2023 CHPE Framework

Physical Education Standards

Sub-discipline(s): health and physical education [HPE], physical education [PE], and/or social and emotional competencies [SE]

# Standards—Grades Pre-K–2 *(by the end of Grade 2)*

**Practice 1: Decision-making and Problem-solving.**

Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related situations.

##### *Nutrition and Balanced Eating [2.1.NE]*

1. Identify situations when a nutrition-related decision needs to be made (e.g., when trying new foods, choosing snacks and beverages, eating breakfast)*.*[HPE]
2. Articulate, with adult guidance, nutrition options in common situations, and identify decisions that can be made independently (e.g., asking for healthier options) or when assistance is needed (e.g., managing a food allergy). [HPE]
3. Identify that food is the preferred way of obtaining nutrients (as opposed to supplements) and provides energy for the body, identify the primary contribution of each food group to the body, and provide examples of foods within food groups to support informed decision-making. [HPE]
4. Explain food and health-promoting eating habits in equitable terms (e.g., all people need food access, clean water is necessary, grocery stores are important to communities and their health, access, needs, and preferences vary). [HPE]
5. Explain benefits of health-promoting eating choices and habits (e.g., balanced eating, staying hydrated, eating fruits and vegetables, eating nutrient-rich foods, eating a variety of foods, limiting foods high in added sugar, awareness of hunger and thirst signals). [HPE]
6. Describe how the foods students eat may reflect the area in which they live and/or their cultural backgrounds, ways students’ families use or produce food, how family meals and food traditions benefit them, different dietary needs (e.g., food allergies, dietary restrictions) and how they contribute to nutrition-related decisions. [HPE]
7. Recognize that media (e.g., cartoons, characters, advertisements, product placement) can impact food-related decisions. [HPE]

**Practice 2: Self-management and Goal Setting.**

Set goals, engage in health-promoting behaviors, and avoid risky behaviors.

##### *Mental and Emotional Health [2.2.MH]*

1. Demonstrate self-control (e.g., delay gratification, wait your turn) alone or with the support of adults in a variety of typical settings (e.g., on the playground, in the classroom, during physical education, at an assembly). [HPE; SE]
2. Define stress and demonstrate strategies for managing stress (e.g., positive self-talk, belly breathing, talking with a trusted adult, listening to calming music, play, physical activity) alone or with the support of adults. [HPE; SE]
3. Identify what it means to be responsible and list personal responsibilities. [HPE; SE]
4. Utilize simple positive self-talk for the purpose of self-motivation and behavior modification. [HPE; SE]
5. Identify simple goals for health, physical activity, academic success, and classroom behavior. [HPE; SE]

##### *Physical Health and Hygiene [2.2.PH]*

1. Identify a variety of habits that can promote children’s health (e.g., brushing teeth, proper nutrition, going to the doctor, getting enough sleep, being physically active, limiting screen time, washing hands, etc.). [HPE]
2. Explain how a young person can maintain or enhance the health of both their body and mind. [HPE, SE]
3. Use medically accurate names for body parts, including genitals when communicating about their body and physical health. [HPE]
4. Demonstrate independence in health-promoting practices such as hand washing, appropriate teeth brushing motions, sneezing and coughing into elbow, engaging in physical activity, and appropriate use and disposal of tissues. [HPE]
5. Set a simple goal related to physical health habits and monitor progress toward the goal with assistance from an adult. [HPE]

##### *Personal Safety [2.2.PS]*

1. Apply strategies for staying safe in a variety of situations (e.g., on the playground, during physical education, around water, when using wheeled recreation, as a pedestrian, around cooking elements or fire, on the bus, when online, around weapons or in situations of gun violence) and determine when to report unsafe situations to an adult. [HPE]
2. Provide examples of how rules can keep children safe and identify rules to help children stay safe in various situations (e.g., related to medicines, playground safety, physical education, threats of violence, personal space, and boundaries). [HPE]
3. Demonstrate the ability to ask a trusted adult for help (including for problem-solving) in a variety of situations. [HPE; SE]

##### *Physical Activity and Fitness [2.2.PF]*

1. Exhibit positive self-concept, self-esteem, and confidence in abilities in a variety of settings, including practicing new movement skills, demonstrating skills to peers, and participating in cooperative and competitive games and activities. [PE]
2. Recognize body responses, physiological changes in their bodies, and emotions during movement and physical activity. [HPE]
3. Identify and describe strengths and interests related to physical activity and movement skills, and those for which extra effort and practice is needed to experience success. [PE; SE]
4. Exhibit prosocial behavior and contribute to the creation and maintenance of safe, supportive learning environments. [PE; SE]
5. Participate safely in a variety of physical education situations, including independent, partner and group activities, with and without equipment. [PE]
6. Identify physical activity as a health-promoting habit that contributes to overall health and well-being, and list the benefits of these habits on physical well-being (e.g., activities that strengthen the heart and cardiovascular system, contribute to fitness, muscle-building) and mental health (e.g., stress management). [HPE]
7. Identify opportunities, in and out of the school setting, for safe, active play, and physical activity for self-expression, social interaction, personal enjoyment and challenge. [PE]
8. Set a short-term physical activity goal relevant to specific needs and abilities, take meaningful action toward achieving the goal, and identify people at home or at school who can help when assistance is needed to achieve the goal. [PE]

**Practice 3: Social Awareness, Relationship, and Communication Skills.**

Enhance relationships, personal health, and the health of others through social awareness and effective communication.

##### *Healthy Relationships [2.3.HR]*

1. Define bullying and teasing, explain similarities and differences, and how both can be harmful. [HPE; SE]
2. Define and demonstrate simple ways to communicate personal boundaries and respect the boundaries of others, including physical, verbal, sexual, and emotional boundaries (e.g., explain why it is important to tell others not to touch their body when they do not want to be touched and why it is important to stop touching someone when they indicate the touch is unwelcome). [HPE]
3. Explain how no one has a right to violate personal boundaries, and demonstrate an appropriate refusal (e.g., tell a trusted adult, say NO, leave the situation) when someone says or does something that does not respect personal boundaries. [HPE]
4. Identify groups to which one belongs and reflect on similarities and differences with others. [HPE; SE]
5. Recognize the benefits of and strategies for cooperation in a variety of settings (including physical education). [HPE; SE]
6. Discuss gender-role stereotypes and their potential impacts on people of all genders. [HPE]
7. Acknowledge diversity, including (but not limited to) racial, ethnic, religious, dis/ability and cultural differences and traditions, and demonstrate respect for others, and demonstrate empathy and ways to treat all people with dignity and respect. [HPE; SE]
8. Predict how someone else may feel in a variety of situations and display compassionate and empathetic behaviors. [HPE; SE]

##### *Mental and Emotional Health [2.3.MH]*

1. Identify reasons why it is important to have positive social relationships (e.g., positive emotions, support and help, someone to play with). [HPE; SE]
2. Identify and practice strategies to make and keep friends, and develop positive peer relationships (e.g., identify and acknowledge other people’s feelings, communicate effectively, ask for help). [HPE; SE]
3. Identify and practice talking to trusted adults, parents/guardians, and/or family members about feelings. [HPE; SE]
4. Effectively express needs, wants, and feelings through both verbal and non-verbal actions. [HPE; SE]
5. Show respect for the feelings, rights, and property of others. [HPE; SE]
6. Demonstrate effective listening and communication skills, including giving and accepting a compliment and feedback, individually and in group settings. [HPE; SE]
7. Recognize and appreciate individual differences in others. [HPE; SE]
8. Describe positive qualities in self and others. [HPE; SE]
9. Identify reasons conflict and disagreements may arise in various situations and strategies for resolving misunderstandings and managing conflict. [HPE; SE]

**Practice 4: Movement Skills.**

Demonstrate competence in, and knowledge of, a variety of movement forms, motor skills, physical fitness components, and principles in order to engage in purposeful and health-promoting physical activity, including sports and games.

##### *Physical Activity and Fitness [2.4.PF]*

1. Demonstrate developmentally-appropriate locomotor movements (i.e., hop, gallop, jog, slide, skip, roll, and run) and movement concepts (i.e., traveling in various pathways, showing differentiation of speed) in dynamic environments (e.g., incorporated in a dance or rhythm activity, applied during a game or activity). [PE]
2. Demonstrate different levels (low, middle and high), a variety of relationships with objects (i.e., over, under, around, through), and ability to vary speed and force while traveling. [PE]
3. Demonstrate the ability to engage in rhythmic movement activities (e.g., move in self-space and general space in response to designated beats or rhythms, drumball, dance). [PE]
4. Demonstrate developmentally-appropriate jumping and landing (i.e., using a variety of one- and two-foot take-offs and landings, and jump roping skills). [PE]
5. Demonstrate stability skills by maintaining balance and transferring weight (one body part to another) on different bases of support and combining levels and shapes. [PE]
6. Demonstrate developmentally-appropriate stationary body actions in non-dynamic environments. [PE]
7. Demonstrate developmentally-appropriate manipulative skills in varying environments (i.e., underhand and overhand throwing in a non-dynamic environment, catching, dribbling with hands and feet, bouncing a ball, volleying, striking, rolling a ball in non-dynamic or dynamic environments, and kicking). [PE]

**Practice 5: Self-awareness and Analyzing Influences.**

Examine how emotions, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences impact health behavior and outcomes.

##### *Mental and Emotional Health [2.5.MH]*

1. Recognize and accurately label simple emotions (e.g., happy, sad, mad, worried, lonely). [HPE; SE]
2. Explain that emotions are information and that personal emotions may be the same or different from the emotions of others. [HPE; SE]
3. Demonstrate emotional regulation strategies to support mental and emotional health alone or with support from adults. [HPE; SE]
4. Accept failure and demonstrate the ability to persevere despite real or perceived failures. [HPE; SE]
5. Demonstrate growth-oriented practices by attempting, repeating, and experimenting with a variety of experiences and activities. [HPE; SE]
6. Describe personal strengths and the ways that those strengths support mental health. [HPE; SE]
7. Articulate and celebrate the individual characteristics that make a person unique, and explain that how a person views themselves can be influenced by different factors (e.g., peers, media, culture, family, phase of life). [HPE; SE]
8. Demonstrate strategies that help all students feel welcome and valued as a part of the school community (e.g., cooperative playing, listening, showing you care, sharing). [HPE; SE]

**Practice 6: Information and Resource Seeking.**

Access, evaluate, and use valid and reliable health information, products, services, and related resources.

##### *Physical Health and Hygiene [2.6.PH]*

1. Identify school and community health helpers and community resources.  [HPE; SE]
2. Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes, allergic reactions, seizures, concussions). [HPE]
3. Demonstrate the ability to access help for self or others (e.g., school nurse, counselors, health and physical educators) to support physical health and hygiene. [HPE; SE]

**Practice 7: Self-Advocacy and Health Promotion.**

Promote personal, family, and community health and well-being.

##### *Physical Health and Hygiene [2.7.PH]*

1. Demonstrate personal hygiene habits and other behaviors that prevent the spread of illness (including foodborne illness) and infection. [HPE]
2. Describe personal health habits (i.e., brushing and flossing teeth, hygiene, hand washing, sufficient sleep, sun safety, physical activity, limiting screen time) that can prevent illness and promote self-care and overall health. [HPE]
3. Self-advocate in order to have personal health needs met (e.g., needing to wash hands, asking for sun protection, access to bathrooms). [HPE]
4. Recognize how the actions of others can impact physical health (e.g., spreading germs) and encourage peers to make positive choices about physical health habits and prevention strategies. [HPE]

##### *Public, Community, and Environmental Health [2.7.CE]*

1. Identify ways that the communities people live in can impact their health and well-being. [HPE]

# Standards—Grades 3–5 *(by the end of Grade 5)*

**Practice 1: Decision-making and Problem-Solving.**

Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related situations.

##### *Nutrition and Balanced Eating [5.1.NE]*

1. Identify principles of balanced eating to meet nutritional needs (e.g., moderation, eating a variety of fruits and vegetables, consuming nutrient-rich foods, limiting processed foods and foods high in added sugar, drinking water, limiting sugary beverages) when making nutrition-related decisions. [HPE]
2. Discuss the benefits of balanced eating on physical health (e.g., supporting growth and development, ability to engage in physical activity), social health, and emotional and mental health (e.g., ability to manage stress, positive emotions) when making nutrition-related decisions. [HPE]
3. Identify circumstances (e.g., budget, food access and availability, time management) that help or hinder decisions about nutrition and determine when assistance is needed in order to make a health-promoting decision. [HPE]
4. Explain a variety of factors that can influence decisions about nutrition (e.g., food during celebrations, food preferences, media advertising, celebrity endorsements and product placement, access and availability, financial resources, physical activity levels). [HPE]

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##### *Physical Activity and Fitness [5.1.PF]*

1. Analyze movement situations and apply the appropriate spatial, movement, and strategic concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks, game environments, dance, and gymnastics. [PE]
2. Apply basic offensive and defensive strategies and tactics in a variety of activities and small-sided games. [PE]
3. Apply movement concepts, principles and strategies to avoid objects within dynamic environments [PE].
4. Analyze and modify a movement based on the demands of the task and/or environmental constraints in dynamic and changing situations. [PE]
5. Adjust performance of locomotor, manipulative, and stability skills based on environmental and task constraints and ensure safe physical activity participation of the individual and peers. [PE]
6. Demonstrate effective decision-making skills while engaged in emerging and maturing skill performance settings (including dance and gymnastics), games, and activities. [PE]
7. Engage in independent and cooperative problem-solving activities while participating in physical activities. [PE; SE]
8. Compare benefits of various physical activities in order to support personal decision-making related to physical activity. [PE]

**Practice 2: Self-management and Goal Setting.**

Set goals, engage in health-promoting behaviors, and avoid risky behaviors.

##### *Mental and Emotional Health [5.2.MH]*

1. Identify different feelings and emotions (e.g., anger, fear, grief, sadness, anxiety, stress, hopelessness, gratitude, love, excitement, contentedness, hope, pride, happiness) that people may experience and how people might express those emotions (including individual and cultural differences in expression). [HPE; SE]
2. Discuss how feelings and emotions can impact behavior. [HPE; SE]
3. Recognize that all feelings and emotions are information that individuals can use to support mental and emotional health. [HPE; SE]
4. Identify how a person’s brain and body influence mental and emotional well-being. [HPE; SE]
5. Describe and demonstrate strategies for expressing and regulating emotions in health-promoting ways. [HPE; SE]
6. Set a goal to use one or more health-promoting practices or behaviors (e.g., being aware of your own feelings and the feelings of others, safe online behaviors, engaging in physical activity, limiting screen time) and track progress towards its achievement in order to maintain or improve mental and emotional well-being. [HPE; SE]
7. Apply self-monitoring strategies, alone or with support, to regulate emotions (e.g., breathing techniques, appropriate sleep, proper nutrition) in varied settings. [HPE; SE]
8. Identify personal stressors and demonstrate effective stress management techniques, alone or with support. [HPE; SE]
9. Demonstrate strategies and behaviors (which may include getting help) to help meet personal responsibilities and identify strategies to overcome barriers to meeting personal responsibilities. [HPE; SE]
10. Demonstrate strategies that support a growth mindset in and out of school. [HPE; SE]

##### *Physical Health and Hygiene [5.2.PH]*

1. Recognize and respect that all bodies are different. [HPE]
2. Explain a variety of health-promoting practices to manage the social, physical, and emotional changes associated with puberty and into adolescence. [HPE]
3. Describe personal behaviors and strategies that promote health and/or avoid health risks (e.g., pedestrian safety, sun safety, protecting oneself from infectious diseases, adequate sleep, good nutrition, ergonomics, protective equipment, appropriate amounts of screen time, hearing protection, being physically active). [HPE]
4. Discuss influences on and barriers to maintaining or enhancing physical health and hygiene. [HPE]
5. Set a goal related to personal health (e.g., tooth brushing, sleep, hydration, ergonomics, sun safety, limiting screen time, hearing protection, physical activity, wearing protective equipment), identify resources to assist in achieving it, and track progress toward its achievement. [HPE; SE]

##### *Personal Safety [5.2.PS]*

1. Describe ways to promote personal safety and reduce the risk of unintentional injuries in a variety of situations (e.g., at home, at school, during physical activity, around motor vehicles, around firearms, around water, fire prevention, during a fire, as a pedestrian). [HPE]
2. Recognize aspects of the environment (e.g., whether or not crosswalks are clearly marked, presence of sidewalks, access to healthy foods, access to green space, levels of violence in a community) that can positively or negatively impact safety. [HPE]
3. Explain safety precautions for playing outdoors in different kinds of weather. [HPE]
4. Identify and demonstrate how to contact appropriate resources when someone is poisoned or injured and needs help (i.e., calling poison control and 9-1-1). [HPE]
5. Demonstrate the ability to set and maintain developmentally-appropriate boundaries (including physical, verbal, sexual, and emotional boundaries) and how to respond if those boundaries are violated. [HPE]
6. Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety. [HPE; SE]

##### *Physical Activity and Fitness [5.2.PF]*

1. Demonstrate respect for self and responsible, safe interpersonal behavior (i.e., peer to peer, student to teacher) that contributes to positive social interaction in a variety of physical activity contexts. [PE; SE]
2. Defines and provides examples of movement activities for developing the health-related fitness components and for developing skill-related fitness components. [PE]
3. Defines and explains how to implement principles of exercise. [PE]
4. Describe health benefits of regularly participating in physical activity on multiple dimensions of wellness (e.g., cardiovascular health, fitness levels, muscle strengthening, stress management, supporting positive mental health). [HPE]
5. Design a simple fitness goal and plan that includes warm-up and cool-down activities, uses physical activity to enhance personal fitness, and includes resources to assist in achieving the goal. [PE]
6. Recognizes and articulates how physical activity influences physiological changes in their body. [PE]
7. Identify different physical activities, in physical education class and outside of school, for personal enjoyment and challenge, independently and with others. [PE]

**Practice 3: Social Awareness, Relationship, and Communication Skills.**

Enhance relationships, personal health, and the health of others through social awareness and effective communication.

##### *Healthy Relationships [5.3.HR]*

1. Define and demonstrate ways to determine and respect the boundaries of self and others. [HPE; SE]
2. Demonstrate strategies for addressing one’s own feelings and the feelings and perspectives of others in order to support positive relationships. [HPE; SE]
3. Identify and respond to bullying situations in a variety of settings. [HPE; SE]
4. Identify and practice non-violent communication skills. [HPE, SE]
5. Identify and practice conflict prevention, management and resolution strategies. [HPE; SE]
6. Describe how personal experiences, peers, family, media, society, community, and culture influence ways people interact in relationships and social situations. [HPE; SE]
7. Describe a range of ways people may express their gender and that some people’s gender identity (how they think about themselves) matches others’ expectations about what their bodies look like on the outside and others do not. [HPE; SE]
8. Describe ways that stereotypes, perceived stereotypes, prejudice, discrimination, inequality and injustice can impact relationships, and demonstrate strategies to address these factors. [HPE; SE]

##### *Mental and Emotional Health [5.3.MH]*

1. Develop an awareness that emotions may be expressed in different ways (e.g., through body language, intensity of expression) by various groups and in different cultures. [HPE; SE]
2. Explain the importance of talking with friends, parents, guardians or other trusted adults about feelings and emotions. [HPE; SE]

##### *Physical Activity and Fitness [5.3.PF]*

1. Recognizes the role of respectful interactions with others when participating in physical activity. [PE; SE]
2. Describes why following game rules are important in a physical activity setting. [PE]
3. Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities, in and outside of physical education, and group projects.  [PE; SE]
4. Respectfully accepts and implements feedback from the teacher when prompted. [PE; SE]
5. Uses communication skills to negotiate roles and responsibilities and to provide peer feedback in a physical activity setting. [PE; SE]
6. Identify and describe social benefits gained from participating in physical activity and sports (e.g., making friends, being on a team, building trust). [HPE]
7. Effectively manage emotions (e.g., anger, frustration, excitement) in a manner respectful to self and others during physical education and in other physical activity settings. [PE; SE]
8. Demonstrate strategies for collaborating, working and playing safely and effectively with others, including perspective taking, in physical education and other physical activity settings. [PE; SE]
9. Identify opportunities and safe places for physical activity outside of school. [HPE]
10. Describe the benefits of movement and being physically active, especially with others, on physical, social, and emotional health. [HPE]

**Practice 4: Movement Skills.**

Demonstrate competence in, and knowledge of, a variety of movement forms, motor skills, physical fitness components, and principles in order to engage in purposeful and health-promoting physical activity, including sports and games.

##### *Physical Activity and Fitness [5.4.PF]*

1. Demonstrate developmentally-appropriate patterns of varied locomotor skills, jumping and landing, and step-like actions in a dynamic environment. [PE]
2. Demonstrate ability to perform various locomotor skills combined with movement concepts (e.g., moving at different levels, pathways, directions) during dynamic small-sided games and other athletic and physical activities. [PE]
3. Demonstrate developmentally-appropriate balancing on different body parts, rolling actions, and weight transfer actions in a dynamic environment. [PE]
4. Demonstrate the ability to combine locomotor (including jumping and landing patterns) and manipulative skills (e.g., striking, dribbling) in a variety of small-sided practice tasks/games (e.g., for execution to a target, to demonstrate control). [PE]
5. Demonstrate the ability to combine locomotor skills, stability/non-locomotor skills (e.g., bending, twisting, rising, falling) movement concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) and/or balance and weight transfer techniques to create and perform a gymnastic sequence, a jump rope routine, a dance with a group or other cultural and creative activities independently, with a partner or in a group. [PE]
6. Demonstrate different forms of dance. [PE]
7. Demonstrate developmentally-appropriate manipulative skills with hands in a variety of situations and tasks (i.e., catching/fielding, sending and receiving an object, obtaining possession of game object, striking a ball with short- and long-handled implement, kicking, rolling a ball, volleying, and serving, dribbling, throwing and catching) in a variety of environments. [PE]

**Practice 5: Self-awareness and Analyzing Influences.**

Examine how emotions, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences impact health behavior and outcomes.

##### *Mental and Emotional Health [5.5.MH]*

1. Describe personal interests and the skills needed to pursue those interests in ways that support personal growth. [HPE; SE]
2. Identify personal strengths and opportunities for growth and improvement in a variety of contexts (including physical activity). [HPE; SE]
3. Describe supports needed to achieve success for a difficult activity or task in varied contexts. [HPE; SE]

**Practice 7: Self-Advocacy and Health Promotion.**

Promote personal, family, and community health and well-being.

##### *Public, Community, and Environmental Health [5.7.CE]*

1. Analyze the relationship between personal health and the health of the community. [HPE]
2. Discuss that people may experience health disparities and health inequities (unfair and avoidable differences in health) due to factors such as socioeconomic status, disability, race, ethnicity, and access to resources. [HPE]
3. Demonstrate ways to treat people – including other students, their family members, and members of the school community – with dignity, respect, and empathy without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or personal characteristics such as body shape or weight. [HPE; SE]
4. Propose and support classroom policies and behaviors that promote dignity and respect. [HPE; SE]

# Standards—Grades 6-8 *(by the end of Grade 8)*

**Practice 1: Decision-making and Problem-Solving.**

Make health-promoting, informed, responsible decisions, and solve problems, in a variety of health-related situations.

##### *Healthy Relationships [8.1.HR]*

1. Demonstrate the ability to apply a decision-making model to arrive at a decision that promotes health and safety related to various types of relationships (including sexual relationships). [HPE; SE]

##### *Personal Safety [8.1.PS]*

1. Describe the role of individual versus shared responsibility in staying safe in a variety of situations (e.g., outdoor recreation, motor vehicle safety, digital safety, threats of violence). [HPE]
2. Discuss how systemic and other factors (e.g., home rules, school connectedness, environment, available supports, available equipment, weather, gender-based violence, racism, and discrimination) help or hinder an individual’s ability to remain safe in a variety of situations. [HPE]
3. Evaluate potential options and consequences for decisions related to personal safety in a variety of situations (e.g., motor vehicle safety, physical injury, digital safety, threats of violence, inappropriate touch, physical, emotional, and sexual abuse). [HPE]
4. Evaluate a variety of non-violent responses to address conflict and demonstrate the ability to use these responses to act on health-related decisions. [HPE; SE]
5. Demonstrate the ability to use a decision-making process to thoughtfully and effectively address personal safety in a variety of situations. [HPE]

##### *Physical Activity and Fitness [8.1.PF]*

1. Effectively apply team building and problem-solving strategies, in varied contexts, during various physical activities (e.g., outdoor adventure, cooperative games, team sports, net/wall games). [PE; SE]
2. Apply strategies for overcoming individual or group challenges or problems in a physical activity setting. [PE; SE]
3. Implement effective offensive and defensive strategies (i.e., creating open space, reducing space, shot selection, reduce offensive options for opponents using tactics and shots, select and apply appropriate shot and technique, defensive ready position) during game play for a variety of games (including net/wall games, target games, invasion games, fielding and striking games, etc.). [PE]
4. Seek strategies for minimizing barriers and maximizing facilitators (e.g., time, space, physical abilities, access to equipment, overuse of digital devices) that help maintain a physically active lifestyle. [PE]

##### *Substance Use and Misuse [8.1.SU]*

1. Analyze the potential negative effects of legal and illegal drug use on personal safety, physical activity, relationships with friends and families, school success, brain development, and attainment of present and future goals. [HPE]

**Practice 2: Self-management and Goal Setting.**

Set goals, engage in health-promoting behaviors, and avoid risky behaviors.

##### *Mental and Emotional Health [8.2.MH]*

1. Explain the role of individual and collective responsibility for maintaining and enhancing mental and emotional well-being and describe environmental and contextual factors that affect mental and emotional health and well-being. [HPE; SE]
2. Describe and demonstrate strategies to effectively manage changing emotions during adolescence. [HPE; SE]
3. Describe how emotions can impact one’s behaviors and experiences and how this might vary in differing contexts. [HPE; SE]
4. Demonstrate techniques to independently manage emotions in a variety of settings. [HPE; SE]
5. Demonstrate behaviors that will maintain or improve the mental and emotional well-being of self and others. [HPE; SE]
6. Explain possible outcomes of expressing or repressing emotions. [HPE; SE]
7. Examine how various coping strategies may help or harm health. [HPE; SE]
8. Apply health-promoting coping and stress management strategies. [HPE; SE]
9. Demonstrate strategies to persevere when facing adversity. [HPE; SE]
10. Create and monitor personal goals to meet identified emotional and mental health needs or wants and identify people or resources to assist in meeting those goals. [HPE; SE]
11. Analyze and demonstrate strategies for planning, prioritizing, and managing time. [HPE; SE]

##### *Physical Activity and Fitness [8.2.PF]*

1. Analyze areas of strength related to physical activity, fitness and movement skills, identify areas for improvement and demonstrates practice for individual improvement. [PE]
2. Describe how self-expression and enjoyment impacts individual engagement in physical activity. [PE; SE]
3. Recognize and implement safe and appropriate behaviors during physical activity and with exercise equipment. [PE]
4. Demonstrate the ability to follow game rules in a variety of physical activity situations and applies and respects the importance of etiquette. [PE]
5. Apply dynamic and static stretching to exercise in warm-up, cool down, flexibility, endurance, and physical activities. [PE]
6. Discuss various strategies for monitoring workout intensity (e.g., heart rate monitors, rate of perceived exertion [RPE] scale) and describe strategies for adjusting workouts based on results from monitoring to meet goals or targets. [PE]
7. Compare and contrast health-related and skill-related fitness components (i.e., strength, muscular endurance, cardiovascular endurance, flexibility, balance, speed, balance, agility) and principles (i.e., overload, specificity, progression, FITT – frequency, intensity, time, type). [HPE]
8. Explain connections between fitness and physical activity level and overall physical, emotional, and mental health. [HPE]
9. Apply knowledge of personal health practices in order to self-select meaningful physical activities. [PE]
10. Apply movement concepts to different types of dances, gymnastics, rhythms, and individual performance activities. [PE]
11. Apply knowledge of aerobic, strength and endurance, and flexibility training exercises through the design and implementation of a short- and long-term health-related fitness program (that includes a warm-up and cool down, addresses all components and principles of fitness) that builds on strengths and addresses areas for improvement in fitness level. [PE]

**Practice 3: Social Awareness, Relationship, and Communication Skills.**

Enhance relationships, personal health, and the health of others through social awareness and effective communication.

##### *Healthy Relationships [8.3.HR]*

1. Demonstrate effective verbal and non-verbal communication skills (e.g., listening, conflict resolution, negotiation, refusal) that foster healthy relationships, communicate boundaries, and show respect in a variety of situations (e.g., familial relationships, peer relationships, romantic relationships). [HPE; SE]
2. Articulate how respectful behaviors may vary among populations and how those behaviors contribute to positive social interaction in various settings [HPE; SE].
3. Explain why consent and respecting a person’s boundaries are important. [HPE; SE]
4. Demonstrate effective approaches to boundary setting (e.g., acknowledge feelings, communicate the boundary, target alternative), maintenance of a variety of boundaries (e.g., related to technology use, emotional, physical). [HPE; SE]
5. Describe potential impacts of power and privilege (e.g., associated with age, race, ethnicity, sexual orientation, gender, gender identity, socioeconomic status, immigration status, ability, position of authority) within a variety of relationships and in various settings. [HPE; SE]
6. Analyze ways that prejudice, discrimination (e.g., sexism), and injustice can impact relationship health and describe ways to address these issues to support health of self and others. [HPE; SE]
7. Apply conflict resolution strategies in a variety of situations (e.g., interpersonal, intrapersonal, intragroup, intergroup). [HPE; SE]
8. Demonstrate positive ways to communicate differences of opinion in a variety of relationships (e.g., familial, peer, teacher) and situations (e.g., in class, outside of school, on a team). [HPE; SE]
9. Compare and contrast bullying, harassment, and abuse and demonstrate ways to support and seek help for someone who is being bullied, harassed, or abused, or who is the target of unhealthy or coercive behaviors. [HPE; SE]

##### *Mental and Emotional Health [8.3.MH]*

1. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations. [HPE; SE]
2. Accurately recognize and effectively respond to emotions, thoughts, values, and perspectives when communicating with others and when resolving interpersonal conflicts. [HPE; SE]
3. Analyze how people from diverse groups can learn from each other and how this can enhance emotional well-being. [HPE; SE]
4. Apply refusal or negotiation skills in ways that support or improve mental health and minimize health risks. [HPE; SE]
5. Advocate for oneself by creating ‘I’-messages to express feelings and needs in appropriate ways. [HPE; SE]
6. Effectively express needs, wants, emotions, and feelings (including affection, love, friendship, concern, anger) in respectful and health-promoting ways. [HPE; SE]

##### *Physical Activity and Fitness [8.3.PF]*

1. Understand and accept others’ differences during a variety of physical activities. [PE]
2. Describe how social interaction impacts individual engagement in physical activity. [PE; SE]
3. Use communication skills to negotiate strategies and tactics in a physical activity setting. [PE; SE]
4. Exhibit responsible social behaviors by respectfully interacting with others, including and cooperating with classmates, asking for help when needed for self and others, maintaining positive relationships, and collaborating productively on problem-solving initiatives during adventure activities, large-group initiatives, and/or game play. [HPE; SE]
5. Provide constructive feedback to a peer, using teacher-generated guidelines, and incorporate appropriate tone and other communication skills (e.g., eye-contact, body language). [HPE; SE]
6. Collaboratively establish norms and guidelines for resolving conflicts and use those rules/guidelines/agreements to resolve conflict or respond to participants’ ethical and unethical behavior during physical activity. [PE; SE]

#####  *Sexual Health [8.3.SH]*

1. Demonstrate the ability to create or maintain positive relationships with people of all gender identities, gender expressions, and sexual orientations. [HPE; SE]

**Practice 4: Movement Skills.**

Demonstrate competence in, and knowledge of, a variety of movement forms, motor skills, physical fitness components, and principles in order to engage in purposeful and health-promoting physical activity, including sports and games.

##### *Physical Activity and Fitness [8.4.PF]*

1. Exhibit developmentally-appropriate command of locomotor and non-locomotor skills, rhythm, and timing. [PE]
2. Demonstrate movement sequences within varied dance forms to music as an individual or in a group. [PE]
3. Demonstrate developmentally-appropriate manipulative skills (i.e., throwing and catching, striking [with and without implements], volleying, serving [with hands and implements], dribbling with hands and feet, and shooting) in a variety of practice tasks, small sides games and other physical activities (including net/wall games, cooperative games, target games, invasion games, fielding and striking games). [PE]
4. Effectively combine and apply locomotor, stability/non-locomotor (e.g., weight transfer), and manipulative skills in a variety of athletic and physical activities, and game play (including net/wall games, target games, invasion games, fielding and striking games). [PE]
5. Demonstrate correct technique for basic skills in at least two self-selected outdoor sports or physical activities (e.g., hiking, skateboarding, cross country or downhill skiing, snowshoeing, kayaking/canoeing, parkour), individual performance activities, or indoor/dance activities (e.g., hip-hop/line/folk dance, swimming, gymnastics, wrestling, self-defense). [PE]
6. Demonstrate effective techniques related to developing muscular strength and endurance, including appropriate and safe use of exercise machines, free weights, and bodyweight exercises. [PE]

**Practice 5: Self-awareness and Analyzing Influences.**

Examine how emotions, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences impact health behavior and outcomes.

##### *Personal Safety [8.5.PS]*

1. Analyze how various influences (e.g., peers, family, culture, society, school, and community policies) impact the safety of adolescents in a varied of situations (including during physical activity). [HPE]

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##### *Public, Community and Environmental Health [8.5.CE]*

1. Analyze how a variety of social determinants of health (e.g., education, social environment, socioeconomic conditions, food availability, public safety, discrimination) may impact health at different levels (e.g., individual, family, and community). [HPE]
2. Analyze how environmental factors (e.g., air quality, trash and litter, availability of clean drinking water) and types of pollution (e.g., air, noise, chemical, water) affect health. [HPE]
3. Encourage others to improve health outcomes. [HPE]

**Practice 6: Information and resource seeking.**

Access, evaluate, and use valid and reliable health information, products, services, and related resources.

##### *Physical Health and Hygiene [8.6.PH]*

1. Determine the accessibility of public, community, and environmental products, resources and services that enhance health and identify supports or barriers to accessing the products or services. [HPE]
2. Locate valid and reliable information on puberty, personal hygiene, menstruation, and personal health products from a variety of resources in one’s home, school, and community and evaluate their validity. [HPE]
3. Access personal health products (e.g., deodorant, hair care, menstrual products, sunscreen, dental care products) based on individual needs, and evaluate the ease of accessibility and use. [HPE]
4. Locate a variety of personal health-related digital resources and assess each for reliability and validity. [HPE]
5. Identify sources of support such as parents or other trusted adults to whom students can go if they or someone they know is being bullied, harassed, abused, assaulted, or exploited. [HPE; SE]
6. Explain why a person who has been bullied, exploited, sexually harassed, sexually abused, sexually assaulted, or has been a victim of incest, rape, domestic violence, dating violence, or gender-based violence is not at fault. [HPE]

**Practice 7: Self-Advocacy and Health Promotion.**

Promote personal, family, and community health and well-being.

##### *Mental and Emotional Health [8.7.MH]*

1. Analyze how stereotyping, bias, prejudice, and discrimination can impact mental and emotional health. [HPE; SE]
2. Analyze influences on body image and the relationship between body image, disordered eating, and mental health. [HPE; SE]
3. Analyze the effects of social media on mental and emotional health. [HPE; SE]
4. Demonstrate strategies for supporting healthy body image in youth and adolescents. [HPE; SE]
5. Demonstrate strategies for reducing stigma related to mental health. [HPE; SE]
6. Utilize positive peer and societal norms when formulating a health-promoting position related to eliminating discrimination, injustice, and challenge negative norms. [HPE; SE]
7. Evaluate strategies for opposing, reducing, or eliminating stereotyping, prejudice, discrimination, and injustice.  [HPE; SE]
8. Encourage others to refrain from teasing or bullying others based on personal characteristics (e.g., race, national origin, disability, body shape or weight), or personal values and beliefs. [HPE; SE]

##### *Nutrition and Balanced Eating [8.7.NE]*

1. Articulate a health-promoting position on a nutrition-related topic and support the claim with accurate information. [HPE]
2. Identify personal dietary needs (e.g., dietary allergies, food preferences) and goals, and advocate to address the identified needs and goals. [HPE]
3. Collaborate effectively to support nutrition-related practices or behaviors that maintain or enhance health. [HPE]

##### *Personal Safety [8.7.PS]*

1. State a position, supported by accurate information, that encourages peers to adopt or continue practices that maintain or enhance personal safety. [HPE]
2. Demonstrate how to influence and support others to make choices that maintain or enhance personal safety. [HPE]
3. Work cooperatively to support the safety of individuals, families, and communities. [HPE; SE]

##### *Sexual Health [8.7.SH]*

1. Demonstrate ways to show courtesy and respect for others when aspects of their sexuality (e.g., sexual activity [including abstinence], sexual orientation) or gender (e.g., gender expression, gender identity) are different from one’s own. [HPE; SE]
2. Encourage others to refrain from teasing or bullying others based on their sexuality (e.g., sexual activity [including abstinence], sexual orientation) or gender (e.g., gender expression, gender identity). [HPE; SE]
3. Identify behaviors, policies and practices in the school community that promote or hinder dignity and respect for all individuals, including those of different sexual orientations, gender identities, and gender expression. [HPE; SE]

# Standards—Grades 9–12 *(by the end of Grade 12)*

**Practice 1: Decision-making and Problem-solving.**

Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related situations.

##### *Healthy Relationships [12.1.HR]*

1. Examine, compare, and contrast aspects of various personal relationships, including characteristics of healthy and unhealthy family, peer, romantic (dating), and/or sexual relationships. [HPE; SE]
2. Analyze the role of individual versus shared responsibility in building and maintaining healthy relationships. [HPE; SE]
3. Describe the cycle of violence in relationships and discuss strategies for getting help and leaving an unhealthy, violent, or exploitative relationship. [HPE; SE]
4. Discuss different forms of abuse in relationships including emotional abuse, sexual abuse, domestic violence, dating violence, gender-based violence, sex trafficking and exploitation, and available supports and resources for getting help if in an abusive or exploitative relationship.  [HPE; SE]
5. Evaluate effective strategies for dealing with difficult relationships with family members, peers, and partners and demonstrate the ability to use these strategies to make health-promoting decisions regarding difficult relationships. [HPE; SE]
6. Examine the complexity of, and discuss considerations related to, the decision to leave an unhealthy relationship, developing a safety plan to recognize and get out of any future unsafe or unhealthy relationships, and determine situations when adult and/or professional support is needed. [HPE; SE]
7. Demonstrate the ability to apply a thoughtful decision-making process to maintain or enhance relationship health including the decision to leave or seek help in an unhealthy relationship. [HPE; SE]

##### *Physical Activity and Fitness [12.1.PF]*

1. Identify snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. [HPE]
2. Choose an appropriate level of challenge to experience success through participation in a self-selected physical activity. [PE]
3. Evaluate opportunities and barriers for physical activity in a variety of contexts. [HPE]
4. Modify group activities or behaviors to accommodate for individuals with lesser or greater skills or specific needs. [PE; SE]
5. Solve problems and think critically in physical activity settings, both as an individual and in groups. [PE; SE]
6. Demonstrate the ability to work cooperatively to problem solve/make decisions on how to proceed in physically challenging situations. [PE; SE]

##### *Substance Use and Misuse [12.1.SU]*

1. Reflect on personal beliefs, choices, and values compared to cultural, community, and societal norms around substance use and misuse. [HPE]
2. Evaluate situations and how various internal and external factors (e.g., peers, media, social norms, corporate practices) influence substance use and misuse. [HPE]
3. Analyze the potential short- and long-term impacts (including addiction) of legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana) and illegal drugs (e.g., prescription drugs not prescribed to you, cocaine) on multiple dimensions of health (e.g., physical, mental, emotional, social, intellectual) and on other health risk behaviors (e.g., sexual activity, impaired driving).  [HPE]
4. Employ self-management skills to act on health-promoting decisions about legal drug use (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana). [HPE; SE]

**Practice 2: Self-management and Goal Setting.**

Set goals, engage in health-promoting behaviors, and avoid risky behaviors.

##### *Mental and Emotional Health [12.2.MH]*

1. Apply strategies to appropriately respond using different levels of emotions in routine interactions.  [HPE; SE]
2. Apply coping and stress management techniques to manage a variety of stressors (i.e., school, personal life, relationships) and create a long-term plan for stress management.  [HPE; SE]
3. Apply strategies, including developing protective factors and personal assets, to support positive mental and emotional well-being. [HPE; SE]
4. Assess health practices and overall health status across multiple dimensions of wellness (e.g., physical, emotional, financial, cultural, sexual, intellectual, occupational, spiritual, environmental, social).  [HPE]
5. Set a goal, create a plan, monitor progress, and celebrate success for plans that maximize efficiency and minimize stress. [HPE; SE]
6. Apply strategies that support a growth mindset including in challenging settings.  [HPE; SE]
7. Set personal short- and long-term mental and emotional health-related goals and create and execute a plan for monitoring progress. [HPE; SE]

##### *Nutrition and Balanced Eating [12.2.NE]*

1. Analyze the physical, mental, social, economic, and academic benefits or consequences of various dietary habits or behaviors.  [HPE]
2. Develop short- and long-term nutrition goals that build on strengths and address areas for improvement.  [HPE]
3. Analyze barriers (e.g., finances, food availability and access, social norms, media) to succeeding with a personal nutrition-related goal and identify supports to help overcome those barriers.  [HPE]
4. Implement a plan to achieve a nutrition-related goal, monitor progress, and adjust as needed. [HPE]

##### *Physical Health and Hygiene [12.2.PH]*

1. Develop a plan and implement strategies based on an identified need or want to attain a goal that improves physical health.  [HPE]
2. Create a plan that develops agency related to individual ownership of one’s health and health care (e.g., locating a health care provider, scheduling appointments, taking medication properly, seeking support for medical issues). [HPE]
3. Describe external factors (such as social determinants of health) that can affect health and one’s agency in addressing health. [HPE]

##### *Personal Safety [12.2.PS]*

1. Demonstrate strategies for asking for assistance or providing support for self and peers when faced with unsafe situations. [HPE; SE]
2. Demonstrate proficiency in Cardiopulmonary Resuscitation (CPR) and the use of Automated External Defibrillators (AEDs). [HPE]

##### *Physical Activity and Fitness [12.2.PF]*

1. Assess personal strengths and interests and how they influence engagement in physical activity. [HPE; SE]
2. Discuss the benefits of a physically active lifestyle across multiple dimensions of health and across a person’s lifespan.  [HPE]
3. Employ effective self-management skills to analyze and overcome personal barriers and appropriately modify physical activity patterns to maintain or enhance health. [PE; SE]
4. Evaluate risks and safety factors that might affect physical activity choices and preferences throughout a person’s lifespan. [PE]
5. Investigate relationships among different types of physical skills and activities with personal interest, social interaction, and self-expression and enjoyment and impacts on fitness, nutrition, and multiple dimensions of health. [HPE]
6. Apply various methods for monitoring and adjusting workout intensity in order to meet goals and heart-rate targets (e.g., calculating heart rate by taking their pulse or wearable monitors, determine intensity using rate of perceived exertion [RPE] scale). [PE]
7. Determine a variety of physical activities that can be implemented independently or with minimal support for the purposes of personal enjoyment or challenge, or to maintain or improve fitness. [PE]
8. Create a goal and plan for participating in physical activity to maintain or improve health and monitor progress. [PE]
9. Set a goal and create a practice plan to improve performance for a self-selected skill. [PE]
10. Apply movement concepts and principles (e.g., force, motion, rotation) to analyze and improve the performance of self and/or others in a selected skill or lifetime physical activities (e.g., yoga, aquatics, biking, rock climbing, dancing, canoeing, weight training, golf, tennis). [PE]
11. Select and participate in physical activities that meet a variety of personal needs (personal goals, strengths, interests, enjoyment, social interaction or self-expression). [PE]
12. Utilize safety practices when exercising in a variety of weather conditions. [PE]

**Practice 3: Social Awareness, Relationship, and Communication Skills.**

Enhance relationships, personal health, and the health of others through social awareness and effective communication.

##### *Healthy Relationships [12.3.HR]*

1. Explain why it is harmful to disrespect others who have differing views and beliefs and demonstrate positive ways to express understanding of differing perspectives. [HPE; SE]
2. Use effective strategies (e.g., boundary setting, maintaining personal boundaries, respecting others’ boundaries, I-statements, stating your needs, recognizing warning signs) to avoid negative relationships and improve or maintain positive relationships.  [HPE; SE]
3. Summarize benefits (e.g., mutual respect, deeper connections, inclusion) of respecting individual differences in aspects of sexuality (e.g., sexual activity, sexual abstinence, sexual orientation), gender (e.g., gender expression, gender identity), growth and development, and physical appearance.  [HPE; SE]
4. Reflect on the role individual behaviors and external factors have in a conflict and discuss how individual behaviors and external factors may inform the ability to resolve conflict in the future.  [HPE; SE]
5. Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse, assault, discrimination, or exploitation.  [HPE; SE]
6. Appropriately resolve interpersonal conflicts in a variety of settings (e.g., school, family, work, community, and personal relationships).  [HPE; SE]
7. Demonstrate empathy (e.g., active listening, withholding judgement, compassion) toward others. [HPE; SE]
8. Demonstrate communication skills that account for the perspective of others while allowing for active and effective social engagement.  [HPE; SE]
9. Evaluate verbal, physical, and non-verbal social, cultural, and environmental cues to predict and respond to the emotions and communication style of others. [HPE; SE]
10. Use assertive communication techniques, including refusals, in a variety of settings and with a variety of audiences to meet personal needs and maintain or enhance overall health. [HPE; SE]
11. Summarize the importance of talking with parents, guardians, caregivers, and other trusted adults about issues related to relationships, growth and development, and sexual health. [HPE; SE]

##### *Mental and Emotional Health [12.3.MH]*

1. Demonstrate strategies for expressing understanding towards those who hold different beliefs. [HPE; SE]
2. Evaluate how society and cultural norms, morals, and values affect personal interactions.  [HPE; SE]
3. Evaluate the influence of peers, media, family, society, community, and culture on body image and the impact body image has on health. [HPE; SE]
4. Evaluate personal engagement in social situations at home, school, and in the community and create a plan for personal growth in social engagement.  [HPE; SE]
5. Apply appropriate boundary setting strategies (e.g., acknowledge feelings, communicate the boundary, target alternative) within authentic contexts.  [HPE; SE]
6. Demonstrate a variety of culturally responsive strategies for collaborating with peers, adults, and others in the community. [HPE; SE]
7. Demonstrate strength-based strategies for implementing aspects of cultural humility, embracing differences, accepting others, and acknowledging others’ perspectives. [HPE; SE]

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##### *Physical Activity and Fitness [12.3.PF]*

1. Apply best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). [PE]
2. Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity. [PE; SE]
3. Analyze sources of conflict within teams and groups and articulate strategies to address conflict and minimize the opportunity for conflict to arise. [PE; SE]
4. Acknowledge the difference between foul play and fair play in a competition setting (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). [PE]
5. Assume a leadership role (e.g., task or group leader) in a sports or physical activity setting. [PE]
6. Respect others’ ideas, cultural norms, and abilities during cooperative and collaborative movement or team projects that contribute to positive social interaction in movement. [PE; SE]
7. Evaluate the opportunity for social interaction and social support in a variety of physical activities in and out of school. [HPE; SE]
8. Contribute to the creation of inclusive physical activity environments by respecting and considering others’ ideas, emotions, perspectives, cultural backgrounds, and physical abilities while participating in group or collaborative physical activities. [PE; SE]
9. Use communication skills (including encouraging and supporting others) that promote team and group cooperation. [PE; SE]
10. Implement and provide feedback to improve performance without prompting from teacher. [PE; SE]

**Practice 4: Movement Skills.**

Demonstrate competence in, and knowledge of, a variety of movement forms, motor skills, physical fitness components, and principles in order to engage in purposeful and health-promoting physical activity, including sports and games.

##### *Physical Activity and Fitness [12.4.PF]*

1. Demonstrate activity-specific movement skills in a variety of lifetime recreational physical activities and health-related fitness activities (e.g., strength, cardiovascular, functional). [PE]
2. Demonstrate one or more forms of dance (e.g., social, cultural, contemporary, creative). [PE]
3. Demonstrate movement sequences based on the movement framework (body, space, effort, time, and relationships). [PE]
4. Demonstrate appropriate techniques to support flexibility, cardiovascular health, muscular strength and endurance, and skill-related fitness training [PE].
5. Analyze performance and select appropriate modifications to movement concepts and biomechanical principles (e.g., force, motion, rotation) that improve performance of self or others in a selected skill and during game play. [PE]
6. Design strategies and tactics to elicit a higher level of performance during a variety of sports, athletic, or physical activities. [PE]
7. Apply the terminology associated with exercise and participation in a variety of lifetime recreational physical activities. [PE]

**Practice 5: Self-awareness and Analyzing Influences.**

Examine how emotions, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences impact health behavior and outcomes.

##### *Physical Health and Hygiene [12.5.PH]*

1. Analyze how different cultural backgrounds, perceptions of norms, and social influences encourage or discourage health-promoting and risky behaviors. [HPE; SE]
2. Analyze how health risk behaviors (e.g., lack of physical activity, lack of sleep, poor nutrition, texting and driving) and protective factors (e.g., school connectedness, meaningful relationships, access to health care, regular physical activity) can influence overall health and how environmental factors can impact those behaviors.  [HPE]

##### *Physical Activity and Fitness [12.5.PF]*

1. Analyze the role of technology and social media tools in supporting a healthy, active lifestyle.  [HPE]
2. Analyze the impact of a variety of factors (e.g., culture, life choices, economics, motivation and accessibility) on people’s participation in physical activity.  [HPE]
3. Recognize personal assets and demonstrate strategies that support growth mindset related to personal abilities to succeed, grow, and persist through physical activity challenges.  [HPE; SE]
4. Identify and discuss the historical and cultural roles of games, sports, and dance in a society. [PE]

##### *Public, Community and Environmental Health [12.5.CE]*

1. Explore the impact of social determinants of health (e.g., education, social environment, socioeconomic conditions, public safety) on individuals at different levels (e.g., interpersonal, intrapersonal, community, policy). [HPE]
2. Evaluate the influence of social context/environment, not solely personal choices, on an individual’s health. [HPE]
3. Identify contributing causes (e.g., public policy, industrial growth, racism, power, inequity/inequality) that can influence public, community, or environmental health and analyze strategies to address these causes in ways that may improve health outcomes. [HPE; SE]
4. Analyze the behavioral (e.g., sedentary lifestyle, smoking, dietary habits) and environmental factors (e.g., policies, access and availability, built environment) that contribute to major chronic diseases (e.g., diabetes, heart disease, lung cancer).  [HPE]
5. Analyze the relationship between the health of various groups in a community and its impact on overall community health. [HPE; SE]
6. Analyze behaviors, policies and practices in the school community that promote dignity and respect and reduce stigma for all individuals. [HPE; SE]

**Practice 6: Information and Resource Seeking.**

Access, evaluate, and use valid and reliable health information, products, services, and related resources.

##### *Healthy Relationships [12.6.HR]*

1. Demonstrate how to access valid information and resources to help or support someone else (e.g., who is being bullied or harassed or is a survivor of sexual abuse, incest, rape, sexual harassment, sexual assault, domestic violence, dating violence, gender-based violence). [HPE; SE]

##### *Mental and Emotional Health [12.6.MH]*

1. Evaluate the validity of and use resources from home, school, and community that provide valid health information on enhancing mental and emotional well-being, including effective coping strategies for loss and grief.  [HPE; SE]

##### *Physical Activity and Fitness [12.6.PF]*

1. Evaluate the validity of claims made by commercial products and programs intended to promote or improve fitness and a healthy, active lifestyle.  [HPE]
2. Evaluate available resources, supports, and participation requirements of community-sponsored activities related to physical activity and fitness.  [HPE]
3. Develop a physical fitness and/or health plan using community resources (e.g., facilities, programs) to maintain or improve one’s fitness goals. [HPE]

**Practice 7: Self-Advocacy and Health Promotion.**

Promote personal, family, and community health and well-being.

##### *Public, Community and Environmental Health [12.7.CE]*

1. Analyze programs, policies, and strategies to reduce and eliminate health inequities and disparities. [HPE; SE]
2. Examine health outcome data and evaluate policies or initiatives that address a public health concern within the community. [HPE]
3. Participate in projects to help make positive change in a community (e.g., volunteering, service-learning, service project). [HPE; SE]
4. Demonstrate proper and effective technique as it relates to CPR and AED use. [HPE]

##### *Sexual Health [12.7.SH]*

1. Discuss how to foster empathy, inclusiveness, and respect around issues related to sexuality (such as sexual activity, sexual abstinence, sexual orientation), gender expression, and gender identity. [HPE; SE]
2. Identify and support school and community policies and programs that promote safety, dignity, and respect for all sexual orientations and people of all gender identities and gender expressions. [HPE; SE]