

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			
Space Awareness Students will...			
M.MC.06.01	Demonstrate selected space awareness movement concepts with mature form of non-loco-motor, loco-motor, and selected manipulative skills (e.g., roll, underhand throw, overhead throw) in modified, dynamic settings.	SOCCER LEISURE ACTIVITIES WIFFLE BALL KICKBALL	Activities: SOCCER – Goalie throws and roll outs, throw ins LEISURE ACTIVITIES BOWLING BEAN BAG TOSS KICKBALL WIFFLE BALL Assessment:
Motor Skills			
Manipulative Students will...			
M.MC.06.02	M.MS.06.04 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.	SOCCER VOLLEYBALL BASKETBALL LEISURE ACTIVITIES SCOOTER GAMES KICKBALL BADMINTON	Activities: SOCCER – Goalie catch, foot dribble, catch VOLLEYBALL – NEWCOMB Strike volleyball with hand, catch volleyball BASKETBALL – catch LEISURE ACTIVITIES – ping pong strikes SCOOTER GAMES – scooter baseball – underhand strike, catch KICKBALL – catch BADMINTON – strike with racket Assessment:
M.MC.06.03	M.MS.06.05 demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, and punt in isolated settings.	SOCCER BASKETBALL LEISURE ACTIVITIES BADMINTON	Activities: SOCCER – goalie kick (punt) BASKETBALL – chest pass, bounce pass, hand dribble LEISURE ACTIVITIES – ping pong volley BADMINTON - volley Assessment:
M.MC.06.04	M.MS.06.06 perform a four-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) in controlled settings.	STUNTS & TUMBLING WRESTLING AEROBICS DANCE	Activities: STUNTS & TUMBLING WRESTLING DANCE AEROBICS LINE/SQUARE DANCING Assessment:
*Aquatics Students will...			
M.AQ.06.03	demonstrate selected elements of mature form for the basic aquatic skills of front crawl and breaststroke in controlled settings.	SWIMMING	Activities: SWIMMING - Front crawl skills, Breaststroke skills Assessment:
M.AQ.06.04	demonstrate selected elements of mature form for the basic aquatic skill of backstroke in controlled settings.	SWIMMING	Activities: SWIMMING – Backstroke skills Assessment:
M.AQ.06.07	demonstrate selected elements of assisting a distressed swimmer in isolated settings.	SWIMMING	Activities: SWIMMING – Reaching Assists, Emergency Action Plan, etc. Assessment:



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M.AQ.06.08	demonstrate selected elements of getting help and assisting a choking victim in isolated settings. <i>*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.</i>	GUARDSTART **to be done in all buildings with or without a pool	Activities: GUARDSTART MATERIAL Assessment:
Outdoor Pursuits Students will...			
M.OP.06.01	demonstrate use of movement concepts in outdoor pursuits with self and equipment in controlled settings.	ORIENTEERING LEISURE ACTIVITIES	Activities: ORIENTEERING – TOPO Maps, Types of maps, Legend on maps, Compass Reading, Map Interpretation LEISURE ACTIVITIES – Cross Country Skiing Assessment:
M.OP.06.02	demonstrate use of loco-motor skills in outdoor pursuits with self and equipment in controlled settings.	ORIENTEERING LEISURE ACTIVITIES	Activities: LEISURE ACTIVITIES – Biking, hiking, rope climbing, Cross Country Skiing, Obstacle Course, Rock Climbing PACE COUNTING Assessment:
M.OP.06.03	demonstrate use of non-loco-motor skills in outdoor pursuits with self and equipment in controlled settings.	ORIENTEERING	Activities: COMPASS READING - Magnetic North / True North Cardinal points Assessment:
M.OP.06.04	demonstrate ability to safely manipulate or use equipment in selected outdoor pursuits in controlled settings.	ORIENTEERING	Activities: COMPASS READING - Magnetic North / True North Cardinal points Assessment:
M.OP.06.05	demonstrate ability to make minor repairs to equipment in selected outdoor pursuits in controlled settings.	ORIENTEERING	Activities: CAMPSITE SET-UP Assessment:
Target Games Students will...			
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 GOLF	Activities: ARCHERY – Target shooting GOLF - Putting and chipping Assessment:
Invasion Games Students will...			
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).	SOCCER CAPTURE THE FLAG BASKETBALL FLICKERBALL	Activities: SOCCER – 3 on 3 CAPTURE THE FLAG BASKETBALL- 3 on 3 FLICKERBALL 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	SOCCER CAPTURE THE FLAG BASKETBALL FLICKERBALL	Activities: SOCCER – 3 on 3 CAPTURE THE FLAG BASKETBALL- 3 on 3 FLICKERBALL – game play



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	games, such as 3 vs. 3).		Assessment:
Net/Wall Games Students will...			
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).	VOLLEYBALL LESUIRE ACTIVITIES BADMINTON	Activities: VOLLEYBALL – NEWCOMB LESUIRE ACTIVITIES –ping pong 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).	VOLLEYBALL LESUIRE ACTIVITIES BADMINTON	Activities: VOLLEYBALL – NEWCOMB LESUIRE ACTIVITIES –ping pong BADMINTON Assessment:
Striking/Fielding Games Students will...			
M.SG.06.01	demonstrate selected use of infield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to the next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., strike a stationary/moving object, 5 vs. 5).	SCOOTER GAMES WIFFLE BALL KICKBALL	Activities: SCOOTER GAMES WIFFLE BALL KICKBALL Assessment:
Rhythmic Activities Students will...			
M.RA.06.01	demonstrate two rhythms, simultaneously, in two different parts of the body.	STUNTS & TUMBLING AEROBICS DANCE	Activities: STUNTS & TUMBLING – routine DANCE AEROBICS LINE/SQUARE DANCING Assessment:
CONTENT KNOWLEDGE			
Feedback Students will...			
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 Students will...			
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:
Motor Skills Students will...			
K.MS.06.05	apply knowledge of movement concepts and skills to design (plan) a four-element movement sequence (e.g., simple rhythmic or aerobic activities) in controlled settings.	STUNTS & TUMBLING WRESTLING AEROBICS DANCE	Activities: STUNTS & TUMBLING, AEROBICS & DANCE - Design and demonstrate a routine WRESTLING – Design and demonstrate a sequence of moves Assessment:



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	*Aquatics <i>Students will...</i>		
K.AQ.06.02	apply knowledge of critical elements of safe water entry and exit in isolated settings.	SWIMMING	Activities: SWIMMING - Exit with & without ladder Stride jump entry, Sitting, kneeling, standing dive Assessment:
K.AQ.06.03	apply knowledge of critical elements of selected aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings.	SWIMMING	Activities: SWIMMING – Peer teaching of: front crawl skills, backstroke skills, breaststroke skills, treading water Assessment:
K.AQ.06.04	apply knowledge of critical elements of assisting a distressed swimmer in isolated settings.	SWIMMING	Activities: SWIMMING – Partner saves/station work Assessment:
K.AQ.06.05	apply knowledge of critical elements of assisting a choking victim in isolated settings.	SWIMMING	Activities: SWIMMING – Partner saves Assessment:
K.AQ.06.06	apply knowledge of critical elements of how to get help in simulated emergency practice in isolated settings. <i>*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.</i>	SWIMMING **to be done in schools with or without a pool	Activities: GUARDSTART MATERIAL – Review and practice of emergency action plans Assessment:
	Outdoor Pursuits <i>Students will...</i>		
K.OP.06.01	apply knowledge of selected elements of the seven principles of Leave No Trace (Teen version) in controlled settings.	LIFELONG LEISURE ACTIVITIES	Activities: BASE CAMP SET UP Assessment:
K.OP.06.03	distinguish between the function of equipment associated with selected outdoor pursuits.	LIFELONG LEISURE ACTIVITIES	Activities: CAMPING EQUIPMENT FUNCTIONALITY DEMO Assessment:
K.OP.06.04	apply knowledge of safety features of outdoor pursuits in controlled settings.	LIFELONG LEISURE ACTIVITIES	Activities: CAMPFIRE ETIQUETTE Assessment:
K.OP.06.05	identify selected elements of decision-making skills related to engaging in outdoor pursuits.	LIFELONG LEISURE ACTIVITIES	Activities: LEAVE NO TRACE Outdoor ethics Assessment:
K.OP.06.06	identify governmental, non-profit, and/or private areas used for outdoor pursuits.	LIFELONG LEISURE ACTIVITIES	Activities: COMPUTER LAB Research on local and regional sites Assessment:
K.OP.06.07	distinguish between appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in controlled settings.	LIFELONG LEISURE ACTIVITIES	Activities: LEAVE NO TRACE Outdoor behaviors/etiquette Assessment:



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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 GOLF	Activities: ARCHERY – Verbalize and model key points of target shooting GOLF – Discuss individual club function and appropriate club selection for various golf shots Assessment:
Invasion Games <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).	SOCCER CAPTURE THE FLAG BASKETBALL FLICKERBALL	Activities: SOCCER – 3 ON 3 CAPTURE THE FLAG Journaling, task cards, peer teaching and/or question and answer BASKETBALL – 3 ON 3 Journaling, task cards, peer teaching and/or question and answer FLICKERBALL - 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).	SOCCER CAPTURE THE FLAG BASKETBALL FLICKERBALL	Activities: SOCCER – 3 ON 3 CAPTURE THE FLAG Question and answer or testing on related skills, problems, etc BASKETBALL – 3 ON 3 Question and answer or testing on related skills, problems, etc FLICKERBALL - Question and answer or testing on related skills, problems, etc Assessment:
Net/Wall Games <i>Students will...</i>			
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).	VOLLEYBALL LESUIRE ACTIVITIES BADMINTON	Activities: VOLLEYBALL Journaling, task cards, peer teaching and/or question and answer LESUIRE ACTIVITIES Journaling, task cards, peer teaching and/or question and answer 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).	VOLLEYBALL LESUIRE ACTIVITIES BADMINTON	Activities: VOLLEYBALL Journaling, task cards, peer teaching and/or question and answer LESUIRE ACTIVITIES Journaling, task cards, peer teaching and/or question and answer



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			BADMINTON Journaling, task cards, peer teaching and/or question and answer Assessment:
	Striking/Fielding Games <i>Students will...</i>		
K.SG.06.01	describe selected elements of infield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., strike a stationary/moving object, 5 vs. 5).	SCOOTER GAMES WIFFLE BALL KICKBALL	Activities: SCOOTER GAMES - Journaling, task cards, peer teaching and/or question and answer WIFFLE BALL - Journaling, task cards, peer teaching and/or question and answer KICKBALL - Journaling, task cards, peer teaching and/or question and answer Assessment:
	Rhythmic Activities <i>Students will...</i>		
K.RA.06.01	integrate rhythmic formations, positions, and steps with a partner or group in a rhythmic activity.	STUNTS & TUMBLING AEROBICS DANCE	Activities: STUNTS & TUMBLING AEROBICS DANCE – Create partner or group routine 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:
	Health-Related Fitness <i>Students will...</i>		
K.HR.06.02	use the criterion-referenced cardio respiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Hand cycle Test).	FITNESS	Activities: FITNESSGRAM (OR LIKE MODEL) – PACER Walk or Hand Cycle Test Assessment:
K.HR.06.03	use the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).	FITNESS	Activities: FITNESSGRAM (OR LIKE MODEL) - Curl-up Push-up, Pull-up, modified pull-up, flexed arm hang Assessment:
K.HR.06.04	use the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Back saver Sit and Reach, Shoulder Stretch).	FITNESS	Activities: FITNESSGRAM (OR LIKE MODEL) – Back saver Sit & Reach, Shoulder Stretch Assessment:
K.HR.06.05	use the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skin fold Measurement, Body Mass Index, Hydrostatic Weighing).	FITNESS	Activities: FITNESSGRAM (OR LIKE MODEL) - Assessment:
K.HR.06.06	identify a plan for improving or maintaining health-related fitness status with assistance from the teacher.	FITNESS	Activities: FITNESSGRAM (OR LIKE MODEL)-Use information to create an individual behavior plan to maintain or improve fitness level



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			Assessment:
K.HR.06.07	understand how to self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.	FITNESS	Activities: FITNESSGRAM (OR LIKE MODEL) – Partner work with health related fitness testing, Entering fitness data into evaluation program Assessment:
K.HR.06.08	understand how to identify the principles of training (frequency, intensity, type, time, overload, specificity).	FITNESS	Activities: FITNESSGRAM (OR LIKE MODEL) – Read and implement FITNESSGRAM results to increase fitness level Assessment:
Physical Activity and Nutrition <i>Students will...</i>			
K.AN.06.01	discuss 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).	LIFELONG WELLNESS NUTRITION FITNESS	Activities: LIFELONG WELLNESS, NUTRITION, & FITNESS - Behavior management plan, Journaling Assessment:
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.	FITNESS ALL UNITS DAILY ACTIVITIES	Activities: FITNESS, 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 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:
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>			



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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:
K.ID.06.03	choose to participate in activities that allow for self-expression in controlled settings.	DANCE AEROBICS WRESTLING STUNTS & TUMBLING	Activities: DANCE AEROBICS WRESTLING STUNTS & TUMBLING Individual and group routine development and performance 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		
	Participation During Physical Education <i>Students will...</i>		
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.	SWIMMING SOCCER FITNESS BASKETBALL WRESTLING DANCE GAMES	Activities: SWIMMING – Lap swim SOCCER – Skill drills and game play FITNESS – aerobic fitness work, plyometrics, walking/jogging/running BASKETBALL – Skill drills and game play WRESTLING – workouts and match competition DANCE – Routine work and full performances AEROBICS – Routine work and full performances GAMES – Fitness games (example - Octopus) Assessment:
	Participation Outside of Physical Education <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.	SWIMMING SOCCER FITNESS BASKETBALL WRESTLING DANCE GAMES	Activities: ANY LISTED OR APPROPRIATE CHOICE – Daily activity log with daily target heart rate listings Assessment:
	Health-Related Fitness <i>Students will...</i>		
A.HR.06.02	meet the criterion-referenced cardio respiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Hand cycle Test).	FITNESS	Activities: FITNESSGRAM (OR LIKE MODEL) – PACER Walk or Hand Cycle Test Assessment:



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A.HR.06.03	meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).	FITNESS	Activities: FITNESSGRAM (OR LIKE MODEL) - Curl-up, Push-up, Pull-up, modified pull-up, flexed arm hang Assessment:
A.HR.06.04	meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Back saver Sit and Reach, Shoulder Stretch).	FITNESS	Activities: FITNESSGRAM (OR LIKE MODEL) – Back saver Sit & Reach, Shoulder Stretch Assessment:
A.HR.06.05	meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skin fold Measurement, Body Mass Index, Hydrostatic Weighing).	FITNESS	Activities: FITNESSGRAM (OR LIKE MODEL) – Evaluate BMI /BF for assessment and goal information Assessment:
A.HR.06.06	identify a plan for improving or maintaining health-related fitness status with assistance from the teacher.	FITNESS	Activities: FITNESSGRAM (OR LIKE MODEL)- Use an individual behavior plan to maintain or improve fitness level, Re-evaluate according to new testing and create new individual behavior plan to maintain or improve fitness level Assessment:
A.HR.06.07	self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.	FITNESS	Activities: FITNESSGRAM (OR LIKE MODEL) – Health related fitness testing, Entering fitness data into evaluation program Assessment:
A.HR.06.08	identify the principles of training (frequency, intensity, type, time, overload, specificity).	FITNESS	Activities: FITNESSGRAM (OR LIKE MODEL) – Read and implement FITNESSGRAM results to increase fitness level Assessment:
Physical Activity and Nutrition <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: FITNESS – Create and implement a yearlong behavior management plan 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: 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:



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	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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