**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 2024 SHAPE America Physical Education Standards](#_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** **2024 SHAPE America Physical Education Standards**

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 (CHPE) Curriculum Framework, as well as the alignment of the CHPE Framework with the 2024 SHAPE America PE Standards. The four SHAPE America PE standards are included at each grade span and almost all Grade-Span Learning Indicators (GSLIs) are reflected in the CHPE Framework. Some of the GSLIs are combined into one standard to reflect a consistent scope of standards in the CHPE Framework and with other MA Curriculum Frameworks.

For example:

* 2.4.PF.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]
  + Aligns with GSLIs:
    - 1.2.6 Demonstrates bouncing a ball in a variety of non-dynamic practice tasks.
    - 1.2.7 Demonstrates rolling a ball in a variety of non-dynamic practice tasks.
    - 1.2.8 Demonstrates catching in a variety of non-dynamic practice tasks.
    - 1.2.9 Demonstrates throwing in a variety of non-dynamic practice tasks.
    - 1.2.10 Demonstrates kicking a ball in a variety of non-dynamic practice tasks.
    - 1.2.12 Demonstrates striking with hands in a variety of non-dynamic practice tasks.
    - 1.2.13 Demonstrates striking with a short-handled implement in a variety of non- dynamic practice tasks.
* 1.2.14 Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks.

This document also highlights how PE standards are integrated throughout the practices and topic areas in the CHPE Framework.

For example:

* 2.1.NE.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]
  + This PE-related standard is found in Practice 1 Decision-making and problem-solving. Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related situations and is found in the “Nutrition and Balanced Eating” topic area.

At the end of this document, there is an example list of movement and fitness MA CHPE standards that ***are not*** included in the SHAPE America PE standards. This document was created to support physical educators in interpreting the new CHPE Framework to identify PE-related standards in order to support the adaptation of PE curricula.

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| **Grades PreK-2** | | |
| **SHAPE PE Standard** | **SHAPE Grade-Span Learning Indicators** | **Massachusetts CHPE Standard** |
| **Standard 1: Develops a variety of motor skills.** | 1.2.1, 1.2.15 | 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] |
|  | 1.2.2 | 2.4.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). [PE] |
|  | 1.2.3, 1.2.5 | 2.4.PF.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] |
|  | 1.2.4 | 2.4.PF.6 Demonstrate developmentally-appropriate stationary body actions in non-dynamic environments. [PE] |
|  | 1.2.6-10, 1.2.12-14 | 2.4.PF.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] |
| **Standard 2: Applies knowledge related to movement and fitness concepts.** | 2.2.11 | 2.1.NE.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] |
|  | 2.2.2, 2.2.10 | 2.2.PF.2 Recognize body responses, physiological changes in their bodies, and emotions during movement and physical activity. [HPE] |
|  | 2.2.3 | 2.2.PF.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] |
|  | 2.2.1 | 2.2.PF.4 Exhibit prosocial behavior and contribute to the creation and maintenance of safe, supportive learning environments. [PE; SE] |
|  | 2.2.6-9 | 2.2.PF.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] |
| **Standard 3: Develops social skills through movement.** | 3.2.6 | 2.2.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). [HPE] |
| 3.2.8 | 2.2.PS.5 Demonstrate the ability to ask a trusted adult for help (including problem-solving) in a variety of situations. [HPE] |
|  | 3.2.10 | 2.2.PF.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] |
|  | 3.2.2, 3.2.5 | 2.2.PF.4 Exhibit prosocial behavior and contribute to the creation and maintenance of safe, supporting learning environments. [PE] |
|  | 3.2.3, 3.2.7 | 2.2.PF.5 Participate safely in a variety of physical education situations, including independent, partner and group activities, with and without equipment. [PE] |
|  | 3.2.1 | 2.3.HR.10 Predict how someone else may feel in a variety of situations and display compassionate and empathetic behaviors. [HPE; SE] |
|  | 3.2.4 | 2.3.MH.6 Demonstrate effective listening and communication skills, including giving and accepting a compliment and feedback, individually and in group settings. [HPE; SE] |
| **Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.** | 4.2.4, 4.2.7 | 2.2.PF.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] |
| 4.2.3 | 2.2.PF.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] |
|  | 4.2.1, 4.2.2, 4.2.5 | 2.2.PF.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] |
|  | 4.2.6 | 2.2.PF.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] |
|  | 4.2.9 | 2.5.MH.3 Demonstrate emotional regulation strategies to support mental and emotional health alone or with support from adults. [HPE; SE] |
| **Grades 3-5** | | |
| **SHAPE PE Standard** | **SHAPE Grade-Span Learning Indicators** | **Massachusetts CHPE Standard** |
| **Standard 1: Develops a variety of motor skills.** | 1.5.1 | 5.4.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. [PE] |
|  | 1.5.2-8 | 5.4.PF.6 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] |
|  | 1.5.9-21 | 5.4.PF.7 Demonstrate developmentally-appropriate manipulative skills with hands and feet 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] |
| **Standard 2: Applies knowledge related to movement and fitness concepts.** | 2.5.1 | 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] |
|  | 2.5.5 | 5.3.PF.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] |
|  | 2.5.7-14 | 5.3.PF.10 Describe the benefits of movement and being physically active, especially with others, on physical, social, and emotional health. [HPE] |
|  | 2.5.4 | 5.4.PF.1 Demonstrate developmentally-appropriate patterns of varied locomotor skills, jumping and landing, and step-like actions in a dynamic environment. [PE] |
|  | 2.5.2-3 | 5.4.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. [PE] |
|  | 2.5.6 | 5.4.PF.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] |
|  | 2.5.17 | 5.1.NE.3 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] |
| **Standard 3: Develops social skills through movement.** | 3.5.3 | 5.3.PF.1 Recognizes the role of respectful interactions with others when participating in physical activity. [PE; SE] |
| 3.5.6 | 5.3.PF.2. Describes why following game rules are important in a physical activity setting. [PE] |
|  | 3.5.2, 3.5.5 | 5.3.PF.5 Uses communication skills to negotiate roles and responsibilities and to provide peer feedback in a physical activity setting. [PE; SE] |
|  | 3.5.1 | 5.3.PF.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] |
|  | 3.5.4 | 5.3.PF.9. Identify opportunities and safe places for physical activity outside of school. [HPE] |
| **Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.** | 4.5.1-2 | 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] |
| 4.5.3-10 | 5.2.PF.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] |
| **Grades 6-8** | | |
| **SHAPE PE Standard** | **SHAPE Grade-Span Learning Indicators** | **Massachusetts CHPE Standard** |
| **Standard 1: Develops a variety of motor skills.** | 1.8.1, 1.8.3-4 | 8.4.PF.1 Exhibit developmentally-appropriate command of locomotor and non-locomotor skills, rhythm, and timing. [PE] |
|  | 1.8.2 | 8.4.PF.2 Demonstrate movement sequences within varied dance forms to music as an individual or in a group. [PE] |
|  | 1.8.5-16 | 8.4.PF.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] |
|  | 1.8.17-19 | 8.4.PF.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] |
| **Standard 2: Applies knowledge related to movement and fitness concepts.** | 2.8.1 | 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] |
| 2.8.2-7 | 8.2.PF.4 Demonstrate the ability to follow game rules in a variety of physical activity situations and applies and respects the importance of etiquette. [PE] |
|  | 2.8.9-12 | 8.2.PF.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] |
|  | 2.8.8 | 8.2.PF.10 Apply movement concepts to different types of dances, gymnastics, rhythms, and individual performance activities. [PE] |
|  | 2.8.9-18 | 8.2.PF.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] |
|  | 2.8.21 | 8.1.PS.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] |
| **Standard 3: Develops social skills through movement.** | 3.8.6, 3.8.9 | 8.3.PF.4 Demonstrate the ability to follow game rules in a variety of physical activity situations and applies and respects the importance of etiquette. [PE] |
| 3.8.1 | 8.3.PF.1 Understand and accept others’ differences during a variety of physical activities. [PE] |
|  | 3.8.2-3, 3.8.8, 3.8.10 | 8.3.PF.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] |
|  | 3.8.4 | 8.3.PF.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] |
|  | 3.8.7 | 8.2.PF.3 Recognize and implement safe and appropriate behaviors during physical activity and with exercise equipment. [PE] |
| **Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.** | 4.8.1 | 8.2.PF.2 Describe how self-expression and enjoyment impacts individual engagement in physical activity. [PE; SE] |
| 4.8.2 | 8.3.PF.2 Describe how social interaction impacts individual engagement in physical activity. [PE; SE] |
| 4.8.3-9 | 8.2.PF.8 Explain connections between fitness and physical activity level and overall physical, emotional, and mental health. [HPE] |
|  |  | **Grades 9-12** |
| **SHAPE PE Standard** | **SHAPE Grade-Span Learning Indicators** | **Massachusetts CHPE Standard** |
| **Standard 1: Develops a variety of motor skills.** | 1.12.1-3 | 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] |
|  | 1.12.4 | 12.4.PF.3 Demonstrate movement sequences based on the movement framework (body, space, effort, time, and relationships). [PE] |
|  | 1.12.5-8 | 12.4.PF.4 Demonstrate appropriate techniques to support flexibility, cardiovascular health, muscular strength and endurance, and skill-related fitness training [PE]. |
| **Standard 2: Applies knowledge related to movement and fitness concepts.** | 2.12.7, 2.12.11 | 12.2.PF.2 Discuss the benefits of a physically active lifestyle across multiple dimensions of health and across a person’s lifespan. [HPE] |
| 2.12.9-10, 2.12.15 | 12.2.PF.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] |
|  | 2.12.8 | 12.2.PF.8 Create a goal and plan for participating in physical activity to maintain or improve health and monitor progress. [PE] |
|  | 2.12.6 | 12.2.PF.9 Set a goal and create a practice plan to improve performance for a self-selected skill. [PE] |
|  | 2.12.13 | 12.2.PF.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] |
|  | 2.12.1-5 | 12.4.PF.7 Apply the terminology associated with exercise and participation in a variety of lifetime recreational physical activities. [PE] |
|  | 2.12.14 | 12.5.PF.4 Identify and discuss the historical and cultural roles of games, sports, and dance in a society. [PE] |
| **Standard 3: Develops social skills through movement.** | 3.12.6 | 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] |
|  | 3.12.7 | 12.3.PF.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] |
|  | 3.12.8 | 12.3.PF.5 Assume a leadership role (e.g., task or group leader) in a sports or physical activity setting. [PE] |
|  | 3.12.1-3 | 12.3.PF.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] |
|  | 3.12.5 | 12.3.PF.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] |
|  | 3.12.4 | 12.3.PF.10 Implement and provide feedback to improve performance without prompting from teacher. [PE; SE] |
| **Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.** | 4.12.7 | 12.2.PF.2 Discuss the benefits of a physically active lifestyle across multiple dimensions of health and across a person’s lifespan. [HPE] |
| 4.12.1-4 | 12.2.PF.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] |
|  | 4.12.5 | 12.2.PF.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] |
|  | 4.12.6 | 12.2.PF.9 Set a goal and create a practice plan to improve performance for a self-selected skill. [PE] |
|  | 4.12.8-9 | 12.2.PF.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] |

## **MA CHPE Physical Education standards that are not included in the SHAPE America PE standards:**

Please note that the [CHPE Framework](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.mass.edu%2Fframeworks%2Fhealth%2F2023-09.docx&wdOrigin=BROWSELINK) includes additional Physical Education topics such as Nutrition and Balanced Eating, Mental and Emotional Health, Physical Health and Hygiene, etc. which are coded as [HPE, SE], [PE, SE] (Health and Physical Education, Physical Education, and/or Social-Emotional).

### **Examples of Movement and Fitness standards in the CHPE Framework not included in the SHAPE America PE standards:**

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

##### *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]

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]

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]

*Healthy Relationships [2.3.HR]*

5. Recognize the benefits of and strategies for cooperation in a variety of settings (including physical education). [HPE; SE]

*Physical Health and Hygiene [2.7.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. [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]

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

*Nutrition and Balanced Eating [5.1.NE]*

7. 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]

*Physical Activity and Fitness [5.1.PF]*

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]

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]

*Mental and Emotional Health [5.2.MH]*

7. 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]

*Physical Health and Hygiene [5.2.PH]*

5. 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]

7. 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]

*Physical Activity and Fitness [5.2.PF]*

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]

*Physical Activity and Fitness [5.3.PF]*

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]

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]

*Mental and Emotional Health [5.5.MH]*

3. Identify personal strengths and opportunities for growth and improvement in a variety of contexts (including physical activity). [HPE; SE]

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

7. 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]

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

*Personal Safety [8.1.PS]*

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]

*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]

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]*

5. 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]

*Physical Activity and Fitness [8.2.PF]*

5. Apply dynamic and static stretching to exercise in warm-up, cool down, flexibility, endurance, and physical activities. [PE]

9. Apply knowledge of personal health practices in order to self-select meaningful physical activities. [PE]

*Healthy Relationships [8.3.HR]*

10. 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]

*Physical Activity and Fitness [8.3.PF]*

3. Use communication skills to negotiate strategies and tactics in a physical activity setting. [PE; 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]

*Physical Activity and Fitness [8.4.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, parkour), individual performance activities, or indoor/dance activities (e.g., hip-hop/line/folk dance, swimming, gymnastics, wrestling, self-defense). [PE]

*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]

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

*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]

*Mental and Emotional Health [12.2.MH]*

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]

*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]

*Physical Activity and Fitness [12.2.PF]*

1. Assess personal strengths and interests and how they influence engagement in physical activity. [HPE; SE]

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]

*Physical Activity and Fitness [12.3.PF]*

2. Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity. [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]

*Physical Activity and Fitness [12.4.PF]*

6. Design strategies and tactics to elicit a higher level of performance during a variety of sports, athletic, or physical activities. [PE]

*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]*

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]

*Physical Activity and Fitness [12.6.PF]*

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]

# **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***

|  |  |
| --- | --- |
| **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**

|  |  |
| --- | --- |
| **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 |