

**SIXTH - EIGHTH GRADE**  
**PHYSICAL EDUCATION STANDARDS GUIDANCE**  
**WI Physical Education Standards**

Physical Education - Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.			
Learning Priority	SIXTH	SEVENTH	
Dance and Rhythms	PE.S1.M1.6 A. Demonstrate correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance. B. Revise a selected dance or rhythm sequence to include new movement phases as an individual or small group.	PE.S1.M1.7 A. Demonstrate correct rhythm and pattern for a different dance form (folk, cultural, social, creative, line, and world dance) or a rhythmic-based fitness activity. B. Create a dance or rhythm sequence consisting of at least four various movement phases.	PE.S1.M1.8 Exhibit command of rhythm and timing by creating a movement sequence to music as a group.
Invasion Games: Throwing	PE.S1.M2.6 Throw with a mature pattern for distance or power appropriate to the practice task.	PE.S1.M2.7 Throw with a mature pattern for distance or power appropriate to the activity in a dynamic environment.	PE.S1.M2.8 Throw with a mature pattern for distance or power appropriate to the activity during small-sided game play, including those from other cultures.
Invasion Games: Catching	PE.S1.M3.6 Catch with a mature pattern from a variety of trajectories using different objects in varying practice tasks.	PE.S1.M3.7 Catch with a mature pattern from a variety of trajectories using different objects in dynamic environments or modified game play.	PE.S1.M3.8 Catch using an implement in a small-sided game play.
Invasion Games: Passing and Receiving	PE.S1.M4.6 Pass and receive with hands, feet, or implement in combination with locomotor patterns of running and change of direction and speed with competency within invasion game practice tasks, including those from other cultures.	PE.S1.M4.7 Pass and receive with hands, feet, or implement in combination with locomotor patterns of running and change of direction and speed with competency within invasion games, including those from other cultures.	PE.S1.M4.8 Pass and receive with an implement in combination with locomotor patterns of running and change of direction, speed and level with competency within small-sided invasion games, including those from other cultures.
Invasion Games: Offensive Skills	PE.S1.M5.6 Throw, while stationary, a leading pass to a moving receiver.	PE.S1.M5.7 Throw, while moving, a leading pass to a moving receiver.	PE.S1.M5.8 Throw a leading pass to a moving partner off a dribble or pass.
Invasion Games: Dribbling and Object Control	PE.S1.M6.6 Perform pivot, fake, screen, give and go, and job steps designed to create open space without defensive pressure during practice tasks.	PE.S1.M6.7 Execute at least one of the following designed to create open space with defensive pressure in a dynamic environment: pivots, fakes, job steps, screens, give and go.	PE.S1.M6.8 Execute at least two of the following to create open space during small-sided game play: pivots, fakes, job steps, screens, give and go.
Invasion Games: Shooting on Goal	PE.S1.M7.6 Dribble with dominant hand using a change of speed and direction in a variety of practice tasks.	PE.S1.M7.7 Dribble with dominant and nondominant hands using a change of speed and direction in a dynamic environment.	PE.S1.M7.8 Dribble with dominant and nondominant hands using a change of speed and direction in small-sided game play.
Invasion Games: Defensive Skills	PE.S1.M8.6 Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.	PE.S1.M8.7 Foot-dribbles or dribbles with an implement combined with passing in a dynamic environment.	PE.S1.M8.8 Foot-dribbles or dribbles with an implement with control, changing speed and direction, and during small-sided game play, including those from other cultures.
Net and Wall Games: Serving	PE.S1.M9.6 Shoot on goal with power during practice tasks.	PE.S1.M9.7 Shoot on goal with power and accuracy in a dynamic environment.	PE.S1.M9.8 Shoot on goal for power and accuracy in small-sided invasion games, including those from other cultures.
Net and Wall Games: Striking	PE.S1.M10.6 Maintain defensive-ready position with weight on balls of feet, arms extended, and eyes on the midsection of the offensive player.	PE.S1.M10.7 Slide in all directions while on defense without crossing feet.	PE.S1.M10.8 Drop-step in the direction of the pass during player-to-player defense.
Net and Wall Games: Forehand and Backhand	PE.S1.M11.6 Performs an underhand serve with control for net and wall games.	PE.S1.M11.7 Execute an underhand serve to a predetermined target for net and wall games.	PE.S1.M11.8 Execute an underhand serve for distance and accuracy for net and wall games, including those from other cultures.
Net and Wall Games: Weight Transfer	PE.S1.M12.6 Strike with a mature overhand pattern in a non-dynamic environment for net and wall games.	PE.S1.M12.7 Strike with a mature overhand pattern in a dynamic environment for net and wall games.	PE.S1.M12.8 Strike with a mature overhand pattern in modified net and wall games, including those from other cultures.
Net and Wall Games: Volley	PE.S1.M13.6 Demonstrate the mature form of the forehand and backhand strokes with a short-handled implement in net games.	PE.S1.M13.7 Demonstrate the mature form of forehand and backhand strokes with a long-handled implement in net games.	PE.S1.M13.8 Demonstrate the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games, including those from other cultures.
Net and Wall Games: Two-hand Volley	PE.S1.M14.6 Transfer weight with correct timing for the striking pattern.	PE.S1.M14.7 Transfer weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side.	PE.S1.M14.8 Transfer weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides.
Target Games: Throwing	PE.S1.M15.6 Forehand volley with a mature form and control using a short-handled implement.	PE.S1.M15.7 Forehand and backhand volley with a mature form and control using a short-handled implement.	PE.S1.M15.8 Forehand and backhand volley with a mature form and control using a short-handled implement during modified game play, including those from other cultures.
Target Games: Striking	PE.S1.M16.6 Two-hand volley with control in a variety of practice tasks.	PE.S1.M16.7 Two-hand volley with control in a dynamic environment.	PE.S1.M16.8 Two-hand volley with control in a small-sided game, including those from other cultures.
Fielding and Striking Games: Catching	PE.S1.M17.6 Demonstrate a mature throwing pattern for a modified target activity during a practice task.	PE.S1.M17.7 Execute consistently a mature throwing pattern for target activity in a dynamic environment.	PE.S1.M17.8 Consistently perform a mature throwing pattern, with accuracy and control, for target activity in a small-sided game, including those from other cultures.
Fielding and Striking Games: Striking	PE.S1.M18.6 Strike, with an implement, a stationary object for accuracy and distance in a practice task.	PE.S1.M18.7 Strike, with an implement, a stationary object for accuracy in a dynamic environment.	PE.S1.M18.8 Strike, with an implement, a stationary object for accuracy and power in a small-sided game, including those from other cultures.
Fielding and Striking Games: Striking	PE.S1.M19.6 Strike an object with an implement with force in a variety of practice tasks.	PE.S1.M19.7 Strike an object with an implement to open space in a variety of practice tasks in a dynamic environment.	PE.S1.M19.8 Strike an object with an implement for power to open space in a variety of small-sided game play, including those from other cultures.
Outdoor Pursuits and Adventure Activities	PE.S1.M20.6 Catch, with a mature pattern, from different trajectories using a variety of objects in a dynamic environment.	PE.S1.M20.7 Catch, with a mature pattern, from different trajectories using a variety of objects in a dynamic environment.	PE.S1.M20.8 Catch, using an implement, from different trajectories and speeds in small-sided game play, including those from other cultures.
Aquatics	PE.S1.M21.6 Demonstrate correct technique for basic skills in one selected individual performance or outdoor activity.	PE.S1.M21.7 Demonstrate correct technique for a variety of skills in one individual performance or outdoor activity.	PE.S1.M21.8 Demonstrate correct technique for basic skills in at least two selected individual performance or outdoor activities.
Aquatics: Swim Skills	PE.S1.M22.6 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels.	PE.S1.M22.7 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels.	PE.S1.M22.8 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels.

  

Physical Education - Standard 2: The student will apply knowledge of concepts, principles, strategies, and tactics related to movement			
Learning Priority	SIXTH	SEVENTH	
Invasion Games: Creating Space (with movement)	PE.S2.M1.6 Create open space by using locomotor patterns using width and length of the playing area (e.g., walking, running, jumping, and landing) in combination with movement (e.g., varying pathways, change of speed, direction, or pace).	PE.S2.M1.7 Reduce open space by using locomotor patterns (e.g., walking, running, jumping, and landing, changing the size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, and reducing the distance between player and goal).	PE.S2.M1.8 Open and close space during small-sided game play by combining locomotor patterns with movement concepts.
Invasion Games: Creating Space (with offensive tactics)	PE.S2.M2.6 Identify and perform at least one of the following offensive tactics to create open space: move to open space without the object; use a variety of passes, pivots, and fakes; give and go.	PE.S2.M2.7 Execute in a practice task at least one of the following offensive tactics to create open space: stay spread on offense; use a variety of passes, pivots, and fakes; give and go.	PE.S2.M2.8 Execute during at least one small-sided game the following offensive tactics to create open space: moves to create open space on and off the ball; stay spread on offense; use a variety of passes, fakes, and pathways; give and go.
Invasion Games: Reducing Space (changing the size and shape)	PE.S2.M3.6 Reduce open space on defense by making the body larger and reducing passing angles.	PE.S2.M3.7 Reduce open space on defense by staying close to the opponent as the opponent nears the goal.	PE.S2.M3.8 Reduce open space on defense by staying on the goal side of the offensive player and reducing the distance to that player (third-party perspective).
Invasion Games: Reducing Space (using denial)	PE.S2.M4.6 Reduce open space by not allowing the catch (denial) or by allowing the catch but not the return pass.	PE.S2.M4.7 Reduce open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection.	PE.S2.M4.8 Reduce open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection.
Invasion Games: Transition	PE.S2.M5.6 Transition from offense to defense or defense to offense by recovering quickly.	PE.S2.M5.7 Transition from offense to defense or defense to offense by recovering quickly and communicating with teammates.	PE.S2.M5.8 Transition from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage.
Net and Wall Games: Creating Space (through variation)	PE.S2.M6.6 Create open space in net and wall games with either a long- or short-handled implement by varying force and direction.	PE.S2.M6.7 Create open space in net and wall games with either a long- or short-handled implement by varying force and direction and by moving opponent from side to side.	PE.S2.M6.8 Create open space in net and wall games with either a long- or short-handled implement by varying force or direction and by moving opponent from side to side and forward and back.
Net and Wall Games: Using Tactics and Shots	PE.S2.M7.6 Reduce offensive options for opponents by returning to home position while maintaining proper court positioning by limiting opponent's offensive opportunities in varying practice tasks.	PE.S2.M7.7 Select offensive shot based on opponent's court or field position (i.e., hit where opponent is not).	PE.S2.M7.8 Vary placement, force, and timing of return to prevent anticipation by opponent.
Target Games: Shot Selection	PE.S2.M8.6 Select appropriate shot and club based on location of the object in relation to the target (e.g., appropriate side or throw in disc golf; appropriate club in golf).	PE.S2.M8.7 Vary the speed and trajectory of the shot based on the location of the object in relation to the target.	PE.S2.M8.8 Vary the speed, force, and trajectory of the shot based on the location of the object in relation to the target.
Fielding and Striking Games: Offensive Strategies	PE.S2.M9.6 Identify open spaces and attempt to use a variety of shots to strike the object into that space.	PE.S2.M9.7 Use a variety of shots (e.g., line drive high arc) to hit the object into open space.	PE.S2.M9.8 Use sacrifice situations and attempt to advance a teammate.
Fielding and Striking Games: Reducing Space	PE.S2.M10.6 Identify and perform a defensive play based on the situation (e.g., number of outs).	PE.S2.M10.7 Analyze, refine, and apply defensive strategy based on the situation (e.g., number of outs).	PE.S2.M10.8 Analyze and apply defensive strategy by collaborating with teammates to maximize coverage.
Movement Concepts, Principles, and Knowledge	PE.S2.M11.6 Identify Newton's Three Laws of Motion and how they affect movement in physical activities.	PE.S2.M11.7 Explain Newton's Three Laws of Motion as applied to various physical activities.	PE.S2.M11.8 Apply Newton's Three Laws of Motion to various physical activities.
Aquatics	PE.S2.M12.6 Students for grades 6-8 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.	PE.S2.M12.7 Students for grades 6-8 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.	PE.S2.M12.8 Students for grades 6-8 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.

  

Physical Education - Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity.			
Learning Priority	SIXTH	SEVENTH	
Physical Activity Knowledge: Barriers	PE.S3.M1.6 Identify barriers related to maintaining a physically active lifestyle and seek solutions for eliminating those barriers.	PE.S3.M1.7 Evaluate personal barriers for maintaining a physically active lifestyle and create and implement a plan to eliminate those barriers.	PE.S3.M1.8 Evaluate personal barriers' long-term impacts on life and refine personal plans to eliminate barriers.

Fitness Knowledge: Components	PE.S3.M2.6 Provide examples of health-related and skill-related fitness physical activities.	PE.S3.M2.7 Differentiate between health-related and skill-related fitness physical activities.	PE.S3.M2.8 Compare and contrast health-related fitness and skill-related fitness components.
Fitness Knowledge	PE.S3.M3.6 Set and monitor a self-selected physical activity S.M.A.R.T. 1, goal for aerobic and muscle- and bonestrengthening activity based on current fitness level.	PE.S3.M3.7 Adjust physical activity based on quantity of exercise needed for a minimal health standard and optimal functioning based on current fitness level.	PE.S3.M3.8 Utilize available technology to self-monitor quantity of exercise needed for a minimal health standard and optimal functioning based on current fitness level.
Fitness Knowledge: Flexibility	PE.S3.M4.6 Describe and demonstrate a variety of appropriate static stretching techniques for all major muscle groups.	PE.S3.M4.7 Describe and demonstrate the difference between dynamic and static stretches.	PE.S3.M4.8 Describe the role of flexibility in injury prevention.
Fitness Knowledge: Health-Related Fitness Components	PE.S3.M5.6 Define aerobic and anaerobic capacity and muscular strength and muscular endurance.	PE.S3.M5.7 Identify exercises that are aerobic, anaerobic, muscular strength, and muscular endurance.	PE.S3.M5.8 Describe how to improve aerobic capacity, anaerobic capacity, muscular strength, and muscular endurance.
Fitness Knowledge: FITT Principle (Frequency, intensity, time, and type)	PE.S3.M6.6 Identify each of the components of the overload principle (FITT formula: frequency, intensity, time, and type) for different types of physical activity (aerobic, muscular fitness, and flexibility).	PE.S3.M6.7 Describe overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness.	PE.S3.M6.8 Apply the overload principle (FITT formula) in preparing a personal workout.
Fitness Knowledge: Warm Up and Cool Down	PE.S3.M7.6 Describe the role of warm-ups and cool-downs before and after physical activity.	PE.S3.M7.7 Design a warm-up and cool-down regimen for a self-selected physical activity.	PE.S3.M7.8 Design and implement a warm-up and cool-down regimen for a self-selected physical activity.
Fitness Knowledge: Cardiorespiratory	PE.S3.M8.6 Determine the correlation between target heart rate zones to the Borg Scale rate of perceived exertion (RPE) to create and implement a basic plan for improvement.	PE.S3.M8.7 A. Demonstrate how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise. B. Apply rates of perceived exertion to pacing.	PE.S3.M8.8 A. Demonstrate how the RPE Scale can be used to adjust workout intensity during physical activity. B. Adjusts pacing to keep heart rate in the target zone, using technology if available (e.g., heart rate monitor), to self-monitor aerobic intensity.
Fitness Knowledge: Body Systems	PE.S3.M9.6 Identify major muscles used in selected physical activities.	PE.S3.M9.7 Describe how muscles pull on bones to create movement in pairs by relaxing and contracting.	PE.S3.M9.8 Explain how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity.
Assessment and Program Planning	PE.S3.M10.6 Design and implement a program of remediation for an area of improvement based on the results of health-related fitness assessment.	PE.S3.M10.7 Design and implement a program of remediation for two areas of improvement based on the results of health-related fitness assessment.	PE.S3.M10.8 Design and implement a program of remediation for three areas of improvement based on the results of health-related fitness assessment.
Assessment and Program Planning	PE.S3.M11.6 Maintain a physical activity log for at least two weeks and reflect on activity levels as documented in the log.	PE.S3.M11.7 Maintain a physical activity and nutrition log for at least two weeks and reflect on activity levels and nutrition as documented in the log.	PE.S3.M11.8 Design and implement a program to improve levels of health-related fitness and nutrition.
Nutrition: Healthy Nutritional Choices	PE.S3.M12.6 Describe the relationship between poor nutrition and health risk factors.	PE.S3.M12.7 Identify foods within each of the basic food groups and select appropriate servings and portions for age and physical activity levels.	PE.S3.M12.8 Develop strategies for balancing healthy food, snacks, and water intake along with daily physical activity.
Mindfulness and Stress Management	PE.S3.M13.6 A. Identify positive and negative results of stress and appropriate ways of dealing with each. B. Explain the connections between fitness and overall physical and mental health.	PE.S3.M13.7 Practice strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.	PE.S3.M13.8 Demonstrate basic movements used in other stress-reducing activities such as yoga and tai chi.
Mindfulness and Stress Management	PE.S3.M14.6 A. Engage in a variety of aerobic fitness activities using technology to monitor progress. B. Develop an inventory of physical fitness activities for each of the components of fitness.	PE.S3.M14.7 A. Engage in a variety of strength, endurance, and functional fitness activities. B. Reflect on inventory of physical fitness activities for each of the components of fitness (e.g., verbally, written, etc.).	PE.S3.M14.8 Plan and implement a fitness program to include aerobic, strength, endurance, functional fitness, and flexibility training.
Knowledge Application	PE.S3.M15.6 Identify and list various types of lifetime physical activity opportunities (e.g., recreational team or dual sports, outdoor pursuits, martial arts, dance or rhythms, aquatic activities, etc.).	PE.S3.M15.7 Reflect on personal participation in a variety of lifetime activities.	PE.S3.M15.8 Log and analyze participation in a selfselected lifetime activity outside of the school day.
Knowledge Application	PE.S3.M16.6 Participate in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes a day.	PE.S3.M16.7 Participate in moderate to vigorous muscle- and bone-strengthening physical activity at least three times a week.	PE.S3.M16.8 Participate in moderate to vigorous aerobic and muscle- and bonestrengthening physical activity for at least 60 minutes a day at least five times a week.

**Physical Education - Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.**

Learning Priority	SIXTH	SEVENTH	EIGHTH
Safety	PE.S4.M1.6 Identify safety concerns and protocols within the learning environment.	PE.S4.M1.7 Implement safety protocols within the learning environment with teacher guidance.	PE.S4.M1.8 Independently implement safety protocols and identify the impact of those decisions. (WSEL C 22)
Social Awareness: Procedures and Protocols	PE.S4.M2.6 Identify procedures and protocols for activities in a variety of learning environments (e.g., small-sided games, individual performance activities).	PE.S4.M2.7 Demonstrate knowledge of procedures and protocols by self-organizing and following parameters within a variety of learning environments (e.g., small-sided games, individual performance activities).	PE.S4.M2.8 Apply procedures and protocols by acting as an official for modified physical activities and games, and during individual activities.
Social Awareness	PE.S4.M3.6 Identify and define discrimination and stereotyping.	PE.S4.M3.7 Understand the effects of discrimination and stereotyping.	PE.S4.M3.8 Respectfully acknowledge perceived difference and support diversity. (WSEL C 14)
Selfmanagement: Goal Setting	PE.S4.M4.6 Set attainable and realistic short-term (S.M.A.R.T.) goals. (WSEL C 10)	PE.S4.M4.7 Reflect on the progress toward meeting the short-term (S.M.A.R.T.) goals and adjust the goal if needed.	PE.S4.M4.8 Assess and analyze the progress toward (S.M.A.R.T.) goals to determine next steps required to continue progressing.
Relationship Skills: Feedback	PE.S4.M5.6 Identify ways to improve performance using teacher-generated criteria.	PE.S4.M5.7 Provide and accept positive constructive feedback with a peer using clear communication skills, to improve performance using teacher-generated criteria.	PE.S4.M5.8 Independently provide and accept positive and constructive feedback to a peer using clear communication skills, to improve performance. (WSEL C 17)
Relationship Skills: Conflict Resolution	PE.S4.M6.6 Identify negotiation skills and conflict resolution strategies to resolve differences with teacher guidance.	PE.S4.M6.7 Identify negotiation skills and conflict resolution strategies to resolve differences with minimal teacher guidance.	PE.S4.M6.8 Apply negotiation skills and conflict resolution strategies to resolve differences. (WSEL C 19)
Decision-making	PE.S4.M7.6 Identify how choices can impact others in a positive and negative way.	PE.S4.M7.7 Identify various factors, solutions, and outcomes that will influence decision making.	PE.S4.M7.8 Explain how various factors and solutions influence decision making. (WSEL C 20)

**Physical Education - Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction**

Learning Priority	SIXTH	SEVENTH	EIGHTH
Health and Wellbeing	PE.S5.M1.6 Describe how being physically active leads to increased health and wellbeing.	PE.S5.M1.7 Compare and contrast the health benefits of participating in selected physical activities on overall health and well-being.	PE.S5.M1.8 Explain the connections between physical activity, skill development, and fitness to overall health and wellbeing.
Self-awareness and Selfmanagement: Challenge and Growth Mindset	PE.S5.M2.6 Identify when challenged personal strengths with teacher guidance.	PE.S5.M2.7 Integrate personal strengths, and respond in an optimistic way to individual challenges (e.g., extending, engagement, asking for help or feedback, and modifying the task) with minimal teacher guidance.	PE.S5.M2.8 Independently identify, integrate, and utilize personal strengths in overcoming challenges for further development and success. (WSEL C 11)
Self-expression and Enjoyment	PE.S5.M3.6 Identify why self-selected physical activities create enjoyment.	PE.S5.M3.7 Explain how moving competently in a physical activity setting creates enjoyment.	PE.S5.M3.8 Discuss how enjoyment could be increased in self-selected physical activities.
Self-expression and Enjoyment	PE.S5.M4.6 Identify how self-expression and physical activity are related.	PE.S5.M4.7 Explain the relationship between self-expression and lifelong enjoyment through physical activity.	PE.S5.M4.8 Identify and participate in an enjoyable activity that prompts individual self-expression.
Social Interaction	PE.S5.M5.6 Demonstrate respect for self and others in physical activities and games by following the rules, encouraging others, and playing in the spirit of the game.	PE.S5.M5.7 Demonstrate the importance of social interaction by helping and encouraging others and providing support to classmates.	PE.S5.M5.8 Identify expressions of empathy for others in various physical activities.
Social Interaction	PE.S5.M6.6 Identify and explain how physical activity provides opportunities for increasing social interaction.	PE.S5.M6.7 Explain how physical activity provides opportunities for increasing social interaction.	PE.S5.M6.8 Identify opportunities for social support in a self-selected physical activity or dance.