

# Maine Learning Results: Physical Education Standards

## Physical Education Standards

Highly effective **physical education** programs provide students with a variety of skills and knowledge that foster the confidence to be active for a lifetime. A physically literate individual is prepared with a foundation of knowledge and skill development, along with the tools to analyze their personal fitness. Students who participate in quality physical education on a regular basis understand the benefits of physical activity and how it contributes to a lifetime commitment to an active lifestyle.

The Guiding Principles guide education in Maine and should be reflected throughout the Physical Education curriculum. Examples of how students can show evidence of those guiding principles in Physical Education may include:

### Guiding Principles

1) Clear and Effective Communicator

**PE** Students use appropriate communication skills and strategies when working with others in a variety of physical activity settings.

2) Self-Directed and Lifelong Learner

**PE** Students practice and apply goal setting skills as they relate to enhancing physical activity and fitness.

3) Creative and Practical Problem Solver

**PE** Students practice and apply critical thinking skills to skill improvement and game strategies.

4) Respectful and Involved Citizen

**PE** Students cooperate and collaborate with others during physical education classes through active, safe and respectful communication and participation.

5) Integrative and Informed Thinker

**PE** Students use information from a variety of sources to modify and improve skills and movement/game strategies.

Strand	Physical Education
Standard PE 1 - Motor Skills and Movement Patterns	
Standard PE 2 - Concepts and Strategies	
Standard PE 3 – Fitness Education	
Standard PE 4 - Responsible Personal and Social Behavior	
Standard PE 5 - Recognition of the Value of Physical Activity	

Standard PE 1	<b>Motor Skills and Movement Patterns: Physically literate students demonstrate competency in a variety of motor skills and movement patterns.</b>		
<b>Childhood</b>			
<b>Performance Expectations</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>1.1 Locomotor Skills</b>	Practices critical elements of locomotor skills.	Uses recognizable forms of basic locomotor skills in different pathways, levels, or directions.	Executes a combination of locomotor skills in different pathways, levels, or directions.
<b>1.2 Non-locomotor Skills</b>	Practices critical elements of non-locomotor skills.	Uses recognizable forms of non-locomotor skills to move and control the body.	Executes more complex non-locomotor skills to move and control the body.
<b>1.3 Locomotor and Non-locomotor Combination Skills</b>	Replicates locomotor skills in response to teacher led creative movement sequence.	Combines locomotor and non-locomotor skills in a teacher designed movement sequence.	Performs a rhythmic activity with correct response to simple rhythms.
<b>1.4 Manipulative Skills</b>	Practices critical elements of basic manipulative skills.	Uses critical elements of basic manipulative skills.	Executes a variety of manipulative skills while maintaining control of body and objects/ equipment.
<b>Performance Expectations</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>1.1 Locomotor Skills</b>	Demonstrates mature patterns of locomotor skills.	Demonstrates combinations of complex locomotor skills in various physical activity settings.	Applies combinations of complex locomotor skills specific to individual, dual, and team activities.
<b>1.2 Non-locomotor Skills:</b>	Demonstrates mature use of non-locomotor skills.	Demonstrates complex non-locomotor skills in various activities.	Applies combinations of complex non-locomotor skills specific to individual, dual and team activities.
<b>1.3 Locomotor Non-locomotor Combination Skills</b>	Performs teacher-selected and developmentally appropriate dance steps and /or movement patterns.	Combines locomotor movement patterns and dance steps to create and perform an original movement sequence.	Combines locomotor skills and movement concepts with rhythm and patterns.
<b>1.4 Manipulative Skills</b>	Demonstrates critical elements of basic manipulative skills.	Demonstrates maturing manipulative skills in a non-dynamic environment.	Applies maturing manipulative skills in individual, dual, and team activities.

Early Adolescence			
Grades 6 – 8			
Performance Expectation	Emerging	Maturing	Applying
<b>1.1 Movement and Rhythm</b>	Demonstrates rhythmic movement and patterns with emphasis in keeping the beat.	Demonstrates rhythmic movement and patterns for different dances and activities.	Exhibits command of rhythm and timing by creating a movement sequence as an individual or in a group.
<b>1.2 Game and Sport Skills</b>	Uses specialized skills that are refined and appropriate for modified game play.	Demonstrates complex combinations of movements specific to at least two game, sport, or physical activities.	Executes complex combinations of movements specific to at least two game, sport, or physical activities.
<b>1.3 Offensive and Defensive Skills</b>	Demonstrates basic offensive and defensive movement skills for games, sports, or physical activities.	Performs basic offensive and defensive movement skills for games, sports or physical activities.	Applies offensive and defensive movement skills for at least two games, sports or physical activities that contribute to successful participation.
<b>1.4. Lifetime Activities</b>	Demonstrates basic skills in individual performance or outdoor lifetime activities.	Performs basic skills in individual performance or outdoor lifetime activities.	Applies skills in at least two individual performance or outdoor lifetime activities that contribute to successful participation.
Adolescence			
Grades 9-Diploma			
Performance Expectations	Level 1	Level 2	
<b>1.1 Movement and Rhythm</b>	Creates movement combinations in rhythmic activities with an emphasis on keeping to the beat.	Performs movement combinations in rhythmic activities with an emphasis on keeping to the beat.	
<b>1.2 Game and Sport Skills</b>	Applies basic and/or advanced skills to participate proficiently in at least three individual, dual, or team games, sports or physical activities.	Refines basic and/or advanced skills to participate proficiently in at least three individual, dual, or team games, sports or physical activities.	
<b>1.3 Lifetime Activities</b>	Demonstrates competency and/or refines activity-specific movement skills in a variety of lifetime activities.	Refines activity-specific movement skills in a variety of lifetime activities.	

<b>Standard PE 2</b>	<b>Concepts and Strategies: Physically literate students apply knowledge of concepts, principles, strategies and tactics related to movement and performance.</b>		
<b>Childhood</b>			
<b>Performance Expectations</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>2.1 Movement Concepts</b>	Demonstrates a variety of movements associated with basic motor performance.	Utilizes basic motor movements in activity and game play.	Demonstrates basic motor performance in conjunction with manipulative skills.
<b>2.2 Strategies and Tactics</b>	Uses teacher feedback to improve basic form and function.	Uses teacher feedback to improve basic motor performance in conjunction with manipulative skills.	Understands/explains the importance of feedback as it relates to improved motor performance.
<b>Performance Expectations</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>2.1 Movement Concepts</b>	Utilizes basic motor movements and manipulative skills during activity and games.	Applies basic concepts of movement to improve individual (personal) performance.	Assesses movement and game skills to provide feedback for improvement.
<b>2.2 Strategies and Tactics</b>	Demonstrates basic strategies and tactics for modified activities and games.	Utilizes basic strategies and tactics for a variety of activities and games.	Demonstrates basic offense and defense strategies in modified games and activities.
<b>Early Adolescence</b>			
<b>Grades 6 – 8</b>			
<b>Performance Expectations</b>	<b>Emerging</b>	<b>Maturing</b>	<b>Applying</b>
<b>2.1 Movement Concepts</b>	Applies advanced movement concepts to enhance game play/activities.	Applies concepts from other content areas (i.e. physics, geometry) to movement skills.	Utilizes complex movement principles to evaluate and improve performance.
<b>2.2 Strategies and Tactics</b>	Explains when and why strategies and tactics are utilized in game play and activities.	Demonstrates game strategies and tactics at appropriate times and using appropriate methods.	Applies appropriate game strategies and tactics during game play and activities.

Adolescence			
Grades 9- Diploma			
Performance Expectations	Level 1	Level 2	
<b>2.1 Movement Concepts</b>	Applies complex movement concepts to refine learned skills and acquire new, advanced skills.	Integrates increasing complex, content-specific knowledge (biomechanics) with movement skills.	
<b>2.2 Strategies and Tactics</b>	Applies/integrates appropriate game strategies and tactics during game play and activities.	Creates and applies multiple offensive and defensive strategies for game play and activity.	
<b>Standard PE 3</b>	<b><u>Fitness Education:</u> Physically literate students demonstrate the knowledge and skills to plan, execute, self-monitor, achieve, and maintain a health-enhancing level of physical activity and/or fitness.</b>		
Childhood			
Performance Expectations	Kindergarten	Grade 1	Grade 2
<b>3.1 Health-Related Fitness and Exercise.</b>	Identifies the physiological signs of moderate to vigorous physical activity,	Identifies the physiological responses of moderate to vigorous physical activity.	Identifies the physiological signs of moderate to vigorous physical activity and uses teachers' suggestions to modify intensity of the activity when needed.
<b>3.2 Skill-Related Fitness and Training</b>	Demonstrates control of body and space when performing skill-related fitness components.	Demonstrates control of body, movement, and space when performing skill-related fitness components.	Demonstrates control of body in space when performing skill-related fitness components during game play and challenge activities.
<b>3.3 Training Principles for Fitness and Sport</b>	Participates in a teacher-directed workout that includes moderate to vigorous physical activities.	Demonstrates proper technique when using one's own body as resistance.	Classifies activities as light, medium, and/or difficult based on the response of the physiological responses of the body.
<b>3.4 Health-related and/or sport training fitness plan</b>	Participates in a teacher-directed workout that includes moderate to vigorous physical activities.	Participates in a teacher-directed workout that includes moderate to vigorous physical activities.	Creates a simple workout plan using motor skill, movement concepts, health-related and/or skill-related fitness components.

<b>3.5 Fitness, Sport, and Technology</b>	Participates in a teacher-directed skill-related fitness, and/or dance/movement video resource at school.	Participates in a teacher-directed skill-related fitness, and/or dance/movement video resource at school.	Participates in a teacher-directed skill-related fitness, and/or dance/movement video resource at school and/or at home.
<b>3.6 Physical Activity</b>	Participates with family in activities that are enjoyable, challenging, fun and/or that allow for self-expression.	Participates with family or friends in activities that are enjoyable, challenging, fun and/or that allow for self-expression.	Identifies ways to be responsible for one's own fitness by choosing to be active at home or at school.
<b>Performance Expectations</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>3.1 Health-Related Fitness and Exercise.</b>	Participates in exercises and/or activities and identifies muscle groups or body systems targeted.	Participates in targeted activities to improve specific health-related fitness components demonstrating appropriate form, technique, and principles of exercise.	Demonstrates appropriate form, technique, and principles and adjusts intensity to sustain activity.
<b>3.2 Skill-Related Fitness and Training</b>	Participates in exercises and/or activities and identifies the skill-related fitness component(s) targeted.	Participates in exercises, movement patterns, and/or sport skill activities and identifies the skill-related component(s) targeted.	Uses one or more skill-related fitness components used during exercise, movement patterns, or sport skill activities and identifies the skill-related component targeted.
<b>3.3 Training Principles for Fitness and Sport</b>	Participates in workouts and identifies exercise and/or activities in each part of the workout.	Participates in workouts and describes and/or explains body responses to physical activities.	Participates in workouts and describes and/or explains, measures and/or records body responses to physical activities.
<b>3.4 Health-related and/or sport training fitness plan</b>	Uses movement or sport skills to create a simple workout that includes a warm-up, workout, and cool-down.	Creates and implements a workout plan using exercises and/or activities in one or more health-related components.	Creates and implements a workout plan using exercises and/or activities utilizing skill-related and/or health-related fitness components.
<b>3.5 Fitness, Sport, and Technology</b>	Uses teacher-directed video-resources or apps to engage in fitness activities and/or skill-practice.	Uses teacher-directed technology tools to engage in fitness or skill-practice activities at home or at school.	Uses teacher-directed technology tools to measure or practice targeted lesson objectives.
<b>3.6 Physical Activity</b>	Participates actively in physical activities at recess.	Participates in activities at school and/or outside of school,	Identifies opportunities and participates in activities at school, outside of school, and in the community with family and friends.

Early Adolescence			
Grades 6 - 8			
Performance Expectations	Emerging	Maturing	Applying
<b>3.1 Health-Related Fitness and Exercise.</b>	<p><b>3.1.6-8a</b> - Demonstrates body positioning and/or technique when performing muscle strength, muscle endurance, and flexibility exercises.</p> <p><b>3.1.6-8b</b> - Identifies and/or classifies exercises and physical activities for each health-related fitness components</p>	<p><b>3.1.6-8a</b> - Demonstrates proper body positioning and/or technique when executing muscle strength, muscle endurance, and flexibility exercises while engaged in health-related fitness activities (ex. Tabata, exercise circuit, etc.).</p> <p><b>3.1.6-8b</b> - Maintains a pace while walking, jogging, or running.</p>	Creates simple exercise routines and records workout data in a simple log.
<b>3.2 Skill-Related Fitness and Training</b>	Lists, defines, and explains skill-related fitness components and uses components in exercises and/or games.	Demonstrates improvements in skill-related fitness exercises.	Creates a skill-related fitness exercise circuit and records data in a personal log.
<b>3.3 Training Principles for Fitness and Sport</b>	Uses training principles to improve fitness or sport performance.	Uses measurement tools to identify intensity of exercise or activity.	Examines fitness data to improve fitness or sport performance.
<b>3.4 Health-related and/or sport training fitness plan</b>	Engages/follows a teacher created exercise plan demonstrating proper posture and technique when performing exercises.	Designs and implements a personal fitness plan based on fitness or sport goals for physical education.	Designs and implements a personal fitness plan for home based on fitness or sport goals.
<b>3.5 Fitness, Sport, and Technology</b>	Uses teacher-directed technology tools to engage in health-related fitness activities for skill practice or for enjoyment.	Uses teacher-directed fitness-related technology tools to measure physical activity and/or practice lesson objectives.	Selects and uses technology tools to monitor exercise programs or uses video resources to gain ideas to create a new exercise plan.
<b>3.6 Physical Activity</b>	Identifies and/or participates in physical activities at school, home, and/or in the community.	Participates in physical activities at school, home, and/or in the community.	Creates a plan to be active at home or in community activities.

Adolescence		
Grades 9- Diploma		
Performance Expectations	Level 1	Level 2
<b>3.1 Health-Related Fitness and Exercise.</b>	<p><b>3.1.9-Da</b> - Executes with proper form and technique a wide variety of exercises in each of the health-related fitness components addressing all major muscle groups.</p> <p><b>3.1.9-Db</b> - Engages in cardiorespiratory activities.</p>	<p><b>3.1.9-Da</b> - Analyzes one's personal preferences and/or choices of exercise and exercise tools for the benefits, risk, safety, accessibility, adherence, and enjoyment.</p> <p><b>3.1.9-Db</b> - Develops and maintains a fitness portfolio that includes assessments, goals, activities, and a tracking system for personal improvement.</p>
<b>3.2 Skill-Related Fitness and Training</b>	Participates and examines exercise programs that train each of the skill-related fitness components.	Designs or implements a training plan that incorporates one or more training principles.
<b>3.3 Training Principles for Fitness and Sport</b>	Applies training principles to health-related fitness exercise plans or a sport skill or sport fitness improvement plan.	Evaluates performance data and applies training principles to revise health-related fitness or sport skill/fitness plan to improve performance.
<b>3.4 Health-related and/or sport training fitness plan</b>	Creates, implements, monitors (log), reassess, and revises a personal health-related and/or sport fitness plan for home, community, and school.	Creates, monitors (log), and revises one or more personal health-related and/or sport fitness plans implemented by one or more peers.
<b>3.5 Fitness, Sport, and Technology</b>	Investigates and uses available technology tools, applications, and connections on social media as tools for supporting a healthy, active lifestyle and/or to self-monitor exercise and/or physical activity.	Investigates and uses available technology tools, applications, and connections on social media as tools for supporting a healthy, active lifestyle and/or to self-monitor exercise and/or physical activity.
<b>3.6 Physical Activity</b>	Evaluates one or more recreation or sport activities that can be pursued in the local community and evaluates the activity and/or activities based on benefits, social support networks, and participation requirements.	Evaluates one or more recreation or sport activities that can be pursued in the local community and evaluates the activity and/or activities based on benefits, social support networks, and participation requirements.



<b>Standard PE 4</b>	<b>Responsible Personal and Social Behavior: Physically literate students exhibit responsible personal and social behavior that respects self and others.</b>		
<b>Childhood</b>			
<b>Performance Expectation</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>4.1 Personal Responsibility</b>	<p><b>4.1.Ka</b> - Uses basic strategies, concepts, and communication skills for working cooperatively in group settings.</p> <p><b>4.1.Kb</b> - Acknowledges responsibility for behavior when prompted.</p>	<p><b>4.1.1a</b> - Uses basic strategies, concepts, and communication skills for working cooperatively in group settings.</p> <p><b>4.1.1b</b> - Accepts personal responsibility for behavior.</p>	<p><b>4.1.2a</b> - Explains the value of working cooperatively in group settings.</p> <p><b>4.1.2b</b> - Accepts personal responsibility for behavior.</p>
<b>4.2 Working with Others</b>	<p><b>4.2.Ka</b> - Demonstrates cooperative skills.</p> <p><b>4.2.Kb</b> - Understands how social interaction can make activities more enjoyable.</p>	<p><b>4.2.1a</b> - Demonstrates cooperative skills.</p> <p><b>4.2.1b</b> - Understands how social interaction can make activities more enjoyable.</p>	<p><b>4.2.2a</b> - Demonstrates cooperative skills.</p> <p><b>4.2.2b</b> - Summarizes the benefits of positive social interaction to make activities more enjoyable.</p>
<b>4.3 Rules, Etiquette, and Safety</b>	Uses safe practices when engaging in physical education activities.	Uses safe practices when engaging in physical education activities.	Uses safe practices when engaging in physical education activities with little or no prompting.
<b>Performance Expectation</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>4.1 Personal Responsibility</b>	Uses self-control to demonstrate personal responsibility and respect for self and others.	Uses self-control through structure, expectations, and engagement to demonstrate personal responsibility and respect for self and others.	Uses self-control to work independently in developing responsibility and respect for self and others.
<b>4.2 Working with others</b>	<p><b>4.2.3a</b> - Demonstrates cooperation and communication skills to achieve common goals.</p> <p><b>4.2.3b</b> - Explains the importance of working productively with others.</p>	<p><b>4.2.4a</b> - Demonstrates cooperation and communication skills to achieve common goals.</p> <p><b>4.2.4b</b> - Understands the importance of culture and ethnicity in developing self-awareness and working productively with others.</p>	<p><b>4.2.5a</b> - Demonstrates cooperation and communication skills to achieve common goals.</p> <p><b>4.2.5b</b> - Understands the importance of culture and ethnicity in developing self-awareness and working productively with others.</p>

<b>4.3 Rules, Etiquette, and Safety</b>	Uses safe practices when engaging in physical education activities with little or no prompting.	Uses safe practices when engaging in physical education activities without prompting.	Uses safe practices when engaging in physical education activities without prompting.
<b>Early Adolescence</b>			
<b>Grades 6 - 8</b>			
<b>Performance Expectation</b>	<b>Emerging</b>	<b>Maturing</b>	<b>Applying</b>
<b>4.1 Personal Responsibility</b>	Exhibits personal responsibility by using appropriate strategies to seek greater independence from adults, and reinforce positive behaviors, when completing assigned tasks.	Demonstrates personal responsibility by using a variety of appropriate strategies to seek greater independence from adults, and reinforce positive behaviors, when completing assigned tasks.	<b>4.1.6-8a</b> - Demonstrates personal responsibility by working independently from adults. <b>4.1.6-8b</b> - Consistently applies strategies to reinforce positive behaviors when completing assigned tasks.
<b>4.2 Cooperative Skills</b>	<b>4.2.6-8a</b> - Uses well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations. <b>4.2.6-8b</b> - Analyzes conflicts that arise in competitive activities to determine the most appropriate ways of resolving the conflicts.	<b>4.2.6-8a</b> - Contrasts between appropriate and inappropriate strategies for communicating ideas and feelings. <b>4.2.6-8b</b> - Understands the role of diversity in physical activity, respecting limitations, and strengths of members of a variety of groups.	<b>4.2.6-8a</b> - Exemplifies well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations. <b>4.2.6-8b</b> - Compares factors in different cultures and/or social settings that influence the choice of physical activity.
<b>4.3 Rules, Etiquette, and Safety</b>	Uses safe practices when engaging in physical education activities without prompting.	Uses safe practices when engaging in physical education activities without prompting.	Uses safe practices when engaging in physical education activities without prompting.
<b>Adolescence</b>			
<b>Grades 9 - Diploma</b>			
<b>Performance Expectations</b>	<b>Level 1</b>		<b>Level 2</b>
<b>4.1 Personal Responsibility</b>	Demonstrates personal responsibility in all physical education activities.		Implements leadership skills to promote responsibility in self and others.

<b>4.2 Cooperative Skills</b>	<p><b>4.2.9-Da</b> - Apply appropriate communication and cooperative skills including problem solving and resolving conflict in a variety of physical activities and team or group situations.</p> <p><b>4.2.9-Db</b> - Compares factors in different cultures and/or social settings that influence the choice of physical activity.</p>	<p><b>4.2.9-Da</b> - Selects the most appropriate ways of responding and mediation to settle conflicts.</p> <p><b>4.2.9-Db</b> - Explains the influence of physical activity on cultural competence and the development of self-awareness.</p>	
<b>4.3 Rules, Etiquette, and Safety</b>	Uses safe practices when engaging in physical education activities.	Uses safe practices when engaging in physical education activities.	
<b>Standard PE 5</b>	<b>Recognition of the Value of Physical Activity: Physically literate students recognize the value of physical activity for health, enjoyment, challenge, self-expression, and /or social interaction.</b>		
<b>Childhood</b>			
<b>Performance Expectations</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>5.1 Health</b>	Recognizes that physical activity is important to good health.	Identifies that physical activity is a component of good health.	Recognizes the value of physical activity for good health.
<b>5.2 Challenge</b>	Understands that some physical activities are challenging.	Recognizes challenges when learning a new physical activity.	Recognizes that perseverance in physical activities can lead to improvement.
<b>5.3 Self-expression and Enjoyment</b>	Identifies positive feelings that result from participating in physical activity.	Describes physical activities that are enjoyable.	Describes reasons for enjoying physical activity.
<b>5.4 Social Interaction</b>	Recognizes that physical activity can help develop friendships.	Identifies that physical activity promotes opportunity for social interaction.	Understands that physical activities can foster cooperation.
<b>Performance Expectations</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>5.1 Health</b>	Discusses the relationship between physical activity and health.	Examines the health benefits of participating in physical activity.	Compares the health benefits of participating in selected physical activities.
<b>5.2 Challenge</b>	Describes how practice develops confidence in challenging physical activities.	Understands that improving performance in challenging physical activities requires consistent practice.	Explains how to overcome challenges essential for improvement.
<b>5.3 Self-expression and Enjoyment</b>	Identifies physical activities that provide opportunities for self-expression.	Identifies physical activities for the purpose of self-expression and enjoyment.	Analyzes how various physical activities promote self-expression and enjoyment.

<b>5.4 Social Interaction</b>	Describes how physical activities can promote positive social interactions.	Describes social benefits gained from participating in physical activity. Describe physical activities that promote camaraderie.	Describes social benefits of engaging in partner, small group, and large group physical activities.
<b>Early Adolescence</b>			
<b>Grades 6 – 8</b>			
<b>Performance Expectations</b>	<b>Emerging</b>	<b>Maturing</b>	<b>Applying</b>
<b>5.1 Health</b>	Identifies and compare health benefits and physical activities.	Describes how different types of physical activity exert a positive impact on health and improve the quality of life.	Explains the connections between health-related fitness and overall physical and mental health, and the positive impacts on the quality of life.
<b>5.2 Challenge</b>	Applies strategies for overcoming individual challenges in a physical activity setting.	Uses positive strategies when faced with a group challenge.	Applies strategies to overcome challenges in a physical activity.
<b>5.3 Self-expression and Enjoyment</b>	<p><b>5.3.6-8a</b> - Describes how moving competently in a physical activity setting creates enjoyment.</p> <p><b>5.3.6-8b</b> - Identify how self-expression and physical activity are related.</p>	<p><b>5.3.6-8a</b> - Identifies why self-selected physical activities create enjoyment</p> <p><b>5.3.6-8b</b> - Explain the relationship between self-expression and lifelong enjoyment through physical activity.</p>	<p><b>5.3.6-8a</b> - Discusses how enjoyment can be increased in self-selected physical activities.</p> <p><b>5.3.6-8b</b> - Identify and participate in an enjoyable activity that prompts individual self-expressions.</p>
<b>5.4 Social Interaction</b>	Demonstrates the importance of social interaction by following rules and encouraging others in various physical activities and games.	Demonstrates the importance of social interaction by avoiding trash talk and playing in the spirit of activities and games.	Demonstrates importance of social interaction by asking for help and helping others in various physical activities and games.
<b>Adolescence</b>			
<b>Grade 9 – Diploma</b>			
<b>Performance Expectations</b>	<b>Level 1</b>		<b>Level 2</b>
<b>5.1 Health</b>	Analyzes the health benefits of physical activity.		Analyzes the health benefits of a self-selected physical activity.
<b>5.2 Challenge</b>	Chooses an appropriate level of challenge to experience		Chooses an appropriate level of challenge to experience

	success in a physical activity.	success in a self-selected physical activity.
<b>5.3 Self-expression and Enjoyment</b>	Participates in a self-selected physical activity for self-expression and enjoyment.	Participates in a self-selected physical activity for self-expression and enjoyment.
<b>5.4 Social Interaction</b>	Identifies opportunities for social interaction in a self-selected physical activity.	Evaluates opportunities for social interaction and social support in a self-selected physical activity.