...</i>			
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).	CAPTURE THE FLAG	Activities: CAPTURE THE FLAG  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).	CAPTURE THE FLAG	Activities: CAPTURE THE FLAG  Assessment:
<b>CONTENT KNOWLEDGE</b>			
<b>Feedback</b> <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:
<b>Movement Concepts</b> <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:
<b>Invasion Games</b> <i>Students will...</i>			
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).	CAPTURE THE FLAG	Activities: CAPTURE THE FLAG Journaling, task cards, peer teaching and/or question and answer  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).	CAPTURE THE FLAG	Activities: CAPTURE THE FLAG Question and answer or testing on related skills, problems, etc  Assessment:
<b>Participation Inside/Outside of Physical Education</b> <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:
<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	Activities: ALL UNITS AND DAILY ACTIVITIES - Understand heart rate zones...Resting and target Adjusting workouts accordingly  Assessment:
<b>Personal/Social Behaviors</b> <i>Students will...</i>			



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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:
	<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: 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:
	<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	Activities: Group work or peer teaching situations 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 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:
	<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: Journaling, task cards, peer teaching and/or question and answer  Assessment:
	<b>FITNESS AND PHYSICAL ACTIVITY</b>		
	<b>Health-Related Fitness</b> <i>Students will...</i>		
	<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 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:
	<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	ALL UNITS	Activities: ALL UNITS – Journaling, task cards, question and answer



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	controlled settings.		<b>Assessment:</b>
	<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>	<b>Activities:</b> <b>Demonstrate knowledge and implementation of the "Six Pillars of Character"</b>  <b>Assessment:</b>



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