

## Kentucky Academic Standards for Physical Education Grade 6

<b>Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.</b>	
<b>Practices for Movement Competency:</b> Physically literate individuals practice skills for achieving competency and confidence in a variety of physical activities. These performance indicators focus on identifying skills that will help students effectively engage in lifelong physical activities.	
<b>Performance Indicators</b>	
<b>Combinations of Movement Patterns and Skills</b>	<p><b>6.1.MP1.</b> Demonstrate simple movement concepts, principles, strategies and tactics when learning and performing physical activities.</p> <p><b>6.1.MP2.</b> Demonstrate simple and combined motor skills in a variety of games and activities.</p> <p><b>6.1.MP3.</b> Perform a wide variety of locomotor movements in combination, using different pathways and directions, while moving around others and/or equipment.</p>
<b>Manipulative Skills</b>	<p><b>6.1.MS1.</b> Send and receive a variety of objects, adjusting for speed and distance, while applying appropriate performance cues.</p>
<b>Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</b>	
<b>Application of Performance:</b> Physically literate individuals understand the purpose of movement through performance. These performance indicators focus on quality of movement that enhances physical activity experiences critical to their development and long-term success as healthy and productive citizens.	
<b>Performance Indicators</b>	
<b>Combinations of Movement Concepts</b>	<p><b>6.2.MC1.</b> Demonstrate how movement concepts, principles, strategies and tactics apply to the performance of various physical activities.</p> <p><b>6.2.MC2.</b> Demonstrate how motor skills and techniques need to be refined, combined and varied in the development of specialized skills for participation in games and activities.</p> <p><b>6.2.MC3.</b> Demonstrate how non-locomotor, locomotor and combination skills are used to build simple, creative sequences.</p>
<b>Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>	
<b>Demonstrate a Health-Enhancing Level of Physical Activity:</b> Physically literate individuals understand the benefits and implications of lifelong physical activity to improve their quality of life. Understanding one’s overall physical health and fitness status provides the basis for personal responsibility. These performance indicators focus on empowering students to commit to being lifelong physically active individuals.	

<b>Performance Indicators</b>	
<b>Physical Activity Knowledge and Engagement</b>	<b>6.3.PA1.</b> Describe how being physically active leads to better health. <b>6.3.PA2.</b> Participate in a variety of physical activities.
<b>Physical Fitness Knowledge</b>	<b>6.3.PF1.</b> Identify the components of skill-related fitness. <b>6.3.PF2.</b> Identify each of the components of the FITT principle for different types of physical activity.
<b>Nutrition</b>	<b>6.3.N1.</b> Identify food from each of the basic food groups and select appropriate servings and proportions for his/her age and physical activity levels.
<b>Stress Management</b>	<b>6.3.SM1.</b> Recognize physical activity as a positive way of dealing with stress.
<b>Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.</b>	
<b>Demonstrate Personal and Social Behavior:</b> Physically literate individuals respect themselves and others in physical activity settings. These performance indicators focus on the positive development of personal, responsible and social behaviors that are demonstrated through sportsmanship, etiquette, safety, teamwork, cooperation and conflict resolution skills.	
<b>Performance Indicators</b>	
<b>Social Interactions/Working with Others</b>	<b>6.4.SW1.</b> Accept differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.
<b>Rules and Etiquette</b>	<b>6.4.RE1.</b> Demonstrate knowledge of rules and etiquette by self-officiating standard and modified physical activities. <b>6.4.RE2.</b> Demonstrate cooperation skills by establishing rules and guidelines for resolving conflict.
<b>Safety</b>	<b>6.4.SA1.</b> Demonstrate knowledge of appropriate safety principles, rules and procedures in a variety of physical activities.
<b>Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.</b>	
<b>Demonstrate Value of Physical Activity:</b> Physically literate individuals value physical activity and its contribution to a healthy lifestyle. These performance indicators focus on an active lifestyle as a vehicle for enjoyment, advocacy, challenge and social interaction of a healthy community.	
<b>Performance Indicators</b>	
<b>Health</b>	<b>6.5.H1.</b> Demonstrate that regular participation in physical activities supports the goals of fitness, reducing stress and a healthier lifestyle.

<b>Challenge</b>	<b>6.5.C1.</b> Explain that physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging.
<b>Self-Expression and Enjoyment</b>	<b>6.5.SE1.</b> Identify and use appropriate strategies to self-reinforce positive fitness behaviors.
<b>Social Interaction</b>	<b>6.5.SI1.</b> Use personal and social behaviors that show respect to self and others in physical activity settings.
<b>Advocacy</b>	<b>6.5.A1.</b> State a health-enhancing position about being physically active, supported with accurate information, to improve the health of others.