**Organization and Scope of the Draft Updated Comprehensive Health and Physical Education Framework – June 2023**

The standards, or learning goals, included in the draft updated Comprehensive Health and Physical Education Framework (framework) are intended to be achieved by the end of each grade span: Pre–K-2, grades 3–5, grades 6–8, and grades 9–12. Within each grade span, the standards are grouped by practice to reflect the importance of the skills students will acquire and use across the disciplines of health education and physical education, and in developing social emotional competencies. At each grade span, practices are paired with one or more topics that are meaningful to explore and develop with students. The standards presented in this framework identify key practices and concepts that students broadly need to be healthy in school and in life. They do not provide all the details, particular skills, or knowledge that may be part of a curriculum. School districts have discretion to determine how the standards will be implemented at the local level.

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| **Comprehensive Health and Physical Education Practices** | |
| **Decision-making and Problem-solving.** Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related situations. | |
| **Self-management and Goal Setting.** Set goals, engage in health-promoting behaviors, and avoid risky behaviors. | |
| **Social Awareness, Relationship, and Communication Skills.** Enhance relationships, personal health, and the health of others through social awareness and effective communication. | |
| **Movement Skills.** Demonstrate competence in, and knowledge of, a variety of movement concepts, principles, motor skills, and physical fitness components in order to engage in purposeful and health-promoting physical activity, including sports and games. | |
| **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. | |
| **Information and Resource Seeking.** Access, evaluate, and use valid and reliable health information, products, services, and related resources. | |
| **Self-Advocacy and Health Promotion.** Promote personal, family, and community health and well-being. | |
| **Topics\***  (Within each practice, the standards are grouped by the following topics.) | |
| Gender, Sexual Orientation, and Sexual Health | Physical Activity and Fitness |
| Healthy Relationships | Physical Health and Hygiene |
| Mental and Emotional Health | Public, Community, and Environmental Health |
| Nutrition and Balanced Eating | Substance Use and Misuse |
| Personal Safety |  |

\*Topics are listed in alphabetical order, no implied sequencing or prioritization