**2023 Massachusetts Comprehensive Health and Physical Education Framework Crosswalks**

**The 2023 Massachusetts Comprehensive Health and Physical Education Framework** was created to build upon and/or align to several existing state or national standards and competencies.

The following highlight those alignments.

* [Alignment with SHAPE America Physical Education Grade Level Outcomes](#_2021_Massachusetts_Comprehensive)
* [Alignment with Social and Emotional Competencies](#_2021_MA_Comprehensive)
* [Alignment with the Massachusetts Digital Literacy and Computer Science Standards](#_2021_MA_Comprehensive_1)
* [Alignment with the Massachusetts Science Technology Engineering Standards](#_2021_MA_Comprehensive_2)

# **2023 Massachusetts Comprehensive Health and Physical Education Framework Alignment with SHAPE America Physical Education Grade Level Outcomes**

The purpose of this document is to highlight the robust set of physical education (PE) standards reflected in the 2023 Massachusetts Comprehensive Health and Physical Education Framework (CHPE), as well as the alignment of the CHPE with the SHAPE America Grade Level Outcomes (GLOs). The five SHAPE America PE standards are included at each grade span and almost all GLOs are reflected in the CHPE. In the CHPE, some of the GLOs are combined into one standard to reflect a consistent scope of standards in the CHPE and with other MA Curriculum Frameworks. For example:

* **Practice 4, PF 1**

Demonstrate developmentally appropriate locomotor movements (i.e., hop, gallop, jog, slide, skip and run) in a variety of situations (e.g., traveling, showing differentiation of speed, combined in a dance or rhythm activity, applied during a game or activity).

* Aligns with GLOs S1.E1, S1.E2, S1.E3, S1.E4, S1.E5, S1.E6

This document also highlights how PE standards are integrated throughout the practices and topic areas in the CHF. For example:

* **Practice 2, PH 1**

Identify a variety of habits that can help keep children healthy (e.g., brushing teeth, proper nutrition, going to the doctor, getting enough sleep, being physically active, limiting screen time, washing hands, etc.).

* This PE-related standard is found in Practice 2 (*Self-management and goal setting***.** Set goals, engage in health-enhancing behaviors and avoid risky behaviors) and is found in the “Personal Health” topic area.
* **Practice 7, NE 5**

Analyze personal dietary needs and goals, and advocate to address the identified needs and goals.

* This PE-related standard is found in Practice 7 (*Self-Advocacy and Health Promotion*. Promote personal, family, and community health) in the “Nutrition Education” topic area.

This document was created to support physical educators in interpreting the new CHPE to identify PE-related standards in order to support the development of PE curricula.

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| **Grades K-2** | | |
| SHAPE PE Standard | Massachusetts CHPE Standard | GLO Alignment |
| **Standard 1**  **The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**    S1.E.11.2 Is the only GLO not explicitly addressed from S1 | **Practice 4, PF 1**  Demonstrate developmentally appropriate locomotor movements (i.e., hop, gallop, jog, slide, skip and run) in a variety of situations (e.g., traveling, showing differentiation of speed, combined in a dance or rhythm activity, applied during a game or activity). | S1.E1-S1.E6 |
| **Practice 4, PF 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). | S1.E5 |
| **Practice 4, PF 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). | S1.E3, S1.E4, S1.E27 |
| **Practice 4, PF 5**  Maintain balance and transfer weight (one body part to another) on different bases of support, and combining levels and shapes.  **Practice 4, PF 6**  Demonstrate developmentally appropriate twisting, curling, bending, stretching and rolling actions. | S1.E7, S1.E8, S1.E9, S1.E10, S1.E11 |
| **Practice 4, PF 7**  Demonstrate developmentally appropriate manipulative skills (i.e., underhand and overhand throwing, catching, dribbling with hands and with feet, volleying, striking, and kicking). | S1.E13-  S1.E25 |
| **Standard 2**  **The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement**  **and performance.**  (all addressed) | **Practice 4, PF 1**  Demonstrate developmentally appropriate locomotor movements (i.e., hop, gallop, jog, slide, skip and run) in a variety of situations (e.g., traveling, showing differentiation of speed, combined in a dance or rhythm activity, applied during a game or activity). | S2.E1, S2.E2 |
| **Practice 4, PF 2** Demonstrate different levels (low, middle and high), a variety of relationships with objects (e.g., over, under, around, through), and ability to vary speed and force while traveling. | S2.E2, S2.E3 |
| **Standard 3**  **The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**  S3.E2, S3.E6 not explicitly covered | **Practice 2, PF 5**  Identify physical activity as a healthy habit that contributes to overall health and well-being, and the benefits of these habits on physical (e.g., heart health, muscle-building) and mental health (e.g., stress management).  **Practice 2, PF 6**  Identify opportunities for safe, active-play and physical activity, for personal enjoyment and challenge, in and outside of school. | S3.E1, S3.E3 |
| **Standard 4**  **The physically literate individual exhibits responsible personal and social behavior that respects self and others.**  (all covered) | **Practice 2, MH 1**  Demonstrate self-control (e.g., delay gratification, waiting 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).  **Practice 2, MH 3**  Identify what it means to be responsible and list personal responsibilities. | S4.E1 |
| **Practice 2, PF 3**  Acknowledge responsibility for behavior and respond appropriately to instruction and feedback (general and corrective) during physical education and in other physical activity settings. | S4.E2 |
| **Practice 2, PF 4**  Work safely, independently and with others, in a variety of physical education situations (e.g., small and large groups, in pairs, with and without equipment). | S4.E4 |
| **Practice 2, PS 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). | S4.E5 |
| **Practice 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 including bicycles, scooters, ATVs, as a pedestrian, around fire, on the bus, around weapons or in situations of gun violence) and determine when to report unsafe situations to an adult.  **Practice 2, PF 4**  Work safely, independently and with others, in a variety of physical education situations (e.g., small and large groups, in pairs, with and without equipment). | S4.E6 |
| **Standard 5**  **The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**  S5.E3 not explicitly covered | **Practice 2, PH 1**  Identify a variety of habits that can help keep children healthy (e.g., brushing teeth, proper nutrition, going to the doctor, getting enough sleep, being physically active, limiting screen time, washing hands, etc.).  **Practice 2, PH 2**  Explain how a person can maintain or enhance the health of both their body and mind.  **Practice 7, PH 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. | S5.E1 |
| **Practice 2, PF 1**  Exhibit positive self-concept, self-esteem, and confidence in abilities.  **Practice 2, PF 2**  Identify and describe skills related to physical activity and movement done well and those for which extra effort is needed to experience success. | S5.E2 |

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| **Grades 3-5** | | |
| SHAPE PE Standard | Massachusetts CHPE Standard | GLO Alignment |
| **Standard 1**  **The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**  S1.E27 is the only GLO not addressed | **Practice 4, PF 1**  Demonstrate developmentally appropriate patterns of locomotor skills, including showing differentiation between sprinting and running, and appropriate pacing.  **Practice 4, PF 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. | S1.E1 - S1.E2, S1.E5, S1.E6, S1.E9, S1.E10, S1.E26 |
| **Practice 4, PF 3**  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). | S1.E3, |
| **Practice 4, PF 4**  Demonstrate the ability to combine locomotor skills, non-locomotor skills (e.g., bending, twisting, rising, falling) movement concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) and balance and weight transfer techniques to create and perform a gymnastic sequence, a dance with a group or other cultural and creative activities. | S1.E5, S1.E7, S1.E8, S1.E10, S1.E11, S1.E12 |
| **Practice 4, PF 5**  Demonstrate developmentally appropriate manipulative skills with hands (dribbling, throwing and catching skills) in a variety of dynamic, small-sided practice tasks. | S1.E13, S1.E14, S1.E15, S1.E16, S1.E17, S1.E20 |
| **Practice 4, PF 6**  Demonstrate developmentally appropriate manipulative skills with feet in a variety of situations and tasks (e.g., dribbling, kicking and punting, passing and receiving) in dynamic, small-sided games and activities. | S1.E18, S1.E19, S1.E20, S1.E21 |
| **Practice 4, PF 7**  Demonstrate developmentally appropriate striking skills with hands (e.g., volleyball) and with short- and long-handled implements (applying the concepts of direction and force), in combination with traveling skills and in small-sided games and activities. | S1.E6, S1.E22, S1.E23, S1.E24, S1.E25 |
| **Standard 2**  **The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement**  **and performance.**  S2.E4 is the only GLO not addressed. | **Practice 1, PF 1**  Analyze movement situations and apply appropriate spatial and movement concepts and strategies (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks, game environments, dance and gymnastics. | S2.E2, S2.E3 |
| **Practice 1, PF 2**  Apply basic offensive and defensive strategies and tactics in a variety of activities and small-sided games. | S2.E1, S2.E5 |
| **Standard 3**  **The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**  S3.E2 is the only GLO not addressed. | **Practice 2, PF 4**  Identify different physical activities, in physical education class and outside of school, for personal enjoyment and challenge. | S3.E1 |
| **Practice 2, PF 2**  Describe health benefits of participating in physical activity on multiple dimensions of wellness (e.g., cardiovascular health, fitness levels, muscle strengthening, stress management, supporting positive mental health). | S3.E3 |
| **Practice 2, PF 3**  Design a simple fitness plan to maintain or enhance physical health that includes: warm-up and cool-down activities, activities for at least three components of fitness (e.g., agility, flexibility, muscular strength, muscular endurance, cardiovascular endurance, balance), addresses principles of fitness (e.g., FITT, progression, overload) and includes resources to assist in achieving the plan. | S3.E3-S3.E5 |
| **Practice 1, NE 2**  Discuss the benefits of balanced eating on physical health (i.e., supporting growth and development, ability to engage in physical activity) and emotional and mental health (i.e., ability to manage stress, positive emotions) when making nutrition-related decisions. | S3.E6 |
| **Standard 4**  **The physically literate individual exhibits responsible personal and social behavior that respects self and others.**  S4.E5 is the only GLO not addressed. | **Practice 2, PF 1**  Demonstrate respect for self and responsible interpersonal behavior (i.e., peer to peer, student to teacher) in a variety of physical activity contexts*.* | S4.E1, S4.E2, |
| **Practice 3, PF 2**  Respectfully give feedback to peers (e.g., peer assessments, during activities or game play). | S4.E3 |
| **Practice 3, PF 1**  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. | S4.E4 |
| **Practice 3, PF 5**  Demonstrate strategies for working and playing effectively with others in physical education and other physical activity settings. | S4.E6 |
| **Standard 5**  **The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.** | **Practice 2, PF 4**  Identify different physical activities, in physical education class and outside of school, for personal enjoyment and challenge. | S5.E2, S5.E3 |
| **Practice 2, PF 3**  Describe social benefits gained from participating in physical activity and sports (e.g., making friends, being on a team, building trust). | S5.E1 |
| **Practice 3, PF 3**  Describe social benefits gained from participating in physical activity and sports (e.g., making friends, being on a team, building trust). | S5.E4 |

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| **Grades 6-8** | | |
| SHAPE PE Standard | Massachusetts CHPE Standard | GLO Alignment |
| **Standard 1**  **The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.** | **Practice 4, PF 1**  Exhibit developmentally appropriate command of locomotor and non-locomotor skills, rhythm, and timing.  **Practice 4, PF 2**  Create a movement sequence to music as an individual or in a group within dance. | S1.M1 |
| **Practice 4, PF 3**  Demonstrate developmentally appropriate manipulative skills (i.e., throwing and catching, striking (with and without implements), volleying, serving, dribbling with hands and feet, shooting) in a variety of athletic and physical activities and game play (including net/wall games, cooperative games, target games, invasion games, fielding and striking games). | S1.M2-S1.M5 S1.M8-S1.M10S1.M12- S1.M21 |
| **Practice 4, PF 4**  Effectively combine and apply locomotor, 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). | S1.M4, S1.M6, S1.M7, S1.M11, S1.M15 |
| **Practice 4, PF 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), individual performance activities, or indoor/dance activities (e.g., hip-hop/line/folk dance, swimming, gymnastics, wrestling, self-defense). | S1.M22, S1.M24 |
| **Standard 2**  **The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement**  **and performance.** | **Practice 1, PF 3**  Implement effective offensive and defensive strategies (e.g. creating open space, reducing space, shot selection) during game play for a variety of games (including net/wall games, target games, invasion games, fielding and striking games, etc.). | S2.M1-S2.M12 |
| **Practice 1, PS 11**  Demonstrate the ability to use a decision-making process to thoughtfully and effectively address personal safety. | S2.M13 |
| **Standard 3**  **The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.** | **Practice 4, PF 6**  Demonstrate effective techniques related to developing muscular strength and endurance, including appropriate and safe use of exercise machines, free weights and bodyweight exercises. | S3..M8, S3.M9, S3.M10  S3.M11 |
| **Practice 7, NE 5**  Analyze personal dietary needs and goals, and advocate to address the identified needs and goals. | S3.M17 |
| **Practice 2, PF 1**  Analyze areas of strength related to physical activity and areas for improvement. | S3.M15 |
| **Practice 2, PF 2**  Design and implement a warm-up and cool-down regimen that includes static and dynamic stretching techniques for relevant major muscle groups for a self-selected physical activity. | S3.M9 |
| **Practice 2, PF 3**  Discuss various strategies for monitoring workout intensity (e.g., wearable monitors, rate of perceived exertion [RPE] scale) and describe strategies for adjusting workouts based on results from monitoring to meet goals or targets. | S3.M13 |
| **Practice 2, PF 4**  Compare and contrast health-related fitness components and principles. | S3.M10, S3.M11, S3.M12 |
| **Practice 2, PF 5**  Explain connections between fitness level and overall physical, emotional, and mental health. | S3.M1 |
| **Practice 2, PF 6**  Design and implement 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. | S3.M8, S3.M9, S3.M15, S3.M16 |
| **Practice 1, PF 4**  Seek strategies for minimizing barriers and maximizing facilitators (e.g., time, space, physical abilities, access to equipment) that help maintain a physically active lifestyle. | S3.M1 |
| **Practice 2, MH 5**  Apply health-promoting coping and stress management strategies. | S3.M18 |
| **Standard 4**  **The physically literate individual exhibits responsible personal and social behavior that respects self and others.** | **Practice 1, PF 1**  Effectively apply team building and problem-solving strategies during various physical activities. | S4.M5 |
| **Practice 1, PF 2**  Apply strategies for overcoming individual or group challenges or problems in a physical activity setting. | S4.M5 |
| **Practice 3, PF 1**  Exhibit responsible social behaviors by including and cooperating with classmates, asking for help when needed for self and others, and collaborating productively on problem-solving initiatives during adventure activities, large-group initiatives, and/or game play. | S4.M1,S4.M4, S4.M5 |
| **Practice 3, PF 2**  Provide feedback to a peer, using teacher-generated guidelines, and incorporate appropriate tone and other communication skills (e.g., eye-contact, body language). | S4.M3 |
| **Practice 3, PF 3**  Collaboratively establish rules and guidelines for resolving conflicts and use those to resolve conflict or respond to participants’ ethical and unethical behavior during physical activity. | S4.M6 |
| **Practice 1, PS 11**  Demonstrate the ability to use a decision-making process to thoughtfully and effectively address personal safety. | S4.M7 |
| **Standard 5**  **The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**  S5.M2, S5.M5, S5.M5 not explicitly addressed | **Practice 2, PF 5**  Explain connections between fitness level and overall physical, emotional, and mental health.  **Practice 2, PF 4**  Compare and contrast health-related fitness components and principles. | S5.M1 |
| **Practice 3, PF 1**  Exhibit responsible social behaviors by including and cooperating with classmates, asking for help when needed for self and others, and collaborating productively on problem-solving initiatives during adventure activities, large-group initiatives, and/or game play. | S5.M3, S5.M6 |

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| **Grades 9-12** | | |
| SHAPE PE Standard | Massachusetts CHPE Standard | GLO Alignment |
| **Standard 1**  **The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.** | **Practice 2, PF 8**  Analyze and evaluate the performance of self and others for proper technique and efficiency in at least one lifetime athletic or physical activity (e.g., yoga, aquatics, biking, rock climbing, dancing, canoeing, weight training, golf, tennis). | S1.H1 |
| **Practice 4, PF 1**  Demonstrate and refine activity-specific movement skills for at least one lifetime individual or team sport, athletic or physical activity (including, but not limited to invasion, target, racket, net/wall, aquatics, dance, indoor/outdoor pursuits) or health-related fitness activity (e.g., yoga, spinning, swimming, fitness walking, resistance training) to promote enjoyment and encourage lifelong physical activity. | S1.H1, S1, H.3 |
| **Practice 4, PF 2**  Perform a variety of dance forms (e.g., ballroom, modern, hip hop, contra/folk, Latin) used in cultural and social occasions (e.g., weddings, social events). | S1.H2 |
| **Standard 2**  **The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement**  **and performance.** | **Practice 4, PF 3**  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. | S2.H3, S2.H4 |
| **Practice 4, PF 4**  Design strategies and tactics to elicit a higher level of performance during a variety of sports, athletic or physical activities. | S2.H1, S2.H5 |
| **Standard 3**  **The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**  S3.H8, S3.H11 not explicitly addressed | **Practice 2, MH 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. | S3.H14 |
| **Practice 2, NE 7**  Develop short- and long-term nutrition goals that build on strengths and address areas for improvement.  **Practice 2, NE 9**  Implement a plan to achieve a nutrition-related goal, monitor progress and adjust as needed. | S3.H13 |
| **Practice 2, PF 1**  Discuss the benefits of a physically active lifestyle across multiple dimensions of health and across a person’s lifespan.  **Practice 2, PF 4**  Investigate relationships among different types of physical skills and activities, fitness, nutrition, and multiple dimensions of health. | S3.H1 |
| **Practice 2, PF 2**  Employ effective self-management skills to analyze and overcome personal barriers and appropriately modify physical activity patterns to maintain or enhance health. | S3.H6, S3.H11 |
| **Practice 2, PF 3**  Evaluate risks and safety factors that might affect physical activity choices and preferences throughout a person’s lifespan. | S3.H5 |
| **Practice 2, PF 5**  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). | S3.H10, S3.H3 |
| **Practice 2, PF 6**  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. | S3.H9 |
|  | **Practice 5, PF 1**  Analyze the role of technology and social media tools in supporting a healthy, active lifestyle. | S3.H2 |
| **Practice 5, PF**  Analyze the impact of a variety of factors (e.g., culture, life choices, economics, motivation and accessibility) on people’s participation in physical activity. | S3.H5 |
| **Practice 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. | S3.H2 |
| **Practice 6, PF 2**  Evaluate available resources, supports, and participation requirements of community-sponsored activities related to physical activity and fitness. | S3.H4 |
| **Practice 6, PF 3**  Develop a physical fitness and/or health plan using community resources (e.g., facilities, programs) to maintain or improve one’s fitness goals. | S3.H4, S3.H6, S3.H7 |
| **Standard 4**  **The physically literate individual exhibits responsible personal and social behavior that respects self and others.** | **Practice 1, PF 2**  Modify group activities or behaviors to accommodate for individuals with lesser or greater skills or special needs. | S4.H3, S4.H4 |
| **Practice 1, PF 3**  Solve problems and think critically in physical activity settings, both as an individual and in groups. | S4.H4 |
| **Practice 3, PF 1-3**  Analyze sources of conflict within teams and groups and articulate strategies to address conflict and minimize the opportunity for conflict to arise.  **Practice 3, PF 2**  Assume a leadership role (e.g., task or group leader) in a sports or physical activity setting.  **Practice 3, PF 3**  Respect others’ ideas, cultural norms and abilities during cooperative and collaborative movement or team projects. | S4.H2, S4.H3, S4.H4 |
| **Standard 5**  **The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**  S5.H3 is not explicitly addressed | **Practice 1, PF 1**  Choose an appropriate level of challenge to experience success through participation in a self-selected physical activity. | S5.H2 |
| **Practice 2, MH 5**  Set a goal, create a plan, monitor progress, and celebrate success for plans that maximize efficiency and minimize stress.  **Practice 5, PF 3**  Recognize personal assets and demonstrate a growth mindset related to personal abilities to succeed, grow and persist through physical activity challenges. | S5.H2 |
| **Practice 2, PF 6**  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. | S5.H2, S5.H3 |
| **Practice 3, PF 4**  Evaluate the opportunity for social interaction and social support in a variety of physical activities in and out of school. | S5.H4 |

# **2023 MA Comprehensive Health and Physical Education Framework Alignment with Social and Emotional Competencies**

The following provides an overview of the alignment of the 2023 Massachusetts Comprehensive Health and Physical Education Framework (CHPE) and the Collaborative for Academic Social and Emotional Learning (CASEL) competencies. Rather than creating a separate set of social emotional learning (SEL) standards, the SEL competencies are authentically integrated into the CHPE. Teachers of all subjects can use the practices and standards to support SEL in their classrooms. Table 1 highlights alignment of the CASEL competencies and the practices. The practices can be easily adapted across the range of content areas. Some examples are included in Table 2 below.

***Table 1. Alignment of CASEL competencies and Comprehensive Health and Physical Education Practices***

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| **CASEL Competencies** | **CHPE Practice** |
| **Self-Awareness**  The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”   * Identifying emotions * Accurate self-perception * Recognizing strengths * Self-confidence * Self-efficacy | **Practice 1: Decision-making and problem-solving.** Make health-promoting, informed, responsible decisions, and solve problems, in a variety of health-related situations.  **Practice 2: Self-management and goal setting.** Set goals, engage in health-promoting behaviors, and avoid risky behaviors.  **Practice 3: Social awareness, relationship and communication skills.** Enhance relationships, personal health and the health of others through social awareness and effective communication.  **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. |
| **Self-Management**  The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.   * Impulse control * Stress management * Self-discipline * Self-motivation * Goal-setting * Organizational skills | **Practice 1: Decision-making and problem-solving.** Make health-promoting, informed, responsible decisions, and solve problems, in a variety of health-related situations.  **Practice 2: Self-management and goal setting.** Set goals, engage in health-enhancing behaviors and avoid risky behaviors.  **Practice 3: Social awareness, relationship and communication skills.** Enhance relationships, personal health and the health of others through social awareness and effective communication.  **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 |
| **Social Awareness**  The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.   * Perspective-taking * Empathy * Appreciating diversity * Respect for others | **Practice 1: Decision-making and problem-solving.** Make health-promoting, informed, responsible decisions, and solve problems, in a variety of health-related situations.  **Practice 2: Self-management and goal setting.** Set goals, engage in health-enhancing behaviors and avoid risky behaviors.  **Practice 3: Social awareness, relationship and communication skills.** Enhance relationships, personal health and the health of others through social awareness and effective communication.  **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  **Practice 6: Information and resource seeking.** Access, evaluate and use valid and reliable health information, products, services, and related resources.  **Practice 7: Self-Advocacy and Health Promotion.** Promote personal, family, and community health. |
| **Relationship Skills**  The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.   * Communication * Social engagement * Relationship-building * Teamwork | **Practice 1: Decision-making and problem-solving.** Make health-promoting, informed, responsible decisions, and solve problems, in a variety of health-related situations.  **Practice 2: Self-management and goal setting.** Set goals, engage in health-enhancing behaviors and avoid risky behaviors.  **Practice 3: Social awareness, relationship and communication skills.** Enhance relationships, personal health and the health of others through social awareness and effective communication.  **Practice 6: Information and resource seeking.** Access, evaluate and use valid and reliable health information, products, services, and related resources.  **Practice 7: Self-Advocacy and Health Promotion.** Promote personal, family, and community health. |
| **Responsible Decision-Making**  The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.   * Identifying problems * Analyzing situations * Solving problems * Evaluating * Reflecting * Ethical responsibility | **Practice 1: Decision-making and problem-solving.** Make health-promoting, informed, responsible decisions, and solve problems, in a variety of health-related situations.  **Practice 2: Self-management and goal setting.** Set goals, engage in health-enhancing behaviors and avoid risky behaviors.  **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  **Practice 7: Self-Advocacy and Health Promotion.** Promote personal, family, and community health. |

**Table 2. Examples of cross-curricular connections**

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| **Practice/Standard** | **Application** |
| **PK-2**  **Practice 2**  PF1  Exhibit positive self-concept, self-esteem, and confidence in abilities.  (CASEL competency = Self-awareness) | **Physical Education:** Students exhibit self-concept, self-esteem, and confidence in abilities [when performing locomotor skills]. (PK.2.PF)  **Math:** Students exhibit confidence in their ability to count to 100 (K.CC.A.1)  **Science and Technology/Engineering:** Students exhibit self-esteem when “design[ing] and conduct[ing] an experiment to show the effects of friction on the relative temperature and speed of objects that rub against each other” (2-PS3-1(MA)).  **History and Social science:** Students exhibit confidence in their ability to “use language for cardinal directions” (1.T2.1) |
| **9-12**  **Practice 3**  HR 8  Demonstrate conversation skills that account for the perspective of others while allowing for active and effective social engagement.  (CASEL competency = social awareness) | **English & Language Arts:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (SL.1, 9-10)  **History and Social Science:** Analyze how various social and intellectual movements of the second half of the 20th century changed traditional assumptions about race, ethnicity, class, gender, the environment, and religion (Topic 5.12). *Students debate or discuss findings.* |

# **2023 MA Comprehensive Health and Physical Education Framework Alignment with MA Digital Literacy and Computer Science**

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| **Comprehensive Health and Physical Education** | **Digital Literacy and Computer Science** |
| **Grades PreK-2** | |
| P2.PS Personal Safety   * Staying safe in different situations | K-2.CASa Safety and Security   * Identify safe and unsafe online communication, need to protect personal information |
| P3.HR Healthy Relationships   * Identifying bullying and teasing, respecting boundaries and diversity | K-2.CASb Ethics and Laws   * Identify and demonstrate safe, responsible, and ethical use of technology |
| **Grades 3-5** | |
| P2.MH Mental and Emotional Health   * Safe online behaviors, self-monitoring strategies   P2.PS Personal Safety   * Strategies for safe use of the Internet and digital technology | 3-5.CASa Safety and Security   * Safe use of technology, potential risks, and identifying cyberbullying or other inappropriate activities |
| P2.PH Personal Health   * Safe, legal and respectful use of social media and technology, goal setting | 3-5.CASb Ethics and Laws   * Responsible use, fair use, equitable access to technology |
| P5.MH Mental and Emotional Health   * Influence of media on self-image, mental and emotional well-being | 3-5.CASc Interpersonal and Societal Impact   * Forms of web advertising, benefits of and digital divide in access to technology, and impact of media and bullying on individuals and families |
| **Grades 6-8** | |
| P1.PS Personal Safety   * Decision making for digital safety, laws and consequences of sexting   P3.HR Health Relationships   * Impact of technology and media on relationships, strategies for addressing bullying, harassment, and abuse   P5.PS Personal Safety   * Impacts of posting personal information | 6-8.CAS.a Safety and Security   * Identifying threats, managing cyberbullying and appropriate etiquette, and protecting personal information   6-8.CAS.b Ethics and Laws   * Intellectual property and fair use, legal consequences of sexting, harassment and bullying |
| P5.GS Gender, Sexual Orientation, and Sexual Health   * Media influences on beliefs and expectations of gender and relationships | 6-8.CAS.c Interpersonal and Societal Impact   * Relate distribution of technology to issues of equity and access, how media is used to distort or exaggerate, and examine bias |
| **Grades 9-12** | |
| P2.PH Personal Health   * Strategies for using media and technology safely, legally, and respectfully | 9-12.CAS.a Safety and Security   * Identifying dangerous situations, identifying mental health consequences of bullying and harassment, encouraging positive peer pressure |
| P2.PS Personal Safety   * Consequences of sexting or posting explicit materials without consent | 9-12.CAS.b Ethics and Laws   * Ethics, laws and consequences related to privacy, security, intellectual property, and sexting and harassment |
| P5.PF Physical Activity and Fitness   * Role of technology and media in supporting healthy, active lifestyle | 9-12.CAS.c Interpersonal and Societal Impact   * Role of assistive technology, benefits of computing innovations |

# **2023 MA Comprehensive Health and Physical Education Framework Alignment with MA Science and Technology/Engineering**

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| **Comprehensive Health and Physical Education** | **Science and Technology Engineering** |
| **Grades PreK-2** | |
| P1.NE Nutrition and Balanced Eating   * Food is fuel for the body | K-LS1 From Molecules to Organisms: Structures and Processes   * Food and growth |
| P7.CE Public, Community & Environmental Health   * Personal and community relation to the environment | PreK-ESS3, K-ESS3 Earth and Human Activity   * Local resources and human impact on the environment   2-LS2 Ecosystems: Interactions, Energy, and Dynamics   * Organisms are dependent on their environment |
| **Grades 3-5** | |
| P7.CE Public, Community & Environmental Health   * Personal and community health as related to the environment | 5-ESS3 Earth and Human Activity   * Reducing community impact on the environment |
| P6.GS Gender, Sexual Orientation, and Sexual Health   * Sexual reproduction and anatomy | 3-LS1 From Molecules to Organisms: Structures and Processes   * Life cycles   3-LS3 Heredity: Inheritance and Variation of Traits   * Inherited traits and the influence of environment on characteristics |
| **Grades 6-8** | |
| P5.CE Public, Community & Environmental Health   * Health policies and environmental factors related to health outcomes | 7.MS-ESS3 Earth and Human Activity   * Human activities and technology to mitigate impact on resources and the environment   7.MS-LS2 Ecosystems: Interactions, Energy, and Dynamics   * Impacts of disrupting ecosystems and designing solutions to protect them   8.MS-ESS3 Earth and Human Activity   * Role of human activities on global temperatures |
| **Grades 9-12** | |
| P5.CE Public, Community & Environmental Health   * Social and environmental factors that contribute to community and global health   P7.CE Public, Community & Environmental Health   * Strategies for improving conditions for health at multiple levels | HS-ESS3 Earth and Human Activity   * Solutions for minimizing impacts of resource use, sustainable management, and global climate change   HS-LS2 Ecosystems: Interactions, Energy, and Dynamics   * Effects of, and solutions to reduce impacts of, human activities on ecosystem health |