

## 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>Space Awareness</b> <i>Students will...</i>			
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.	WIFFLE BALL	Activities: WIFFLE BALL  Assessment:
<b>Striking/Fielding Games</b> <i>Students will...</i>			
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).	WIFFLE BALL	Activities: WIFFLE BALL  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>Striking/Fielding Games</b> <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).	WIFFLE BALL	Activities: WIFFLE BALL - Journaling, task cards, peer teaching and/or question and answer  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>			



The activities listed are recommendations. The P.E. Curriculum team left this document general enough to allow for schools to add their activities & resources/assessments. NOTE: Many ASSESSMENTS were left blank intentionally for districts to include their own.

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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>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>			



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	<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	<b>Activities:</b> <b>ALL UNITS –</b> <b>Journaling, task cards, question and answer</b>  <b>Assessment:</b>
	<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.	<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>

