

# High School | Physical Education Standards

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The following Foundational Skills represent typical units of study which organize outcomes related to the five learning standards below.

[Lifetime Activities in Standard 1](#)

[Lifetime Activities in Standard 2](#)

[Physical Activity](#)

[Fitness](#)

[Physical Activity and Fitness Planning](#)

[Personal/Social Behavior](#)

[Values/Enjoys Physical Activity](#)

These standards are represented within the foundational skills above.

**Standard 1: Motor Skills/Movement Patterns**

Students will demonstrate competency in a variety of motor skills and movement patterns

**Standard 2: Concepts and Principles of Activity**

Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

**Standard 3: Creating and Maintaining Active Lifestyle**

Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4: Personal Responsibility**

Students will exhibit responsible personal and social behavior that respects self and others.

**Standard 5: Value of Physical Activity**

Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.



# Physical Education

## Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Motor Skills</b>						
<b>1. Locomotor</b>	Demonstrate emerging pattern in locomotor skills while maintaining balance (jog, run, gallop, slide, skip, jump, and hop). PE1.1.Ka  Demonstrate mature pattern in locomotor skills in isolation (walk). PE1.1.Kb	Demonstrate mature pattern in locomotor skills in isolation (jog, run, gallop, slide, jump, and hop). PE1.1.1	Demonstrate mature pattern in locomotor skills in isolation (skip). PE1.1.2a  Demonstrate a sequence of locomotor skills, transitioning smoothly from one skill to another. PE1.1.2b	Demonstrate mature pattern in locomotor skills in isolation (leap, jump, and land in a horizontal plane, and jump and land in a vertical plane). PE1.1.3a  Apply mature pattern in locomotor skills in a variety of activities. PE1.1.3b	Apply mature pattern in locomotor skills in a variety of lead-up activities and small-sided game play. PE1.1.4a  Demonstrate appropriate pacing in a variety of running distances. PE1.1.4b	Apply mature pattern in locomotor skills in a variety of activities, modified games, and small-sided game play. PE1.1.5a  Apply appropriate pacing in a variety of running distances. PE1.1.5b
<b>2. Nonlocomotor</b>	Demonstrate emerging pattern in nonlocomotor skills while maintaining balance (rock, sway, push, pull, bend, stretch, twist, turn, and swing). PE1.2.K	Demonstrate mature pattern in nonlocomotor skills in isolation (rock, sway, push, pull, bend, stretch, twist, turn, and swing). PE1.2.1	Demonstrate a sequence of nonlocomotor skills, transitioning smoothly from one skill to another. PE1.2.2	Apply mature pattern in nonlocomotor skills in a variety of activities. PE1.2.3	Apply mature pattern in nonlocomotor skills in a variety of lead-up activities and small-sided game play. PE1.2.4	Apply mature pattern in nonlocomotor skills in a variety of activities, modified games, and small-sided game play. PE1.2.5
<b>Balance, Weight Transfer, and Rhythmic Skills</b>						

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>3. Balance</b>	Demonstrate static balance on different bases of support. PE1.3.K	Demonstrate static balance on different bases of support with different body shapes. PE1.3.1	Demonstrate static balance on different bases of support, combining levels and shapes. PE1.3.2	Demonstrate static and dynamic balance in a variety of activities. PE1.3.3	Apply static and dynamic balance in a variety of lead-up activities and small-sided game play. PE1.3.4	Apply static and dynamic balance in a variety of activities, modified games, and small-sided game play. PE1.3.5
<b>4. Weight Transfer</b>	<i>Developmentally appropriate/emerging outcomes first appear in grade 1.</i>	Demonstrate weight transfer from one body part to another in self-space. PE1.4.1	Demonstrate weight transfer from feet to different bases of support for static or dynamic balance. PE1.4.2	Demonstrate weight transfer from feet to hands for momentary weight support. PE1.4.3	Demonstrate weight transfer from feet to hands varying speed and using large extensions. PE1.4.4	Apply weight transfer in a variety of activities. PE1.4.5
<b>5. Rhythm</b>	Demonstrate rhythmic skills in response to teacher-led creative activities. PE1.5.K	Demonstrate rhythmic skills combining locomotor and nonlocomotor movement. PE1.5.1	Demonstrate rhythmic skills combining locomotor, nonlocomotor, and manipulative skills. PE1.5.2	Demonstrate rhythmic skills in a teacher- or student-designed activity. PE1.5.3	Demonstrate rhythmic combinations to perform a routine. PE1.5.4	Create and demonstrate a routine using complex rhythmic combinations. PE1.5.5
<b>Manipulative Skills</b>						
<b>6. Underhand Throw</b>	Demonstrate emerging pattern in an underhand throw. PE1.6.K	Demonstrate mature pattern in an underhand throw. PE1.6.1a	Demonstrate mature pattern in an underhand throw for distance. PE1.6.2a	Demonstrate mature pattern in an underhand throw at varying distances. PE1.6.3a	Demonstrate mature pattern in an underhand throw to a moving partner. PE1.6.4a	Apply mature pattern in an underhand throw in a variety of activities, modified

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		Demonstrate an underhand throw using different sizes and types of objects. PE1.6.1b	Demonstrate mature pattern in an underhand throw to a large, stationary target. PE1.6.2b	Demonstrate mature pattern in an underhand throw to a partner or target with reasonable accuracy. PE1.6.3b	Demonstrate mature pattern in an underhand throw with accuracy. PE1.6.4b	games, and small-sided game play. PE1.6.5
<b>7. Overhand Throw</b>	Demonstrate emerging pattern in an overhand throw. PE1.7.K	Demonstrate emerging pattern in an overhand throw. PE1.7.1	Demonstrate emerging pattern in an overhand throw using different sizes and types of objects. PE1.7.2	Demonstrate mature pattern in an overhand throw. PE1.7.3	Demonstrate mature pattern in an overhand throw for distance. PE1.7.4a  Demonstrate mature pattern in an overhand throw to a partner or target with reasonable accuracy. PE1.7.4b	Demonstrate mature pattern in an overhand throw at varying distances. PE1.7.5a  Demonstrate mature pattern in an overhand throw to a moving partner. PE1.7.5b  Demonstrate mature pattern in an overhand throw in a variety of activities, modified games, and small-

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						sided game play. PE1.7.5c
<b>8. Catch</b>	<p>Demonstrate emerging pattern while catching a dropped ball before it bounces twice. PE1.8.Ka</p> <p>Demonstrate emerging pattern while catching a large ball that is tossed by a skilled thrower. PE1.8.Kb</p>	<p>Demonstrate emerging pattern while catching a soft object from a self-toss before it bounces. PE1.8.1a</p> <p>Demonstrate emerging pattern while catching balls of various sizes that are self-tossed or tossed by a skilled thrower. PE1.8.1b</p>	<p>Demonstrate mature pattern while catching a large ball that is self-tossed or tossed by a skilled thrower. PE1.8.2</p>	<p>Demonstrate mature pattern while catching at different levels in a static environment. PE1.8.3a</p> <p>Demonstrate mature pattern while catching a gently tossed hand-sized ball from a partner. PE1.8.3b</p>	<p>Apply mature pattern in catching in a variety of lead-up activities and small-sided game play. PE1.8.4</p>	<p>Apply mature pattern in catching in a variety of activities, modified games, and small-sided game play. PE1.8.5</p>
<b>9. Hand Dribble</b>	<p>Demonstrate emerging pattern while hand-dribbling continuously in self-space using preferred hand. PE1.9.K</p>	<p>Demonstrate emerging pattern while hand-dribbling continuously using preferred hand while walking in general space. PE1.9.1</p>	<p>Demonstrate mature pattern while hand-dribbling continuously in self-space with preferred hand. PE1.9.2a</p>	<p>Demonstrate mature pattern while hand-dribbling continuously in general space with preferred hand. PE1.9.3a</p>	<p>Demonstrate mature pattern while hand-dribbling continuously in general space with nonpreferred hand. PE1.9.4a</p>	<p>Apply mature pattern while hand-dribbling in a variety of activities, modified games, and small-sided game play. PE1.9.5</p>

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			Demonstrate emerging pattern while hand-dribbling continuously in self-space using nonpreferred hand. PE1.9.2b	Demonstrate mature pattern while hand-dribbling in self-space with nonpreferred hand. PE1.9.3b	Demonstrate mature pattern while hand-dribbling in general space in a variety of lead-up activities and small-sided game play. PE1.9.4b	
<b>10. Foot Pass/Kick</b>	Demonstrate emerging pattern while passing and kicking a stationary ball with preferred foot. PE1.10.K	Demonstrate emerging pattern while passing and kicking with preferred foot when approaching a stationary ball. PE1.10.1	Demonstrate emerging pattern while passing and kicking along the ground with the inside of the foot to a target or stationary partner. PE1.10.2a  Demonstrate emerging pattern while passing and kicking a moving ball with the inside of the foot. PE1.10.2b	Demonstrate mature pattern while passing and kicking along the ground with the inside of the foot to a target or stationary partner. PE1.10.3a  Demonstrate emerging pattern while passing and kicking a ball in the air. PE1.10.3b  Demonstrate emerging pattern	Demonstrate mature pattern while passing with the feet to a moving partner in a static environment. PE1.10.4a  Demonstrate mature pattern while passing and kicking a ball in the air. PE1.10.4b  Demonstrate mature pattern while punting in isolation. PE1.10.4c	Apply mature pattern while passing, kicking, and punting in a variety of activities, modified games, and small-sided game play. PE1.10.5

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				while punting in isolation. PE1.10.3c		
<b>11. Foot Trap/Receive</b>	Demonstrate emerging pattern while receiving with the preferred foot when stationary. PE1.11.K	Demonstrate emerging pattern while receiving with the preferred foot when stationary. PE1.11.1	Demonstrate emerging pattern while receiving with the nonpreferred foot when stationary. PE1.11.2	Demonstrate mature pattern while receiving with the foot when stationary. PE1.11.3	Demonstrate mature pattern while receiving with the foot when moving in a static environment. PE1.11.4	Apply mature pattern while receiving with the foot in a variety of activities, modified games, and small-sided game play. PE1.11.5
<b>12. Foot Dribble</b>	Demonstrate emerging pattern while foot-dribbling with light force when walking. PE1.12.K	Demonstrate emerging pattern while foot-dribbling with the preferred and nonpreferred foot at a slow speed. PE1.12.1	Demonstrate mature pattern while foot-dribbling with both feet at a slow speed. PE1.12.2	Demonstrate mature pattern while foot-dribbling at a slow to moderate jogging speed. PE1.12.3	Demonstrate mature pattern while foot-dribbling in a variety of lead-up activities and small-sided game play. PE1.12.4	Apply mature pattern while foot-dribbling in a variety of activities, modified games, and small-sided game play. PE1.12.5
<b>13. Strike/Volley, Hands and Arms</b>	Demonstrate emerging pattern while striking a lightweight object upward with an open palm. PE1.13.K	Demonstrate emerging pattern while striking an object upward with an open palm or forearms. PE1.13.1	Demonstrate emerging pattern while striking an object upward continuously with an open palm or forearms. PE1.13.2	Demonstrate emerging pattern while striking an object underhand or sidearm, sending it upward and forward. PE1.13.3	Demonstrate mature pattern while striking an object underhand in a variety of lead-up activities and small-sided game play. PE1.13.4a	Apply mature pattern while striking an object underhand in a variety of activities, modified games, and small-sided game play. PE1.13.5a

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					Demonstrate emerging pattern while striking an object with a two-handed overhead pass, sending it upward. PE1.13.4b	Demonstrate mature pattern while striking an object with a two-handed overhead pass, sending it upward to a target. PE1.13.5b
<b>14. Strike, Short Implement</b>	Demonstrate emerging pattern while striking a lightweight object with a short-handled implement. PE1.14.K	Demonstrate emerging pattern while striking a lightweight object upward continuously with a short-handled implement. PE1.14.1	Demonstrate mature pattern while striking an object upward continuously with a short-handled implement. PE1.14.2	Demonstrate emerging pattern while striking an object with a short-handled implement, sending it forward. PE1.14.3	Demonstrate mature pattern while striking an object with a short-handled implement, sending it forward. PE1.14.4	Demonstrate mature pattern while striking an object with a short-handled implement in a variety of activities, modified games, and small-sided game play. PE1.14.5
<b>15. Strike, Long Implement</b>	Demonstrate emerging pattern while striking a large ball off a tee with an oversized lightweight bat. PE1.15.Ka	Demonstrate emerging pattern while striking a large ball off a tee with a lightweight bat. PE1.15.1a	Demonstrate emerging pattern while striking a ball off a tee with a lightweight bat. PE1.15.2a	Demonstrate emerging pattern while striking a ball tossed by a skilled thrower with a bat. PE1.15.3a	Demonstrate emerging pattern while striking a tossed ball with a bat. PE1.15.4a  Demonstrate	Demonstrate mature pattern while striking a pitched ball with a bat. PE1.15.5a  Apply mature

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Demonstrate emerging pattern while striking a large object with a long-handled implement. PE1.15.Kb	Demonstrate emerging pattern while striking an object with a long-handled implement. PE1.15.1b	Demonstrate emerging pattern while striking an object with a long-handled implement to a target. PE1.15.2b	Demonstrate mature pattern while striking an object with a long-handled implement to a target. PE1.15.3b	mature pattern while striking an object with a long-handled implement in a variety of lead-up activities and small-sided game play. PE1.15.4b	pattern while striking an object with a long-handled implement in a variety of activities, modified games, and small-sided game play. PE1.15.5b

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	Grade 6	Grade 7	Grade 8
<b>Games and Sports</b>			
<b>1. Throw</b>	Demonstrate mature pattern in a throw (underhand and overhand) for accuracy. PE1.1.6	Perform a throw (underhand and overhand) with mature pattern for distance and accuracy during small-sided game play. PE1.1.7	Apply a throw (underhand and overhand) with mature pattern for distance and accuracy during modified game play. PE1.1.8
<b>2. Catch</b>	Demonstrate a catch with mature pattern from a variety of trajectories using different objects. PE1.2.6	Perform a catch with mature pattern with hands or an implement in small-sided game play. PE1.2.7	Apply a catch with mature pattern with hands or an implement in modified game play. PE1.2.8
<b>3. Pass and Receive</b>	Demonstrate passing and receiving with hand, foot, or implement with competency while moving and changing direction and speed. PE1.3.6	Perform passing and receiving with hand, foot, or implement with competency (including leading pass) while moving and changing direction and speed in small-sided game play. PE1.3.7	Apply passing and receiving with an implement with competency (including leading pass) while moving, changing direction and speed and/or level in modified game play. PE1.3.8
<b>4. Dribble</b>	Demonstrate dribbling skills with preferred hand, foot, or implement with competency while moving and changing direction and speed. PE1.4.6	Perform dribbling skills with preferred and nonpreferred hand, foot, or implement with competency while moving and changing direction and speed in small-sided game play. PE1.4.7	Apply dribbling skills with hand, foot, or implement with competency while changing direction, speed, or level in modified game play. PE1.4.8
<b>5. Strike</b>	Demonstrate underhand and overhand striking with competency with and without an implement. PE1.5.6	Perform underhand and overhand striking with competency with and without an implement in small-sided game play. PE1.5.7	Apply underhand and overhand striking with competency with and without an implement in modified game play. PE1.5.8
<b>6. Forehand and Backhand</b>	Demonstrate forehand and backhand strikes with competency using weight	Perform forehand and backhand strikes with competency using weight transfer	Apply forehand and backhand strikes with accuracy with a short- or long-handled

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	Grade 6	Grade 7	Grade 8
	transfer and correct timing with a short-handled implement. PE1.6.6	and correct timing with a long-handled implement in small-sided game play. PE1.6.7	implement using weight transfer and correct timing in a modified game. PE1.6.8
<b>7. Shoot</b>	Demonstrate shooting on goal or target with power and competency. PE1.7.6	Perform shooting on goal or target with power and accuracy in small-sided game play. PE1.7.7	Apply shooting on goal or target with power and accuracy in modified game play. PE1.7.8
<b>8. Serve</b>	Demonstrate an underhand serve with control, weight transfer, and competency. PE1.8.6	Perform an underhand and overhand serve with control, weight transfer, and competency in small-sided game play. PE1.8.7	Apply an underhand and overhand serve with control, weight transfer, and competency in modified game play. PE1.8.8
<b>9. Volley</b>	Demonstrate forehand-volley with control and competency with and without a short-handled implement. PE1.9.6	Perform forehand- and backhand-volleys with control and competency with and without a short- or long-handled implement in small-sided game play. PE1.9.7	Apply forehand- and backhand-volleys with control and competency with and without a short- or long-handled implement during modified game play. PE1.9.8
<b>10. Offensive Skills</b>	Demonstrate pivots and fakes without defensive pressure. PE1.10.6	Perform pivots and defensive pressure in small-sided game play. PE1.10.7	Apply pivots, fakes, and give-and-go during modified game play. PE1.10.8
<b>11. Defensive Skills</b>	Demonstrate defensive-ready position, with weight on balls of feet, arms extended, and eyes on midsection of the offensive player. PE1.11.6	Perform defensive positioning while moving without crossing feet in small-sided game play. PE1.11.7	Apply defensive positioning while moving without crossing feet during modified game play. PE1.11.8
<b>Lifetime Activities</b>			
<b>12. Individual-Performance Activities</b>	Demonstrate correct technique for basic skills in one selected individual-performance activity. PE1.12.6	Perform correct technique for a variety of skills in one selected individual-performance activity. PE1.12.7	Apply correct technique for a variety of skills in two selected individual-performance activities. PE1.12.8
<b>13. Outdoor Pursuits</b>	Demonstrate correct technique for basic	Perform correct technique for a variety of	Apply correct technique for a variety of

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	Grade 6	Grade 7	Grade 8
	skills in one selected outdoor activity. PE1.13.6	skills in one selected outdoor activity. PE1.13.7	skills in two selected outdoor activities. PE1.13.8

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	High School Year 1	High School Year 2
<b>Lifetime Activities</b>		
<b>1. Games and Sports</b>	Demonstrate competency in activity-specific movement skills in two or more games and sports (invasion, net/wall, field/striking, target). PE1.1.HS1	Refine activity-specific movement skills in two or more games and sports (invasion, net/wall, field/striking, target). PE1.1.HS2
<b>2. Individual-Performance Activities</b>	Demonstrate competency in activity-specific movement skills in two or more individual-performance activities. PE1.2.HS1	Refine activity-specific movement skills in two or more individual-performance activities. PE1.2.HS2
<b>3. Outdoor Pursuits</b>	Demonstrate competency in activity-specific movement skills in two or more outdoor pursuits. PE1.3.HS1	Refine activity-specific movement skills in two or more outdoor pursuits. PE1.3.HS2

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**Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b><i>Movement Concepts and Strategies</i></b>						
<b><i>1. Space</i></b>	Demonstrate safe movement in personal and general space at a slow to moderate speed. PE2.1.K	Demonstrate safe movement in personal and general space at a moderate to fast speed. PE2.1.1	Demonstrate safe movement in personal space in a variety of increasingly complex activities. PE2.1.2	Demonstrate the concept of moving to open space and reducing open space. PE2.1.3	Apply the concept of moving to open space and reducing open space in a variety of lead-up activities and small-sided game play. PE2.1.4	Apply the concept of moving to open space and reducing open space in a variety of small-sided and modified game play. PE2.1.5
<b><i>2. Pathways, Levels, and Relationships</i></b>	Demonstrate movement in different pathways. PE2.2.K	Demonstrate movement in different levels. PE2.2.1	Demonstrate combinations of pathways, levels, and relationships in simple travel sequences. PE2.2.2	Demonstrate concepts of pathways, levels, and relationships in a variety of activities. PE2.2.3	Apply concepts of space, pathways, levels, and relationships in a variety of lead-up activities and small-sided game play. PE2.2.4	Apply concepts of space, pathways, levels, and relationships in a variety of small-sided and modified game play. PE2.2.5
<b><i>3. Speed, Direction, and Force</i></b>	Demonstrate movement in general space at varying speeds. PE2.3.K	Demonstrate movement at varying speeds, directions, and with different types of force. PE2.3.1	Demonstrate concepts of speed, direction, and force using locomotor skills. PE2.3.2	Demonstrate concepts of speed, direction, and force in a variety of activities. PE2.3.3a  Demonstrate	Apply the concept of pacing in a variety of activities. PE2.3.4a  Apply concepts of direction and force when striking an	Apply speed, direction, and force in a variety of small-sided and modified game play. PE2.3.5

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**Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
				concepts of speed, direction, and force using a manipulative. PE2.3.3b	object toward a designated area. PE2.3.4b	
<b>4. Strategies</b>	<i>Developmentally appropriate/emerging outcomes first appear in grade 2.</i>	<i>Developmentally appropriate/emerging outcomes first appear in grade 2.</i>	Understand strategies in chasing and fleeing activities. PE2.4.2	Understand concepts of offense and defense in a variety of activities. PE2.4.3	Demonstrate offensive and defensive strategies in lead-up activities and small-sided game play. PE2.4.4	Apply offensive and defensive strategies in a variety of small-sided and modified game play. PE2.4.5

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## Physical Education

**Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

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	Grade 6	Grade 7	Grade 8
<b>Games and Sports</b>			
<b>1. Invasion Games, Offensive Tactics</b>	Demonstrate at least one of the following offensive tactics to create open space: move to open space without the ball; use a variety of passes, pivots, and fakes; use the width and length of the field or court on offense. PE2.1.6	Demonstrate at least two of the following offensive tactics to create open space: move to open space on and off the ball; use a variety of passes, pivots, and fakes; use the width and length of the field or court on offense; create open space by staying spread out on offense; cut and pass quickly. PE2.1.7	Apply at least three of the following offensive tactics to create open space: move to create open space on and off the ball; use a variety of passes, pivots, and fakes; use the width and length of the field or court on offense; create open space by staying spread out on offense; cut and pass quickly; use give-and-go; use fakes off the ball. PE2.1.8
<b>2. Invasion Games, Defensive Tactics</b>	Demonstrate reducing open space on defense in various ways (changing body position, reducing passing angles by not allowing the catch, allowing the catch but not the return pass). PE2.2.6	Demonstrate reducing open space on defense by staying on the goal side of the offensive player. PE2.2.7	Apply concepts of reducing open space on defense by staying on the goal side of the offensive player and anticipating the speed of the object or person for the purpose of interception or deflection. PE2.2.8
<b>3. Invasion Games, Transitions</b>	Demonstrate transitions from offense to defense or defense to offense by recovering quickly. PE2.3.6	Demonstrate transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. PE2.3.7	Apply transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage. PE2.3.8
<b>4. Net and Wall Games, Creating Space</b>	Create open space in net and wall games by moving opponent from side to side. PE2.4.6	Create open space in net and wall games by moving opponent from side to side and/or forward and backward. PE2.4.7	Apply concepts of open space in net and wall games by varying force or direction or by moving opponent from side to side and/or forward and backward. PE2.4.8

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	Grade 6	Grade 7	Grade 8
<b>5. Net and Wall Games, Tactics and Shots</b>	Demonstrate reducing offensive options for opponents by returning to midcourt position. PE2.5.6	Demonstrate offensive shot based on opponent's location. PE2.5.7	Apply a variety of shots using placement, force, or timing to end rally. PE2.5.8
<b>6. Field and Strike, Offensive Tactics</b>	Identify open spaces and attempt to strike object into that space. PE2.6.6	Demonstrate a variety of shots to hit to open space. PE2.6.7	Apply a variety of shots to open space in a game situation. PE2.6.8
<b>7. Field and Strike, Defensive Tactics</b>	Identify the correct defensive play based on the situation. PE2.7.6	Select the correct defensive play based on the situation. PE2.7.7	Reduce open space in the field by working with teammates to maximize coverage. PE2.7.8
<b>Individual Physical Activities</b>			
<b>8. Target Games</b>	Identify an appropriate shot or club based on location of the object in relation to the target. PE2.8.6	Determine how to vary the speed or trajectory of the shot based on location of the object in relation to the target. PE2.8.7	Apply the concepts of speed, force, and trajectory of a shot based on location of the object in relation to the target. PE2.8.8
<b>9. Movement and Rhythm</b>	Apply force to successfully perform movement activities. PE2.9.6	Identify how mechanical advantage (Newton's Laws) can affect movement performance. PE2.9.7	Apply concepts of mechanical advantage (Newton's Laws) to movement. PE2.9.8
<b>10. Outdoor Pursuits</b>	Identify appropriate decisions, based on level of difficulty due to conditions or ability, to ensure safety of self and others. PE2.10.6	Analyze a situation and make appropriate decisions, based on level of difficulty due to conditions and ability, to ensure safety of self and others. PE2.10.7	Implement safe protocols in self-selected outdoor pursuits. PE2.10.8

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## Physical Education

**Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

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	High School Year 1	High School Year 2
<b><i>Lifetime Activities</i></b>		
<b><i>1. Strategies and Tactics</i></b>	Develop an offensive and a defensive strategy for the purpose of game play. PE2.1.HS1	Create and apply multiple offensive and defensive strategies for game play. PE2.1.HS2
<b><i>2. Movement Performance</i></b>	Use movement concepts (force, motion, rotation) to analyze and improve performance of self or others in a selected skill. PE2.2.HS1	Use movement concepts to develop a plan to improve advanced performance skill in a self-selected skill. PE2.2.HS2
<b><i>3. Movement Concepts</i></b>	Assess critical elements and stages of learning a self-selected motor skill. PE2.3.HS1	Create plan to improve performance of a self-selected motor skill. PE2.3.HS2
<b><i>4. Training Principles and Knowledge</i></b>	Apply training principles and knowledge (progression, specificity, overload, reversibility, diminishing return) to a self-selected activity. PE2.4.HS1	Apply training principles and knowledge to two or more self-selected activities. PE2.4.HS2

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## Physical Education

**Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Physical Activity</b>						
<b>1. Benefit of Physical Activity</b>	Recognize active and inactive behaviors. PE3.1.K	Explain difference between physical activity and inactivity. PE3.1.1	Identify benefits of being physically active. PE3.1.2	Identify risks associated with physical inactivity. PE3.1.3	Describe impact of regular physical activity on health. PE3.1.4	Compare benefits of different levels of physical activity pyramid. PE3.1.5
<b>2. Engagement in Physical Activity</b>	Actively engage in physical education class. PE3.2.K	Actively engage in physical education class. PE3.2.1	Actively engage in physical education class. PE3.2.2	Actively engage in physical education class. PE3.2.3	Actively engage in physical education class. PE3.2.4	Actively engage in physical education class. PE3.2.5
<b>Fitness</b>						
<b>3. Health-Related Fitness</b>	Recognize moving fast causes faster heartbeat and faster breathing. PE3.3.K	Recognize physical activity makes the body more fit. PE3.3.1	Recognize components of health-related fitness (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition). PE3.3.2a  Identify locations to palpate pulse rate.	Describe components of health-related fitness (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition). PE3.3.3	Classify fitness assessments to corresponding components of health-related fitness (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition). PE3.3.4a	Identify activities used to develop components of health-related fitness (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition). PE3.3.5a  Describe benefits of

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**Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
			PE3.3.2b		Recognize components of the FITT principle (frequency, intensity, time, type). PE3.3.4b	components of health-related fitness. PE3.3.5b  Describe components of the FITT principle. PE3.3.5c
<b>4. Skill-Related Fitness</b>	<i>Developmentally appropriate/emerging outcomes first appear in grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in grade 4.</i>	Recognize components of skill-related fitness (agility, balance, coordination, power, reaction time, speed). PE3.4.4	Describe components of skill-related fitness (agility, balance, coordination, power, reaction time, speed). PE3.4.5
<b>5. Fitness Assessment</b>	<i>Fitness assessments are not developmentally appropriate until grade 3.</i>	<i>Fitness assessments are not developmentally appropriate until grade 3.</i>	<i>Fitness assessments are not developmentally appropriate until grade 3.</i>	Demonstrate proper form in fitness assessments. PE3.5.3	Use fitness assessment results to understand personal level of fitness. PE3.5.4	Analyze fitness assessment results for goal-setting and identify strategies for improvement. PE3.5.5
<b>6. Engagement in Fitness Activities</b>	Participate in developmentally	Participate in developmentally				

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## Physical Education

**Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	appropriate activities to improve overall fitness. PE3.6.K	appropriate activities to improve overall fitness. PE3.6.1	appropriate activities to improve overall fitness. PE3.6.2	appropriate activities to improve overall fitness. PE3.6.3	appropriate activities to improve overall fitness. PE3.6.4	appropriate activities to improve overall fitness. PE3.6.5
<b>7. Body Systems</b>	Recognize basic structure and function of body systems (the heart is a muscle). PE3.7.Ka  Describe the five senses and related body parts. PE3.7.Kb	Recognize basic structure and function of the muscular and skeletal system (muscles move body). PE3.7.1	Recognize structure and function of the circulatory and respiratory system (lungs help with breathing). PE3.7.2	Describe connections between muscular and skeletal systems. PE3.7.3	Describe connections between body systems. PE3.7.4	Describe connections between body systems and their role in movement. PE3.7.5
<b>8. Nutrition</b>	Recognize food groups. PE3.8.Ka  Identify healthy and unhealthy foods. PE3.8.Kb  Recognize importance of eating breakfast. PE3.8.Kc	Match foods to food groups. PE3.8.1a  Describe effects on body of eating healthy and unhealthy foods. PE3.8.1b  Understand food provides energy for	Understand how to create a balanced meal. PE3.8.2a  Describe how each food group contributes to a healthy body. PE3.8.2b	Create a balanced meal. PE3.8.3a  List six nutrients (carbohydrates, fats, proteins, vitamins, minerals, water). PE3.8.3b  Understand relationship	Create a balanced daily food plan. PE3.8.4a  Describe how each nutrient provides energy for the body. PE3.8.4b  Identify ways to balance caloric	Analyze a food journal to create a more balanced food plan. PE3.8.5a  Describe how body function and composition are affected by food consumption. PE3.8.5b

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**Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		body. PE3.8.1c		between caloric intake and expenditure. PE3.8.3c	intake and expenditure. PE3.8.4c	Analyze nutritional content of food using nutrition facts. PE3.8.5c

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**Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

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	Grade 6	Grade 7	Grade 8
<b>Physical Activity</b>			
<b>1. Benefit of Physical Activity</b>	Describe how being physically active leads to a healthy body. PE3.1.6	Describe how being physically active contributes to mental health. PE3.1.7	Explain connections between fitness and overall physical and mental health. PE3.1.8
<b>2. Engagement in Physical Activity</b>	Participate in self-selected physical activity outside of physical education class. PE3.2.6	Participate in physical activity two times per week outside of physical education class. PE3.2.7	Participate in physical activity three times per week outside of physical education class. PE3.2.8
<b>Fitness</b>			
<b>3. Components of Fitness</b>	<p>Identify activities used to develop components of skill-related fitness (agility, balance, coordination, power, reaction time, speed). PE3.3.6a</p> <p>Classify fitness assessments to corresponding components of skill-related fitness. PE3.3.6b</p> <p>Classify activities to corresponding components of skill-related fitness. PE3.3.6c</p>	Identify health-related and skill-related components of fitness for specific physical activities. PE3.3.7	Explain health-related and skill-related components of fitness for self-selected physical activities. PE3.3.8
<b>4. Health-Related Fitness</b>	Differentiate between aerobic and anaerobic. PE3.4.6a	Differentiate between muscular strength and muscular endurance. PE3.4.7a	Describe impact of cardiorespiratory endurance, muscular endurance, and muscular strength on body composition.

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	Grade 6	Grade 7	Grade 8
	<p>Describe role of flexibility in injury prevention. PE3.4.6b</p> <p>Use pacing in cardiorespiratory endurance activities. PE3.4.6c</p>	<p>Demonstrate difference between dynamic and static stretches. PE3.4.7b</p> <p>Describe when to use dynamic and static stretches. PE3.4.7c</p> <p>Describe relationship between cardiorespiratory endurance activities and intensity (Borg rating). PE3.4.7d</p>	<p>PE3.4.8a</p> <p>Use a variety of appropriate static and dynamic stretching techniques for all major muscle groups. PE3.4.8b</p> <p>Calculate target heart rate zone and adjust intensity during physical activity to stay in zone. PE3.4.8c</p>
<b>5. FITT Principle</b>	Describe each component of the FITT principle (frequency, intensity, time, type) for cardiorespiratory endurance. PE3.5.6	Describe the FITT principle for muscular strength, muscular endurance, and flexibility. PE3.5.7	Construct a personal workout using the FITT principle. PE3.5.8
<b>6. Phases of Exercise</b>	Describe role of warm-ups and cool-downs before and after physical activity. PE3.6.6	Design a warm-up or cool-down for a self-selected physical activity. PE3.6.7	Design and implement a warm-up or cool-down for a self-selected physical activity. PE3.6.8
<b>7. Engagement in Fitness Activities</b>	Participate in a variety of cardiorespiratory endurance activities. PE3.7.6	Participate in a variety of cardiorespiratory endurance, muscular strength, and muscular endurance fitness activities. PE3.7.7	Participate in a variety of self-selected fitness activities outside of school. PE3.7.8
<b>8. Body Systems</b>	Identify major muscles used in selected physical activities. PE3.8.6	Describe how muscles pull on bones to create movement in pairs by relaxing and contracting. PE3.8.7	Explain how respiratory, muscular, and skeletal systems interact with each other during physical activity. PE3.8.8
<b>9. Nutrition</b>	Identify appropriate servings and portions for each food group specific to personal	Explain why the six essential nutrients (carbohydrates, fats, proteins, vitamins,	Conduct and reflect on a personal caloric needs assessment based on age, gender,

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	Grade 6	Grade 7	Grade 8
	physical activity level. PE3.9.6a  Compare and contrast caloric expenditure for a variety of physical activities. PE3.9.6b	minerals, water) are needed for physical performance. PE3.9.7a  Explain relationship of caloric intake and expenditure to weight management and investigate strategies for balancing calories. PE3.9.7b	activity level, and specific health requirements. PE3.9.8a  Develop strategies for balancing healthy food, snacks, and water intake specific to daily physical activity. PE3.9.8b
<b>Physical Activity and Fitness Planning</b>			
<b>10. Goal-Setting</b>	Use a SMART (specific, measurable, attainable, realistic, and timely) goal to improve or maintain one area of health-related fitness based on a fitness assessment. PE3.10.6	Use a SMART goal to improve or maintain two areas of health-related fitness based on fitness assessments. PE3.10.7	Use a SMART goal to improve or maintain three areas of health-related fitness based on fitness assessments. PE3.10.8
<b>11. Physical Activity and Nutrition Log</b>	Maintain and reflect on a personal physical activity log. PE3.11.6	Maintain and reflect on a personal physical activity and hydration log and set goals for improvement. PE3.11.7	Maintain and reflect on a personal physical activity and nutrition log and set goals for improvement. PE3.11.8

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## Physical Education

**Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

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	High School Year 1	High School Year 2
<b>Physical Activity</b>		
<b>1. Benefit of Physical Activity</b>	Investigate relationship between physical activity, nutrition, and body composition. PE3.1.HS1	Evaluate benefits of a physically active lifestyle as it relates to college or career productivity. PE3.1.HS2
<b>2. Physical Activity in the Community</b>	Investigate activities that can be pursued in the local environment. PE3.2.HS1	Evaluate (according to benefits, social support, and participation requirements) activities that can be pursued in the local environment. PE3.2.HS2
<b>3. Physical Activity for a Lifetime</b>	Evaluate risks and safety factors that might affect physical preferences throughout the life span. PE3.3.HS1	Evaluate barriers to physical activity throughout the life span and promote strategies to overcome them. PE3.3.HS2
<b>4. Engagement in Physical Activity</b>	Participate regularly in physical activity outside of the school day. PE3.4.HS1	Create a plan, train for, and participate in a community event with a focus on physical activity. PE3.4.HS2
<b>Fitness</b>		
<b>5. Health-Related Fitness</b>	Adjust intensity to keep heart rate in the target zone, calculate recovery heart rate, and use technology to monitor cardiorespiratory endurance. PE3.5.HS1a  Use types of muscular strength and muscular endurance exercises (isometric, concentric, eccentric). PE3.5.HS1b  Use types of flexibility exercises (static, dynamic). PE3.5.HS1c	Analyze recovery heart rate in relationship to fitness level and overall health. PE3.5.HS2a  Analyze types of muscular strength, muscular endurance, and flexibility exercises for personal fitness development. PE3.5.HS2b
<b>6. Training Principles</b>	Explain training principles (overload, specificity, progression, reversibility, diminishing return, rest, and recovery) and how they relate to fitness planning. PE3.6.HS1	Use training principles (overload, specificity, progression, reversibility, diminishing return, rest, and recovery) to design a personal workout. PE3.6.HS2
<b>7. Engagement in Fitness Activities</b>	Participate regularly in self-selected fitness activities outside of school. PE3.7.HS1	Participate regularly in a variety of self-selected fitness activities outside of school. PE3.7.HS2

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**Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

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	High School Year 1	High School Year 2
<b><i>Physical Activity and Fitness Planning</i></b>		
<b><i>8. Individual Plan</i></b>	Design and implement a personal fitness and nutrition plan (assessment scores, goals for improvement, plan of activities for improvement, log of activities to reach goals, timeline for improvement). PE3.8.HS1	Design and implement a strength, conditioning, and nutrition plan that develops balance in opposing muscle groups (agonist and antagonist) and supports a healthy, active lifestyle to maintain or improve body composition. PE3.8.HS2

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## Physical Education

### Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Personal/Social Behavior</b>						
<b>1. Personal Responsibility</b>	Demonstrate responsible behavior when prompted. PE4.1.K	Demonstrate responsible use of equipment and space. PE4.1.1	Exhibit responsibility in teacher-directed activities. PE4.1.2	Participate independently for extended periods. PE4.1.3	Demonstrate responsible behavior in a variety of physical activity environments. PE4.1.4	Engage in responsible interpersonal behavior (peer to peer, student to teacher, student to referee). PE4.1.5
<b>2. Rules and Etiquette</b>	Recognize class protocols. PE4.2.Ka  Demonstrate how to follow directions. PE4.2.Kb	Demonstrate following rules and protocols. PE4.2.1	Accept responsibility and consequences for following rules and protocols. PE4.2.2	Understand role of etiquette in physical activities. PE4.2.3	Apply etiquette in physical activities. PE4.2.4	Analyze importance of etiquette in a variety of physical activities. PE4.2.5
<b>3. Receiving and Providing Feedback</b>	Demonstrate listening respectfully to feedback from teacher. PE4.3.K	Respond appropriately to feedback from teacher. PE4.3.1	Demonstrate listening respectfully to feedback from peers. PE4.3.2	Provide feedback respectfully to peers. PE4.3.3	Demonstrate accepting and implementing feedback from peers. PE4.3.4	Provide encouragement and feedback to peers without teacher prompting. PE4.3.5
<b>4. Working with Others</b>	Demonstrate how to share equipment and space with others. PE4.4.Ka  Demonstrate taking turns. PE4.4.Kb	Demonstrate working independently with others in a variety of environments. PE4.4.1a  Recognize conflict	Demonstrate working with others in partner environments. PE4.4.2a  Demonstrate conflict resolution	Demonstrate working cooperatively with others. PE4.4.3a  Apply conflict resolution skills. PE4.4.3b	Recognize importance of accepting students of all skill abilities into physical activity. PE4.4.4a  Demonstrate	Apply concept of inclusion by inviting students of all skill abilities into physical activities. PE4.4.5a  Apply conflict resolution using

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## Physical Education

**Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		resolution skills. PE4.4.1b	skills. PE4.4.2b		conflict resolution using a variety of strategies. PE4.4.4b	situationally appropriate strategies. PE4.4.5b
<b>5. Safety</b>	Demonstrate following directions for safe participation and proper use of equipment with minimal reminders. PE4.5.K	Demonstrate following directions for safe participation and proper use of equipment. PE4.5.1	Apply safety principles in physical activities (with self, with peers, with equipment). PE4.5.2	Apply safety principles in physical activities (with self, with peers, with equipment). PE4.5.3	Apply safety principles in physical activities (with self, with peers, with equipment). PE4.5.4	Apply safety principles in physical activities (with self, with peers, with equipment). PE4.5.5

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## Physical Education

### Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.

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	Grade 6	Grade 7	Grade 8
<b>1. Personal Responsibility</b>	Exhibit personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. PE4.1.6	Exhibit responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates. PE4.1.7	Accept responsibility for improving one's own level of physical activity and fitness. PE4.1.8
<b>2. Rules and Etiquette</b>	Demonstrate rules and etiquette during physical activities and games. PE4.2.6	Demonstrate knowledge of rules and etiquette by self-officiating physical activities and games. PE4.2.7	Apply rules and etiquette as an official for physical activities and games. PE4.2.8
<b>3. Receiving and Providing Feedback</b>	Provide corrective feedback to a peer using teacher-generated rubric with appropriate tone and other communications skills. PE4.3.6	Demonstrate responsibility by providing and accepting specific corrective feedback to improve performance. PE4.3.7	Provide encouragement and feedback to peers without prompting. PE4.3.8
<b>4. Working with Others</b>	Demonstrate cooperation in a small group during physical activity. PE4.4.6	Demonstrate cooperative skills by establishing rules and guidelines for resolving conflicts. PE4.4.7	Use cooperative skills and strategies that promote team or group dynamics. PE4.4.8
<b>5. Safety</b>	Use physical activity and fitness equipment appropriately and safely with teacher guidance. PE4.5.6	Independently use physical activity and fitness equipment appropriately and safely. PE4.5.7	Identify specific safety concerns associated with physical activity and fitness equipment. PE4.5.8

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# Physical Education

## Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.

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	High School Year 1	High School Year 2
<b>1. Personal Responsibility</b>	Demonstrate intrinsic motivation by selecting or planning opportunities to participate in physical activity inside and outside of school. PE4.1.HS1	Analyze barriers that prevent opportunities for physical activity inside and outside of school. PE4.1.HS2
<b>2. Rules and Etiquette</b>	Examine the importance of etiquette in athletics and elite sports. PE4.2.HS1	Examine moral and ethical conduct in specific competitive situations. PE4.2.HS2
<b>3. Working with Others</b>	Solve problems and think critically when working with others in physical activity, both as an individual and in groups. PE4.3.HS1	Assume a leadership role in a physical activity setting. PE4.3.HS2a  Describe the importance of treating individuals with dignity and respect during physical activity. PE4.3.HS2b
<b>4. Safety</b>	Demonstrate best practices for participating safely in physical activity and exercise. PE4.4.HS1	Apply best practices for participating safely in physical activity and exercise. PE4.4.HS2

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## Physical Education

**Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Values/Enjoys Physical Activity</b>						
<b>1. Challenge</b>	Understand that some physical activities are challenging. PE5.1.K	Recognize challenges when learning a new physical activity. PE5.1.1	Recognize that perseverance in physical activities can lead to improvement. PE5.1.2	Describe how practice develops confidence in challenging physical activities. PE5.1.3	Understand that improving performance in challenging physical activities requires consistent practice. PE5.1.4	Explain how to overcome challenges essential for improvement. PE5.1.5
<b>2. Self-Expression and Enjoyment</b>	Identify positive feelings that result from participating in physical activity. PE5.2.K	Describe physical activities that are enjoyable. PE5.2.1	Describe reasons for enjoying physical activity. PE5.2.2	Identify physical activities that provide opportunities for self-expression. PE5.2.3	Identify physical activities for the purpose of self-expression and enjoyment. PE5.2.4	Analyze how various physical activities promote self-expression and enjoyment. PE5.2.5
<b>3. Social Interaction</b>	Recognize that physical activity can help develop friendships. PE5.3.K	Identify that physical activity promotes opportunity for social interaction. PE5.3.1	Understand that physical activities can foster cooperation. PE5.3.2	Describe how physical activities can promote positive social interactions. PE5.3.3	Describe social benefits gained from participating in physical activity. PE5.3.4a  Describe physical activities that promote camaraderie. PE5.3.4b	Describe social benefits of engaging in partner, small-group, and large-group physical activities. PE5.3.5

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## Physical Education

**Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.**

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	Grade 6	Grade 7	Grade 8
<b>1. Challenge</b>	Apply strategies for overcoming individual challenges in a physical activity setting. PE5.1.6	Use positive strategies when faced with a group challenge. PE5.1.7	Apply strategies to overcome challenges in a physical activity. PE5.1.8
<b>2. Self-Expression and Enjoyment</b>	Describe how moving competently in a physical activity setting creates enjoyment. PE5.2.6a  Identify how self-expression and physical activity are related. PE5.2.6b	Identify why self-selected physical activities create enjoyment. PE5.2.7a  Explain the relationship between self-expression and lifelong enjoyment through physical activity. PE5.2.7b	Discuss how enjoyment can be increased in self-selected physical activities. PE5.2.8a  Identify and participate in an enjoyable activity that prompts individual self-expression. PE5.2.8b
<b>3. Social Interaction</b>	Demonstrate importance of social interaction by following rules and encouraging others in various physical activities and games. PE5.3.6	Demonstrate importance of social interaction by avoiding trash talk and playing in the spirit of activities and games. PE5.3.7	Demonstrate importance of social interaction by asking for help and helping others in various physical activities and games. PE5.3.8

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## Physical Education

**Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.**

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	High School Year 1	High School Year 2
<b>1. Challenge</b>	Choose an appropriate level of challenge to experience success in a physical activity. PE5.1.HS1	Choose an appropriate level of challenge to experience success in a self-selected physical activity. PE5.1.HS2
<b>2. Self-Expression and Enjoyment</b>	Participate in a self-selected physical activity for self-expression and enjoyment. PE5.2.HS1	Participate in a self-selected physical activity for self-expression and enjoyment. PE5.2.HS2
<b>3. Social Interaction</b>	Identify opportunities for social interaction in a self-selected physical activity. PE5.3.HS1	Evaluate opportunities for social interaction and social support in a self-selected physical activity. PE5.3.HS2

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