

## 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>*Aquatics Students will...</b>			
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:
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:
<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>*Aquatics Students will...</b>			
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:



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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>	<b>SWIMMING</b>  **to be done in schools with or without a pool	<b>Activities:</b> <b>GUARDSTART MATERIAL</b> – Review and practice of emergency action plans  <b>Assessment:</b>
<b>Participation Inside/Outside of Physical Education Students will...</b>			
K.PA.06.01	compare and contrast physical activities for intensity and skill level.	<b>ALL UNITS</b>	<b>Activities:</b> <b>ALL UNITS</b> – Journaling, question and answer  <b>Assessment:</b>
<b>Physical Activity and Nutrition Students will...</b>			
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.	<b>ALL UNITS DAILY ACTIVITIES</b>	<b>Activities:</b> <b>ALL UNITS AND DAILY ACTIVITIES</b> - Understand heart rate zones...Resting and target Adjusting workouts accordingly  <b>Assessment:</b>
<b>Personal/Social Behaviors Students will...</b>			
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.	<b>ANY UNITS</b>	<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.	<b>ANY UNITS</b>	<b>Activities:</b> Discussions, journaling or modeling characteristics of the “6 Pillars of Character”  <b>Assessment:</b>
<b>Regular Participation Students will...</b>			
K.RP.06.01	choose to participate in activities that are personally challenging in controlled settings.	<b>ALL UNITS</b>	<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.	<b>ALL UNITS TO INCLUDE ALL SEASONS</b>	<b>Activities:</b> Question and answer, Journaling of community options and ideas  <b>Assessment:</b>
<b>Social Benefits Students will...</b>			
K.SB.06.01	use physical activity as a positive opportunity for social interaction in controlled settings.	<b>ALL UNITS TO INCLUDE ALL SEASONS</b>	<b>Activities:</b> Group work or peer teaching situations <b>Assessment:</b>
<b>Individual Differences Students will...</b>			
K.ID.06.01	choose to participate with students of varying skill and fitness levels in dynamic settings.	<b>ALL UNITS TO INCLUDE ALL SEASONS</b>	<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.	<b>ALL UNITS TO INCLUDE ALL</b>	<b>Activities:</b> Question and answer, Journaling of community



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		<b>SEASONS</b>	options and ideas  Assessment:
	<b>Feelings</b> <i>Students will...</i>		
<b>K.FE.06.01</b>	identify indicators of enjoyment for the aesthetic and creative aspects of skilled performance.	<b>ALL UNITS</b>	Activities: Journaling, task cards, peer teaching and/or question and answer  Assessment:
	<b>FITNESS AND PHYSICAL ACTIVITY</b>		
	<b>Participation During Physical Education</b> <i>Students will...</i>		
<b>A.PE.06.01</b>	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.	<b>SWIMMING</b>	Activities: <b>SWIMMING – Lap swim</b>  Assessment:
	<b>Participation Outside of Physical Education</b> <i>Students will...</i>		
<b>A.PA.06.01</b>	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.	<b>SWIMMING</b>	Activities: <b>ANY LISTED OR APPROPRIATE CHOICE – Daily activity log with daily target heart rate listings</b>  Assessment:
	<b>Physical Activity and Nutrition</b> <i>Students will...</i>		
<b>A.AN.06.04</b>	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.	<b>ALL UNITS</b>	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>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 – Journaling, task cards, question and answer</b>  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:



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