

**STATE OF SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**

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*STATE SUPERINTENDENT OF EDUCATION*  
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**South Carolina College and Career Ready  
Standards for Physical Education**

South Carolina State Board of Education

June 2021

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**Standard 1**

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. (Psychomotor Domain).

The intent of this standard is the development of the motor skills needed to enjoy participation in a variety of physical activities.

interest in a variety of physical activities, choose to participate in activities of interest, and achieve and maintain a health-enhancing level of fitness. High school students achieve and maintain health-related fitness standards as a result of implementing long-term fitness plans based on frequency, intensity, time and type (FITT) training principles.

**Standard 4**

The physically literate individual exhibits responsible personal and social behavior that respects self and others in (c)-1 (a)4 (l)-2 ct3ip o3ip ot7p (ip)2

## **Adapt Physical Education**

Quality physical education programs provide learning experiences that meet the developmental needs of all children and help improve mental alertness, academic performance, readiness to learn, enthusiasm for learning, and lifelong wellness. In 2004, the federal government reauthorized PL 105-17 to ensure all students receive a free and appropriate education through the passing of Public Law 108-446, known as the Individuals with Disabilities Education Improvement Act (IDEA 2004). IDEA ensures that all children, regardless of disability, receive special education. Section 1401 (29) says that the term 'special education' means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including (A) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and (B) instruction in physical and

**2021 Elementary Standard 1**

<b>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</b>			
<b>Performance Goal:</b>	The student should gain the ability to demonstrate refined fundamental patterns; perform variations and combinations of motor skills; and to apply basic offensive and defensive strategies in increasingly dynamic and complex environments. The student should learn to apply specialized skills that are basic to a movement form.		
<b>SC Profile of a Graduate:</b>	Knowing how to learn, work ethic, self-direction, collaboration, and teamwork		
<b>Locomotor Skills</b>	<b>Novice</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>1.1 Locomotor</b>  <b>I can...</b>	E.N.1.1.A: Travel with control forward and sideways by identifying a variety of		

E.N.1.1.A.**SL1**: Travel with control forward OR sideways by identifying at least 3 locomotor skills (walk, run, jump, hop, gallop, slide, skip, leap) in general space while avoiding contact with others.

E.N.1.1.A.**SL2**: Travel with control forward OR sideways by identifying at least 1 (walk, run, jump, hop, gallop, slide, skip, leap) in general space while avoiding contact with others.

E.N.1.1.B.**SL1**:p

Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
<p>E.N.1.2.A.<b>SL1</b>: Demonstrate controlled balancing and/or rolling movements with assistance (physical or visual)</p> <p>E.N.1.2.A.<b>SL2</b>: Demonstrate balancing and/or rolling movements with assistance (physical or visual).</p> <p>E.N.1.2.B.<b>SL1</b>: Demonstrate controlled balancing and/or rolling movements with assistance (physical or visual).</p> <p>E.N.1.2.B.<b>SL2</b>: Demonstrate balancing and/or rolling movements with assistance (physical or visual).</p>	<p>E.I.1.2.A.<b>SL1</b>: Demonstrate controlled balancing and/or rolling movements, into a sequence with a clear beginning and ending with assistance (physical, visual, or verbal).</p> <p>E.I.1.2.A.<b>SL2</b>: Demonstrate balancing and/or rolling movements in a combination with assistance (physical, visual, or verbal) (e.g. holding hand for stork-stand balance, verbal cue when to transition into a roll).</p> <p>E.I.1.2.B.<b>SL1</b>: Demonstrate controlled</p>	

	<p>E.N.1.3.A.<b>SL2</b>: Perform along with a teacher-led dance with physical assistance.</p> <p>E.N.1.3.B.<b>SL1</b>: Perform teacher-led dance, demonstrating beat awareness with assistance (physical, visual, or verbal). Example: hand over hand clapping to the beat.</p> <p>E.N.1.3.B.<b>SL2</b>: Demonstrate beat awareness with assistance (physical, visual, or verbal).</p>	<p>visual, or verbal).</p> <p>E.I.1.3.A.<b>SL2</b>: Perform a movement sequence to music demonstrating beat awareness with assistance (physical, visual, or verbal).</p> <p>E.I.1.3.B.<b>SL1</b>: Perform a simple dance using movement concepts in rhythm to the music.</p> <p>E.I.1.3.B.<b>SL2</b>: Perform a simple dance using movement concepts in rhythm to the music with assistance (physical, visual, or verbal).</p>	<p>E.A.1.3.A.<b>SL2</b>: Perform dance with a group or partner with assistance (physical, visual, or verbal).</p> <p>E.A.1.3.B.<b>SL1</b>: Apply, create, and perform an age-appropriate dance in rhythm to music with assistance (physical, visual, or verbal).</p> <p>E.A.1.3.B.<b>SL2</b>: Perform an age-appropriate dance to music with assistance (physical, visual, or verbal).</p>
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		or verbal).	<p>E.A.1.5.B.<b>SL1</b>: Catch an object using mature form in modified game play.</p> <p>E.A.1.5.B.<b>SL2</b>: Catch an object using mature form in modified game play with assistance (physical, visual, or verbal).</p>
<b>Overhand</b>			

**I can...**

dominant foot and kicking with dominant foot. mature form.

		move.	

	<p>visual, or verbal).</p> <p><b>E.N.1.9.SL2:</b> Pass a variety of different balls using an overhand or underhand toss in simple conditions with assistance (physical, visual, or verbal).</p>	<p>prompting (physical, visual, or verbal).</p> <p><b>E.I.1.9.SL2:</b> Use a variety of passes (overhead, underhand, side arm, chest pass, bounce pass) with hands to a stationary partner with assistance (physical, visual, or verbal).</p>	<p><b>E.A.1.9.A.SL2:</b> Pass a variety of objects using some elements of mature form to a moving partner with assistance (physical, visual, or verbal).</p> <p><b>E.A.1.9.B.SL1:</b> Pass with hands using mature form in modified game play with prompting (physical, visual, or verbal).</p>
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E.N.1.12.**SL1**: Use a strike-bounce-catch/strike pattern to keep a small and/or medium-sized ball going in self-space with prompting (physical, visual, or verbal).  
E.N.1.12.**SL2**: Use a strike-bounce-catch/strike pattern to keep a small and/or medium-sized ball going in self-space with assistance (physical, visual, or verbal).

E.I.1.12A3 (.)TJ0 Tcq139.58 341.52 196.38 195

	(physical, visual, or verbal).	with assistance (physical, visual, or verbal). <b>E.I.1.13.B.SL1:</b>
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	at least 2 times over a moving rope with assistance (physical, visual, or verbal).		assistance (physical, visual, or verbal).
<b>Strategy &amp; Tactics</b>	<b>Novice</b>	<b>Intermediate</b>	<b>Advanced</b>

**1.15**

**2021 Elementary Standard 2**

<b>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</b>			
<b>Performance Goal</b>	The student should learn to use critical elements/learning cues; refine his or her application of fundamental and selected specialized motor skills in increasingly complex environments, as well as to provide feedback to others. The student should apply basic offensive and defensive strategies.		
<b>SC Profile of a Graduate:</b>	Creativity and innovation, critical thinking and problem solving, self-direction, global perspective		
<b>Movement/ Performance</b>	<b>Novice</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>2.1 Performance</b>  <b>I can...</b>	E.N.2.1.A: Identify fundamental movement skills (hop, jump, gallop, slide, catch, throw, volley).  E.N.2.1.B: Identify the critical elements/ learning cues of fundamental locomotor and manipulative skills.	E.I.2.1.A: Describe how improved performance relates to appropriate practice using the critical elements and learning cues.  E.I.2.1.B: Utilize teacher feedback to improve performance. Example: changing hand position after recognizing an error.	E.A.2.1.A: Apply critical elements/learning cues of a skill to improve personal performance in fundamental movement skills and specialized skills.  E.A.2.1.B: Apply critical elements/learning cues of a skill to provide feedback to others in modified game play
	<b>Standard 2 Adapted Physical Education Suggestions:</b> <b>Support Level 1:</b> Verbal prompts, redirection, modeling, communication support options, assistance (physical, visual, or verbal). <b>Support Level 2:</b> Assistance (peer, teacher), communication support options with assistance.		
	<b>Novice Support Levels</b>	<b>Intermediate Support Levels</b>	<b>Advanced Support Levels</b>
	E.N.2.1.A. <b>SL1:</b> Identify at least 2 fundamental movement skills (hop, jump, gallop, slide, catch, throw, volley) given a variety of communication support options with prompts (physical, visual, or verbal).  E.N.2.1.A. <b>SL2:</b> Identify at least 1 fundamental movement skill (hop, jump, gallop, slide, catch, throw, volley) given a variety of communication support options with assistance (physical, visual, or verbal).	E.I.2.1.A. <b>SL1:</b> Identify how to improve performance with appropriate practice while identifying the critical elements/learning cues given a variety of communication support options with prompts (physical, visual, or verbal).  E.I.2.1.A. <b>SL2:</b> Identify how to improve performance with appropriate practice while identifying the critical elements/learning cues given a variety of communication support options with assistance (physical, visual, or verbal).	E.A.2.1.A. <b>SL1:</b> Apply or accept teacher feedback to practice to help improve performance with prompting (physical, visual, or verbal).  E.A.2.1.A. <b>SL2:</b> Accept teacher feedback to help improve performance with assistance (physical, visual, or verbal).  E.A.2.1.B. <b>SL1:</b> Describe or apply

	<p>E.N.2.1.B.<b>SL1</b>: Identify the critical elements/ learning cues of at least 2 fundamental locomotor or manipulative skills given a variety of communication support options with prompts (physical, visual, or verbal).</p> <p>E.N.2.1.B.<b>SL2</b>: Identify some of the critical elements/ learning cues of at least 1 fundamental locomotor/manipulative skill given a variety of communication support options with assistance (physical, visual, or verbal).</p>	<p>E.I.2.1.B.<b>SL1</b>: Apply or accept teacher feedback to help improve performance with prompting (physical, visual, or verbal).</p> <p>E.I.2.1.B.<b>SL2</b>: Accept teacher feedback to help improve performance with assistance (physical, visual, or verbal).</p>	<p>critical elements/learning cues of a skill to improve personal performance in fundamental movement skills and specialized skills.</p> <p>E.A.2.1.B.<b>SL2</b>: Identify or apply critical elements/learning cues of a skill to improve personal performance in fundamental movement skills and specialized skills with prompts or assistance.</p>
<b>Space Pathways</b>	<b>Novice</b>	<b>Intermediate</b>	<b>Advanced</b>
<p><b>2.2 Space Pathways</b></p> <p><b>I can...</b></p>	<p>E.N.2.2.A: Identify a variety of spatial relationships, shapes, and levels. Example: personal versus general space, body parts, body shapes, high and low levels, directions.</p> <p>E.N.2.2.B: Identify a variety of spatial relationships, shapes, and levels with objects (over, under, behind, beside, through).</p>	<p>E.I.2.2.A: Utilize personal space to improve performance in fundamental movement skills and specialized skills.</p> <p>E.I.2.2.B: Accept teacher feedback to help improve performance with assistance (physical, visual, or verbal).</p>	<p>E.A.2.2.A: Identify or apply critical elements/learning cues of a skill to improve personal performance in fundamental movement skills and specialized skills with prompts or assistance.</p> <p>E.A.2.2.B: Identify or apply critical elements/learning cues of a skill to improve personal performance in fundamental movement skills and specialized skills with prompts or assistance.</p>

	<p>assistance (physical, visual, or verbal).</p> <p><b>E.N.2.2.B.SL1:</b> Apply a combination of at least 2 movement concepts with fundamental movement skills given a variety of communication support options with prompts (physical, visual, or verbal).</p> <p><b>E.N.2.2.B.SL2:</b> Apply a combination of at least 1 movement concept with fundamental movement skills given a variety of communication support options with assistance (physical, visual, or verbal).</p>	<p>assistance (physical, vi1.28 T5 ())0c (p)1.9 ( (p04f-0.(.)-3</p>
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E.N.2.3.A.**SL1**: Identify ways to maintain safety when traveling in general space at different speeds given a variety of communication support options with prompts (physical, visual, or verbal).

E.N.2.3.A.**SL2**: Identify ways to maintain safety when traveling in general space at different speeds given a variety of communication support options with assistance (physical, visual, or verbal).

E.N.2.3.B.**SL1**: Identify between fast or slow speeds and strong or light force given a variety of communication support options with prompts (physical, visual, or verbal).

E.N.2.3.B.**SL2**: Identify between fast or slow speeds and strong or light force given a variety of communication support options with assistance (ih

E.N.2.4.A.**SL1**: Identify the physiological responses of moderate physical activity given a variety of communication support options with prompts (physical, visual, or verbal).

E.N.2.4.A.**SL2**: Identify the physiological responses of moderate physical activity given a variety of communication support options with

			E.A.2.5.B: Analyze offensive and defensive strategies and tactics in modified game play.
	<b>Novice Support Levels</b>	<b>Intermediate Support Levels</b>	<b>Advanced Support Levels</b>
	E.N.2.5.A. <b>SL1</b> : Identify team members, boundaries, and rules given a variety of communication support options with prompts (physical, visual, or verbal).	E.I.2.5.A. <b>SL1</b> : Identify between tactics in chasing and/or fleeing activities given a variety of communication support options with prompts (physical, visual, or verbal).	E.A.2.5.A. <b>SL1</b> : Identify simple offensive and defensive strategies and tactics in chasing and fleeing activities given a variety of communication support options with prompts (physical, visual, or verbal).
	E.N.2.5.A. <b>SL2</b> : Identify team members, boundaries, and rules given a variety of communication support options with assistance (physical, visual, or verbal).	E.I.2.5.A. <b>SL2</b> : Identify between tactics in chasing and/or fleeing activities given a variety of communication support options with assistance (physical, visual, or verbal).	E.A.2.5.A. <b>SL2</b> : Identify simple offensive and defensive strategies and tactics in chasing and fleeing activities given a variety of communication support options with assistance (physical, visual, or verbal).
	E.N.2.5.B. <b>SL1</b> : Identify different tactics in chasing and/or fleeing activities given a variety of communication support options with prompts (physical, visual, or verbal).	E.I.2.5.B. <b>SL1</b> : Differentiate between tactics in chasing and/or fleeing activities given a variety of communication support options with prompts (physical, visual, or verbal).	E.A.2.5.A. <b>SL2</b> : Identify simple offensive and defensive strategies and tactics in chasing and fleeing activities given a variety of communication support options with assistance (physical, visual, or verbal).
	E.N.2.5.B. <b>SL2</b> : Identify different tactics in chasing and/or fleeing activities given a variety of communication support options with assistance (physical, visual, or verbal).	E.I.2.5.B. <b>SL2</b> : Differentiate between tactics in chasing and/or fleeing activities given a variety of communication support options with assistance (physical, visual, or verbal).	E.A.2.5.B. <b>SL1</b> : Apply simple offensive and defensive strategies and tactics in activities with prompting (physical, visual, or verbal).
			E.A.2.5.B. <b>SL2</b> : Apply simple offensive and defensive strategies and tactics in activities with assistance (physical, visual, or verbal).





			visual, or verbal). E.A.3.1.B.SL2: Create a school or community plan for regular physical activity with assistance (physical, visual, or verbal).
<b>Fitness Knowledge</b>	<b>Novice</b>	<b>Intermediate</b>	<b>Advanced</b>

**3.2  
Fitness  
Knowledge**

**I can...**

			E.A.3.2.B. <b>SL2</b> : Implement strategies to achieve and maintain health-related physical fitness goals in at least one of the five components of health related fitness with assistance (physical, visual or verbal).
<b>Wellness/ Fitness Assessment</b>	<b>Novice</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>3.3 Wellness Planning &amp; Fitness Assessment</b>	E.N.3.3.A: Demonstrate muscular strength and endurance by supporting body weight for climbing, hanging, and momentarily supporting weight on hands. Example: maintaining a push up/plank position.  E.N.3.3.B: Participate in physical activity to improve and/or maintain flexibility and aerobic capacity.	E.I.3.3.A: Participate in physical activities that increase muscular strength and endurance.  E.I.3.3.B: Set personal goals and monitor personal participation in physical activity.	E.A.3.3.A: Strive to achieve the age and gender-specific health-related physical fitness criteria defined by a health-related physical fitness assessment.  E.A.3.3.B: Maintain age and gender specific health-related physical fitness standards defined by a health-related physical fitness assessment or improve personal results.
<b>I can...</b>			
	<b>Novice Support Levels</b>	<b>Intermediate Support Levels</b>	<b>Advanced Support Levels</b>
	E.N.3.3.A. <b>SL1</b> : Demonstrate muscular strength by supporting body weight for climbing, hanging, and momentarily supporting weight on hands with prompting (physical, visual or verbal).  E.N.3.3.A. <b>SL2</b> : Demonstrate muscular strength by supporting body weight for climbing, hanging, and momentarily supporting weight on hands with assistance (physical, visual or verbal).		



**2021 Elementary Standard 4**



	E.N.4.1.B. <b>SL2</b> : Accept personal responsibility by using equipment and space appropriately given a variety of communication support options with assistance (physical, visual, or verbal).	and/or small group given a variety of communication support options with assistance (physical, visual, or verbal).	assistance (physical, visual, or verbal).  E.A.4.1.B. <b>SL1</b> : Demonstrate effective self-management skills to identify barriers and modify physical activity patterns given a variety of communication support options (physical, visual, or verbal).  E.A.4.1.B. <b>SL2</b> : Demonstrate effective self-management skills to identify barriers and modify physical activity patterns given a variety of communication support options with prompting (physical, visual, or verbal).
<b>Feedback</b>	<b>Novice</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>4.2 Accepting &amp; Giving Feedback</b>	E.N.4.2.A: Follow directions and instructions when prompted.  E.N.4.2.B: Respond appropriately to general feedback from the teacher.	E.I.4.2.A: Accept specific corrective feedback from the teacher.  E.I.4.2.B: Accept and implement specific corrective feedback from the teacher.	E.A.4.2: Give and accept corrective feedback respectfully to and from others.
<b>I can...</b>			



E.N.4.3.A.**SL1**: Interact positively with others, regardless of personal differences such as gender, skill level, race, or ethnicity, on physical education tasks with prompting (physical, visual, or verbal).

E.N.4.3.A.**SL2**: Interact positively with others, regardless of personal differences such as gender, skill level, race, or ethnicity, on physical education tasks with assistance (physical, visual, or verbal).

E.N.4.3.B.**SL1**: Participate and enjoy working with others, regardless of personal differences, during physical activities with prompting (physical, visual, or verbal).

E.N.4.3.B.**SL2**: Participate and enjoy working with others, regardless of personal differences, during physical activities with assistance (physical, visual, or verbal).

<b>I can...</b>	E.N.4.4.B: Participate appropriately as a member of the class by following directions and classroom rules using safe physical-activity procedures.	E.I.4.4.B: Identify the characteristics of good sportsmanship and safe play.	of good sportsmanship and safe play involved in various game activities.
	<b>Novice Support Levels</b>	<b>Intermediate Support Levels</b>	<b>Advanced Support Levels</b>
	<p>E.N.4.4.A.<b>SL1</b>: Recognize directions and classroom rules by using safe physical-activity procedures with prompting (physical, visual, or verbal).</p> <p>E.N.4.4.A.<b>SL2</b>: Recognize directions and classroom rules by using safe physical-activity procedures with assistance (physical, visual, or verbal).</p> <p>E.N.4.4.B.<b>SL1</b>: Participate appropriately as a member of the class by following directions and classroom rules using safe physical-activity procedures with prompting (physical, visual, or verbal).</p> <p>E.N.4.4.B.<b>SL2</b>: Participate appropriately as a member of the class by following directions and classroom rules using safe physical-activity procedures with assistance (physical, visual, or verbal).</p>	<p>E.I.4.4.A.<b>SL1</b>: Participate in the establishment of rules and apply them to procedures and safe practices during physical education class with prompting (physical, visual, or verbal).</p> <p>E.I.4.4.A.<b>SL2</b>: Participate in the establishment of rules and apply them to procedures and safe practices during physical education class with assistance (physical, visual, or verbal).</p> <p>E.I.4.4.B.<b>SL1</b>: Identify the characteristics of good sportsmanship and safe play</p>	



**2021 Elementary Standard 5**

<b>Standard 5: The physically literate individual recognizes the value of physical activity and interaction.</b>		
<b>Performance Goal</b>	The student should develop the ability to choose an appropriate physical activity that is achieved by effort and practice. The student should learn to enjoy physical activity that is different from and similar to his or her own and thereby to recognize the value of physical activity and interaction.	
<i>SC Profile of a Graduate:</i>	Self-direction, interpersonal skills, perseverance, communication skills, and personal responsibility.	
<b>Health</b>	<b>Novice</b>	
<b>5.1 Health</b>	E.N.5.1: Identify physical activity as a component of good health.	E.I.5.1: Discuss the benefits of physical activity and good health.

**Standard 5 Adaptation**



**5.3  
Self-  
Expression  
&  
Enjoyment**

E.N.5.3.A: Identify feelings resulting from participation in physical activities.  
Example: sense of excitement after completing a fun run.

**I can...**

<b>5.4 Social Interaction</b>  <b>I can...</b>	E.N.5.4.A: Participate willingly when trying new individual and group physical activities.  E.N.5.4.B: Identify physical activity as an opportunity for positive social interaction.	E.I.5.4.A: Understand that physical activity fosters cooperation.  E.I.5.4.B: Celebrate personal physical-activity successes and achievements along with those of others.	E.A.5.4.A: Express how physical activity is an opportunity for positive social interaction.  E.A.5.4.B: Describe and compare the positive social interactions when engaged in partner, small group, and large group physical activities.
	<b>Novice Support Levels</b>	<b>Intermediate Support Levels</b>	<b>Advanced Support Levels</b>
	E.N.5.4.A. <b>SL1</b> : Participate willingly when trying new individual and group physical activities with prompting (physical, visual, or verbal).  E.N.5.4.A. <b>SL2</b> : Participate willingly when trying new individual and group physical activities with assistance (physical, visual, or verbal).  E.N.5.4.B. <b>SL1</b> : Identify physical activity as an opportunity for positive social interaction with assistance (physical, visual, or verbal).  E.N.5.4.B. <b>SL2</b> : Identify physical activity as an opportunity for positive social interaction with assistance (physical, visual, or verbal).	E.I.5.4.A. <b>SL1</b> : Acknowledge that physical activity fosters cooperation given a variety of communication support options with prompting (physical, visual, or verbal).  E.I.5.4.A. <b>SL2</b> : Acknowledge that physical activity fosters cooperation given a variety of communication support options with assistance (physical, visual, or verbal).  E.I.5.4.B. <b>SL1</b> : Celebrate personal physical-activity successes and achievements along with those of others given a variety of communication support options with prompting (physical, visual, or verbal).  E.I.5.4.B. <b>SL2</b> : Celebrate personal physical-activity successes and achievements along with those of others given a variety of communication support options with assistance (physical, visual, or verbal).	E.A.5.4.A. <b>SL1</b> : Express how physical activity is an opportunity for positive social interaction given a variety of communication support options with prompting (physical, visual, or verbal).  E.A.5.4.A. <b>SL2</b> : Express how physical activity is an opportunity for positive social interaction given a variety of communication support options with assistance (physical, visual, or verbal).  E.A.5.4.B. <b>SL1</b> : Describe and compare the positive social interactions when engaged in partner, small group, and large group physical activities given a variety of communication support options with prompting (physical, visual, or verbal).  E.A.5.4.B. <b>SL2</b> : Acknowledge the positive social interactions when engaged in partner, small group, and large group physical activities given a variety of communication support options with assistance (physical, visual, or verbal).