

## 2021 Maine Learning Results: Physical Education

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 1	<b><u>Motor Skills and Movement Patterns:</u> Physically literate students demonstrate competency in a variety of motor skills and movement patterns.</b>		
Childhood			
Performance Expectations	Kindergarten	Grade 1	Grade 2
<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.
Performance Expectations	Grade 3	Grade 4	Grade 5

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<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.

<b>Standard 2</b>	<b><u>Concepts and Strategies:</u> 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.

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<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.
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<b>Standard 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>		
<b>Childhood</b>			
<b>Performance Expectations</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<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 and/or 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.

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<b>3.6 Physical Activity, Community,</b>	Participate with family in activities that are enjoyable, challenging, fun and/or that allow for self-expression.	Participate 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 and/or 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, Community,</b>	Actively participates in physical activities at recess.	Participate 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.

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<b>Standard 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>	Uses basic strategies, concepts, and communication skills for working cooperatively in group settings.  Acknowledges responsibility for behavior when prompted.	Uses basic strategies, concepts, and communication skills for working cooperatively in group settings.  Accepts personal responsibility for behavior.	Explains the value of working cooperatively in group settings.  Accepts personal responsibility for behavior.
<b>4.2 Working with Others</b>	Demonstrates cooperative skills.  Understands how social interaction can make activities more enjoyable.	Demonstrates cooperative skills.  Understands how social interaction can make activities more enjoyable.	Demonstrates cooperative skills.  Summarizes the benefits of positive social interaction to make activities more enjoyable.
<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>Childhood</b>			
<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>	Demonstrates cooperation and communication skills to achieve common goals.	Demonstrates cooperation and communication skills to achieve common goals.	Demonstrates cooperation and communication skills to achieve common goals.

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	Explains the importance of working productively with others.	Understands the importance of culture and ethnicity in developing self-awareness and working productively with others.	Understands the importance of culture and ethnicity in developing self-awareness and working productively with others.
<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>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.
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<b>Standard 5</b>	<b><u>Recognition of the Value of Physical Activity:</u> 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>Childhood</b>
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Performance Expectations	Grade 3	Grade 4	Grade 5
<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.