

**Michigan Department of Education  
PHYSICAL EDUCATION ALIGNMENT RECORD**

<b>Sixth Grade</b>			
<b>Expectations</b>	<b>District Curriculum</b>	<b>Time Spent</b>	<b>Notes/Comments</b>
<b>Motor Skills and Movement Patterns: Movement Concepts</b>			
<b><i>Space Awareness</i></b>			
<b>M.MC.06.01</b> demonstrate selected space awareness movement concepts with mature form of non-locomotor, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhead throw) in modified, dynamic settings.			
<b>Motor Skills and Movement Patterns: Motor Skills</b>			
<b><i>Manipulative</i></b>			
<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.			
<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.			
<b>M.MS.06.06</b> perform a four-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) in controlled settings.			
<b>Motor Skills and Movement Patterns: Aquatics</b>			
<b>M.AQ.06.03</b> demonstrate selected elements of mature form for the basic aquatic skills of front crawl and breaststroke in controlled settings.			
<b>M.AQ.06.04</b> demonstrate selected elements of mature form for the basic aquatic skill of backstroke in controlled settings.			
<b>M.AQ.06.07</b> demonstrate selected elements of assisting a distressed swimmer in isolated settings.			
<b>M.AQ.06.08</b> demonstrate selected elements of getting help and assisting a choking victim in isolated settings.			
<b>M.AQ.05.02</b> demonstrate safe water entry and exit, independently, by jumping or stepping from the side safely in isolated settings.			

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<b>Motor Skills and Movement Patterns: Outdoor Pursuits</b>			
<b>M.OP.06.01</b> demonstrate use of movement concepts in outdoor pursuits with self and equipment in controlled settings.			
<b>M.OP.06.02</b> demonstrate use of locomotor skills in outdoor pursuits with self and equipment in controlled settings.			
<b>M.OP.06.03</b> demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in controlled settings.			
<b>M.OP.06.04</b> demonstrate ability to safely manipulate or use equipment in selected outdoor pursuits in controlled settings.			
<b>M.OP.06.05</b> demonstrate ability to make minor repairs to equipment in selected outdoor pursuits in controlled settings.			
<b>Motor Skills and Movement Patterns: Target Games</b>			
<b>M.TG.06.01</b> 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.			
<b>Motor Skills and Movement Patterns: Invasion Games</b>			
<b>M.IG.06.01</b> 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).			
<b>M.IG.06.02</b> 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).			

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<b>Motor Skills and Movement Patterns: Net/Wall Games</b>			
<b>M.NG.06.01</b> 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).			
<b>M.NG.06.02</b> 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).			
<b>Motor Skills and Movement Patterns: Striking/Fielding Games</b>			
<b>M.SG.06.01</b> 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).			
<b>Motor Skills and Movement Patterns: Rhythmic Activities</b>			
<b>M.RA.06.01</b> demonstrate two rhythms, simultaneously, in two different parts of the body.			
<b>Content Knowledge: Feedback</b>			
<b>K.FB.06.01</b> describe how internal (prior knowledge) and external feedback improves motor skills and movement patterns, fitness, and physical activities in controlled settings.			

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<b>Content Knowledge: Movement Concepts</b>			
<b>K.MC.06.15</b> apply knowledge of movement concepts while performing non-locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in controlled settings.			
<b>Content Knowledge: Motor Skills</b>			
<b>K.MS.06.05</b> 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.			
<b>Content Knowledge: Aquatics</b>			
<b>K.AQ.06.02</b> apply knowledge of critical elements of safe water entry and exit in isolated settings.			
<b>K.AQ.06.03</b> apply knowledge of critical elements of selected aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings.			
<b>K.AQ.06.04</b> apply knowledge of critical elements of assisting a distressed swimmer in isolated settings.			
<b>K.AQ.06.05</b> apply knowledge of critical elements of assisting a choking victim in isolated settings.			
<b>K.AQ.06.06</b> apply knowledge of critical elements of how to get help in simulated emergency practice in isolated settings.			
<b>Content Knowledge: Outdoor Pursuits</b>			
<b>K.OP.06.01</b> apply knowledge of selected elements of the seven principles of Leave No Trace (Teen version) in controlled settings.			
<b>K.OP.06.03</b> distinguish between the function of equipment associated with selected outdoor pursuits.			
<b>K.OP.06.04</b> apply knowledge of safety features of outdoor pursuits in controlled settings.			
<b>K.OP.06.05</b> identify selected elements of decision-making skills related to engaging in outdoor pursuits.			

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<b>Content Knowledge: Outdoor Pursuits, Continued</b>			
<b>K.OP.06.06</b> identify governmental, non-profit, and/or private areas used for outdoor pursuits.			
<b>K.OP.06.07</b> distinguish between appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in controlled settings.			
<b>Content Knowledge: Target Games</b>			
<b>K.TG.06.01</b> 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.			
<b>Content Knowledge: Invasion Games</b>			
<b>K.IG.06.01</b> 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).			
<b>K.IG.06.02</b> 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).			
<b>Content Knowledge: Net/Wall Games</b>			
<b>K.NG.06.01</b> 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).			

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Expectations	District Curriculum	Time Spent	Notes/Comments
<b>Content Knowledge: Net/Wall Games, Continued</b>			
<b>K.NG.06.02</b> 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).			
<b>Content Knowledge: Striking/Fielding Games</b>			
<b>K.SG.06.01</b> 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).			
<b>Content Knowledge: Rhythmic Activities</b>			
<b>K.RA.06.01</b> integrate rhythmic formations, positions, and steps with a partner or group in a rhythmic activity.			
<b>Content Knowledge: Participation Inside/Outside Physical Education</b>			
<b>K.PA.06.01</b> compare and contrast physical activities for intensity and skill level.			
<b>Content Knowledge: Health-Related Fitness</b>			
<b>K.HR.06.02</b> use the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).			
<b>K.HR.06.03</b> 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).			

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<b>Content Knowledge: Health-Related Fitness, Continued</b>			
<b>K.HR.06.04</b> use the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).			
<b>K.HR.06.05</b> use the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).			
<b>K.HR.06.06</b> identify a plan for improving or maintaining health-related fitness status with assistance from the teacher.			
<b>K.HR.06.07</b> understand how to self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.			
<b>K.HR.06.08</b> understand how to identify the principles of training (frequency, intensity, type, time, overload, specificity).			
<b>Content Knowledge: Physical Activity and Nutrition</b>			
<b>K.AN.06.01</b> 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).			
<b>K.AN.06.02</b> 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>Content Knowledge: Personal/Social Behaviors</b>			
<b>K.PS.06.01</b> explain the key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.			

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<b>Content Knowledge: Personal/Social Behavior, Continued</b>			
<b>K.PS.06.02</b> explain the key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.			
<b>Content Knowledge: Regular Participation</b>			
<b>K.RP.06.01</b> choose to participate in activities that are personally challenging in controlled settings.			
<b>K.RP.06.02</b> explain why to choose to participate in physical activity, regularly, outside of physical education for personal enjoyment and benefit in controlled settings.			
<b>Content Knowledge: Social Benefits</b>			
<b>K.SB.06.01</b> use physical activity as a positive opportunity for social interaction in controlled settings.			
<b>Content Knowledge: Individual Differences</b>			
<b>K.ID.06.01</b> choose to participate with students of varying skill and fitness levels in dynamic settings.			
<b>K.ID.06.02</b> understand differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.			
<b>K.ID.06.03</b> choose to participate in activities that allow for self-expression in controlled settings.			
<b>Content Knowledge: Feelings</b>			
<b>K.FE.06.01</b> identify indicators of enjoyment for the aesthetic and creative aspects of skilled performance.			
<b>Fitness and Physical Activity: Participation During Physical Education</b>			
<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.			

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<b>Fitness and Physical Activity: Participation Outside of Physical Education</b>			
<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 locomotor and manipulative skills and applying strategies in modified game play outside of physical education.			
<b>Fitness and Physical Activity: Health-Related Fitness</b>			
<b>A.HR.06.02</b> meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).			
<b>A.HR.06.03</b> 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).			
<b>A.HR.06.04</b> meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).			
<b>A.HR.06.05</b> meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).			
<b>A.HR.06.06</b> identify a plan for improving or maintaining health-related fitness status with assistance from the teacher.			
<b>A.HR.06.07</b> self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.			
<b>A.HR.06.08</b> identify the principles of training (frequency, intensity, type, time, overload, specificity).			

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Expectations	District Curriculum	Time Spent	Notes/Comments
<b>Fitness and Physical Activity: Physical Activity and Nutrition</b>			
<b>A.AN.06.01</b> 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).			
<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>Personal/Social Behaviors and Values: Feedback</b>			
<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>Personal/Social Behaviors and Values: Personal/Social Behaviors</b>			
<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>B.PS.06.02</b> describe behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.			
<b>Personal/Social Behaviors and Values: Regular Participation</b>			
<b>B.RP.06.01</b> choose to participate in activities that are personally challenging in controlled settings.			
<b>B.RP.06.02</b> choose to participate in physical activity, regularly, outside of physical education for personal enjoyment and benefit in controlled settings.			

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<b>Personal/Social Behaviors and Values: Social Benefits</b>			
<b>B.SB.06.01</b> recognize physical activity as a positive opportunity for social interaction in controlled settings.			
<b>Personal/Social Behaviors and Values: Individual Differences</b>			
<b>B.ID.06.01</b> choose to participate with students of varying skill and fitness levels in controlled settings.			
<b>B.ID.06.02</b> accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.			
<b>B.ID.06.03</b> choose to participate in activities that allow for self-expression in controlled settings.			
<b>Personal/Social Behaviors and Values: Feelings</b>			
<b>B.FE.06.01</b> identify indicators of enjoyment for the aesthetic and creative aspects of skilled performance in controlled settings.			