

Recommendations for PA Academic Standards for Health, Safety, and Physical Education

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Preface

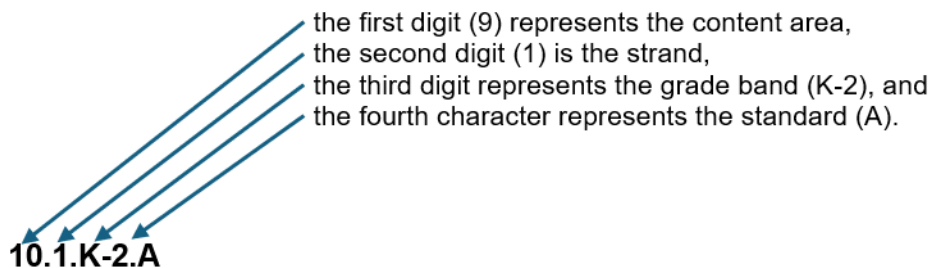
The Standards Committee has undertaken a comprehensive revision of the Health, Safety, and Physical Education standards to address critical instructional gaps, modernize content, and elevate analytical rigor across all grade levels. A systematic review of the previous framework revealed a persistent deficit in critical-thinking requirements, modern safety concepts, and explicit skill development, often relying on simple rule memorization rather than evaluation-level health literacy. To remedy this, the new standards intentionally integrate medically accurate terminology, digital safety protocols, mental health self-regulation, and bodily autonomy concepts that were entirely absent from prior guidelines. By transitioning the curriculum from passive content identification to active evaluation, analysis, and systemic critique, the committee has successfully aligned Pennsylvania's needs with the rigorous benchmarks established by the national SHAPE Standards and the CDC's Health Education Curriculum Analysis Tool (HECAT). Ultimately, these updates ensure that students are equipped with the evidence-based reasoning, health and physical literacy, and risk-reduction strategies necessary to navigate modern wellness challenges and support lifelong health.

Overview

Health, Safety, and Physical Education focuses on the fundamentals of health literacy skills, whole-child well-being, physical literacy, and fitness concepts, with a goal to develop individuals who can make informed decisions, manage their personal wellness, build positive relationships, and engage in lifelong health-enhancing physical activity. The standards are written as grade-banded expectations built around these areas and the topics that make up each strand.

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Each standard has a four-digit code. In the example below, for standard 10.1.K-2.A:



Appendix 1: Recommended Standards

1. Core Concepts

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Alcohol, Tobacco, and Other Drugs	10.1.K-2.A Describe how drugs affect health and explain why medicines must be used safely with a trusted adult.	10.1.3-5.A Explain the health risks of drugs and describe safe medication practices.	10.1.6-8.A Analyze how drugs affect health and differentiate safe from unsafe drug use.	10.1.9-12.A Evaluate the health and legal consequences of drug use to determine overall risks and impacts.
Nutrition	10.1.K-2.B Describe how food supports health and development.	10.1.3-5.B Explain how food supports health and development by identifying food groups that support balanced meals.	10.1.6-8.B Analyze how food supports health and development by examining dietary guidelines and the relationship between food and disease prevention.	10.1.9-12.B Evaluate how dietary habits support lifelong health and development to determine health risks and prevention strategies.
Physical Activity	10.1.K-2.C Describe how physical activity benefits the body and identify safe ways to be active.	10.1.3-5.C Explain how regular physical activity improves fitness and reduces injury risk.	10.1.6-8.C Analyze recommended physical activity guidelines and apply injury-prevention and fitness principles.	10.1.9-12.C Evaluate personal physical activity patterns and apply fitness principles to support lifelong health and prevent disease.
Personal Health and Wellness	10.1.K-2.D Identify daily habits that keep the body healthy.	10.1.3-5.D Describe how hygiene, sleep, and preventive behaviors reduce illness, and practice health-promoting routines.	10.1.6-8.D Investigate how personal behaviors influence overall wellness and the prevention of communicable and non-communicable diseases.	10.1.9-12.D Justify how lifestyle behaviors impact health and propose strategies for preventing communicable and non-communicable diseases to improve overall wellness.
Mental Health and Wellness	10.1.K-2.E Identify basic emotions and safe ways to express feelings.	10.1.3-5.E Explain how emotions influence behavior and relationships.	10.1.6-8.E Analyze how stress, peer relationships, and social influences affect mental health.	10.1.9-12.E Evaluate factors that influence emotional well-being and resilience.
Healthy Relationships/ Sexual Health	10.1.K-2.F Identify personal boundaries, trusted adults, and behaviors that show kindness and respect in relationships.	10.1.3-5.F Describe characteristics of healthy and unhealthy relationships.	10.1.6-8.F Analyze how peer pressure, communication, boundaries, and conflict influence the health of relationships.	10.1.9-12.F Evaluate how communication, consent, personal values, power, and social influences affect the quality and impact of relationships.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Healthy Relationships/ Sexual Health	Intentionally blank	10.1.3-5.G Explain physical and emotional changes during puberty.	10.1.6-8.G Analyze how puberty, reproductive systems, and consent influence sexual health to prevent STIs, HVI, and unintended consequences.	10.1.9-12.G Evaluate practices and behaviors to prevent sexually transmitted infections (STIs), HIV, communicable and non-communicable diseases, and unintended consequences.
Safety and Violence Prevention	10.1.K-2.H Identify safety rules, common hazards, unsafe behaviors, trusted adults, and basic rules for staying safe, including in digital environments.	10.1.3-5.H Explain how safe behaviors, respectful actions, protective measures, and responsible online behavior reduce the risk of injury, bullying, and violence at home, at school, in the community, and in digital environments.	10.1.6-8.H Analyze environmental, social, emotional, and digital factors that contribute to injury, bullying, conflict, and violence.	10.1.9-12.H Evaluate prevention strategies and risk factors related to injury, violence, coercion, substance-related harm, and digital safety in relation to personal and community well-being.

2. Analyzing Influences

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Alcohol, Tobacco, and Other Drugs	10.2.K-2.A Recognize how influences shape choices about medicines and harmful substances, including, but not limited to, personal preferences, family rules, and media messages.	10.2.3-5.A Explain how internal and external influences affect decisions about alcohol, tobacco, and other drugs, including, but not limited to, peer behavior, advertising, and community expectations.	10.2.6-8.A Examine how internal and external influences impact beliefs and behaviors related to substance use, including, but not limited to, personal values, peer pressure, cultural norms, and media messaging.	10.2.9-12.A Critique how internal and external influences affect substance-use decisions using health and legal consequences as criteria, including, but not limited to, social norms, policies, cultural expectations, and media trends.
Nutrition	10.2.K-2.B Identify how influences affect food choices, including, but not limited to, hunger cues, family traditions, and advertising.	10.2.3-5.B Describe how internal and external influences shape eating behaviors, including, but not limited to, taste preferences, peer influence, and media messaging.	10.2.6-8.B Interpret how internal and external influences affect dietary patterns, including, but not limited to, body image, cultural practices, access to food, and current trends.	10.2.9-12.B Evaluate how internal and external influences affect nutrition choices using dietary guidelines as criteria, including, but not limited to, socioeconomic factors, cultural expectations, and current trends.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Physical Activity	10.2.K-2.C Recognize how influences affect participation in physical activity, including, but not limited to, enjoyment, family encouragement, and available play spaces.	10.2.3-5.C Explain how internal and external influences shape physical activity behaviors, including, but not limited to, motivation, peer support, media trends, and community access.	10.2.6-8.C Differentiate how internal and external influences affect physical activity choices, including, but not limited to, self-confidence, technology use, social norms, and environment.	10.2.9-12.C Assess how internal and external influences impact physical activity patterns using fitness standards as criteria, including, but not limited to, cultural expectations, work schedules, technology, and economic access.
Personal Health and Wellness	10.2.K-2.D Identify how influences affect health behaviors, including, but not limited to, daily routines and family habits.	10.2.3-5.D Discuss how internal and external influences shape personal health habits, including, but not limited to, peer behaviors and media messaging.	10.2.6-8.D Analyze how internal and external influences impact wellness behaviors, including, but not limited to, social expectations, environment, and access to health care.	10.2.9-12.D Appraise how internal and external influences affect long-term health outcomes using evidence-based wellness indicators, including, but not limited to, policies, culture, and socioeconomic status.
Mental Health and Wellness	10.2.K-2.E Recognize how influences affect feelings and behaviors, including, but not limited to, emotions, family interactions, and classroom environments.	10.2.3-5.E Explain how internal and external influences affect mental health, including, but not limited to, peer relationships and social expectations.	10.2.6-8.E Investigate how internal and external influences shape coping behaviors, including, but not limited to, stress, media exposure, academic pressure, and peer norms.	10.2.9-12.E Evaluate how internal and external influences impact mental health outcomes, including, but not limited to, cultural norms, stigma, access to support services, and social media.
Healthy Relationships/ Sexual Health	10.2.K-2.F Identify how influences affect relationship behaviors, including, but not limited to, feelings, family expectations, and classroom rules.	10.2.3-5.F Describe how internal and external influences shape friendships and interactions, including, but not limited to, peer groups, media, digital environments, and cultural expectations.	10.2.6-8.F Examine how internal and external influences impact relationship decisions, including, but not limited to, peer pressure, social norms, digital communication, and power dynamics.	10.2.9-12.F Justify how internal and external influences shape healthy relationships.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Healthy Relationships/ Sexual Health	Intentionally blank	Intentionally blank	10.2.6-8.G Analyze how internal and external influences affect sexual health beliefs and behaviors, including, but not limited to, peer norms, media portrayals, and cultural expectations.	10.2.9-12.G Evaluate how internal and external influences impact sexual health outcomes using evidence-based health criteria, including, but not limited to cultural norms, access to health information, and media messaging.
Safety and Violence Prevention	10.2.K-2.H Recognize how internal and external influences affect safe behavior, including, but not limited to, emotions, family rules, and adult guidance.	10.2.3-5.H Explain how internal and external influences affect safety and conflict situations, including, but not limited to, peer behavior, media exposure, and community norms.	10.2.6-8.H Explore how internal and external influences contribute to safety risks, including, but not limited to, social pressure, emotions, digital interactions, and substance exposure.	10.2.9-12.H Evaluate how internal and external influences impact injury and violence outcomes using prevention standards as criteria, including, but not limited to, social norms, policies, substance use, digital environments, and cultural expectations.

3. Accessing Information

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Alcohol, Tobacco, and Other Drugs	10.3.K-2.A Identify trusted adults at home, at school, and in the community who provide safe information about medicines.	10.3.3-5.A Locate and describe reliable resources, such as school nurses or anti-drug programs, for information on harmful substances.	10.3.6-8.A Compare the validity of various media and digital sources regarding the effects of alcohol and tobacco use.	10.3.9-12.A Critique the validity and reliability of information related to substance use and prevention using evidence-based criteria, including, but not limited to, authorship, scientific support, publication date, and alignment with public health guidance.
Nutrition	10.3.K-2.B Identify trusted adults who are reliable sources of information about healthy foods and why they provide helpful guidance.	10.3.3-5.B Determine which nutritional resources are appropriate for making healthy snack choices in different situations.	10.3.6-8.B Interpret nutritional facts and claims on packaging to distinguish between health-promoting products and misleading marketing.	10.3.9-12.B Evaluate the validity and reliability of nutrition information using evidence-based criteria and established nutrition guidelines, including, but not limited to, food marketing claims and dietary guidance.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Physical Activity	10.3.K-2.C Identify safe physical activity spaces and the adults who supervise them to support active play.	10.3.3-5.C Locate community resources that offer opportunities for physical activity, such as parks and recreation departments.	10.3.6-8.C Assess the credibility of fitness information found on social media versus professional health organizations.	10.3.9-12.C Evaluate the validity and reliability of information related to physical activity, fitness trends, and performance enhancement using evidence-based criteria and recognized fitness standards.
Personal Health and Wellness	10.3.K-2.D Identify trusted adults who promote personal hygiene and daily wellness habits.	10.3.3-5.D Access home and community resources that provide valid information on hygiene products and personal wellness services.	10.3.6-8.D Analyze the validity of health-related resources that track personal health data and habits, including, but not limited to, wearable devices, fitness applications, nutrition trackers, and online health platforms.	10.3.9-12.D Evaluate the reliability and relevance of disease prevention and wellness information using public health standards and scientific evidence.
Mental Health and Wellness	10.3.K-2.E Identify characteristics of trusted adults who support emotional well-being and help when feeling overwhelmed.	10.3.3-5.E Determine which school or community mental health resources are appropriate for different emotional needs.	10.3.6-8.E Analyze the validity of mental health information provided by peer groups versus licensed professionals.	10.3.9-12.E Evaluate mental health information and resources using professional standards and research evidence, including, but not limited to, licensed professional guidance, school and community mental health services, and reputable digital health platforms.
Healthy Relationships/ Sexual Health	10.3.K-2.F Identify trusted adults and professionals who can help explain healthy boundaries and respectful interactions.	10.3.3-5.F Locate reliable home and school resources for information on physical and emotional changes during development.	10.3.6-8.F Access credible websites and health-related applications to find accurate information on reproductive health.	10.3.9-12.F Assess the validity and reliability of information related to relationships and interpersonal health.
Healthy Relationships/ Sexual Health	Intentionally blank	Intentionally blank	10.3.6-8.G Analyze sexual health information from multiple reliable digital and healthcare resources.	10.3.9-12.G Appraise the credibility and scientific accuracy of sexual health resources using evidence-based public health criteria.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Safety and Violence Prevention	10.3.K-2.H Describe how to seek help from community helpers in an emergency, including, but not limited to, police and firefighters.	10.3.3-5.H Locate valid information and products that meet safety standards, including, but not limited to, bike helmets and life jackets.	10.3.6-8.H Analyze the reliability of internet safety resources and violence prevention programs available in the community.	10.3.9-12.H Evaluate the reliability and effectiveness of injury and violence prevention information using legal standards and public health evidence.

4. Interpersonal Communication

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Alcohol, Tobacco, and Other Drugs	10.4.K-2.A Practice saying “no” and expressing feelings when offered medicines or potentially harmful substances by someone other than a trusted adult.	10.4.3-5.A Demonstrate effective verbal and nonverbal communication strategies to refuse alcohol, tobacco, and other drugs.	10.4.6-8.A Exhibit peer resistance and negotiation skills to avoid substance use in social situations.	10.4.9-12.A Model assertive communication and advocacy strategies to remain substance-free and support others in resisting substance use.
Nutrition	10.4.K-2.B Recognize communication skills that support healthy eating.	10.4.3-5.B Apply effective communication skills to make food choices aligned with a healthy eating pattern.	10.4.6-8.B Exhibit communication and help-seeking skills to improve personal eating behaviors and promote healthy choices.	10.4.9-12.B Apply communication strategies to promote nutritional wellness.
Physical Activity	10.4.K-2.C Describe communication behaviors that support safe physical activity.	10.4.3-5.C Demonstrate verbal and nonverbal communication skills to promote safe participation in physical activity.	10.4.6-8.C Implement communication and collaboration strategies to encourage physical activity and seek assistance when needed.	10.4.9-12.C Model leadership skills to promote lifelong physical activity for self and others.
Personal Health and Wellness	10.4.K-2.D Express needs, wants, and feelings in healthy ways to support personal wellness.	10.4.3-5.D Apply effective communication skills to enhance personal health and seek assistance when necessary.	10.4.6-8.D Exhibit resistance and negotiation skills to reduce behaviors that negatively affect personal health.	10.4.9-12.D Integrate assertive communication and collaboration skills to promote wellness for self and others.
Mental Health and Wellness	10.4.K-2.E Express emotions appropriately and communicate when help is needed.	10.4.3-5.E Apply active listening skills and empathetic responses in mental health situations.	10.4.6-8.E Demonstrate effective communication skills, including peer resistance skills, to enhance mental and emotional health and reduce mental and emotional health risks.	10.4.9-12.E Model effective communication, peer resistance, negotiation, and collaboration skills to promote wellness.
Healthy Relationships/ Sexual Health	10.4.K-2.F	10.4.3-5.F Apply effective verbal and nonverbal communication skills	10.4.6-8.F Exhibit respectful communication and conflict-	10.4.9-12.F Demonstrate and advocate for communication practices that

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
	Report unsafe situations to a trusted adult using clear communication.	to build healthy peer and family relationships.	resolution skills to strengthen relationships.	promote healthy relationships. and sexual health.
Healthy Relationships/ Sexual Health	Intentionally blank	Intentionally blank	10.4.6-8.G Analyze how communication influences sexual health choices.	10.4.9-12.G Apply assertive communication and help-seeking strategies to maintain sexual and reproductive health.
Safety and Violence Prevention	10.4.K-2.H Express safety concerns and report unsafe behavior to trusted adults.	10.4.3-5.H Demonstrate communication strategies to prevent injury and resolve conflict safely.	10.4.6-8.H Implement negotiation, resistance, and collaboration skills to reduce safety risks and prevent violence.	10.4.9-12.H Model effective communication strategies that enhance safety and prevent injury and violence.

5. Decision-Making

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Alcohol, Tobacco, and Other Drugs	10.5.K-2.A Recognize when a decision about medicines or harmful substances is needed to maintain safety and health, including, but not limited to, situations involving household products, medications, and unknown substances.	10.5.3-5.A Apply a decision-making process to situations involving alcohol, tobacco, and other drugs to select healthy choices, including, but not limited to, peer pressure scenarios and unsafe offers.	10.5.6-8.A Analyze substance-use situations by examining influences, alternatives, and potential consequences, including, but not limited to, vaping, prescription misuse, and social settings.	10.5.9-12.A Evaluate decisions related to alcohol and other drug use by assessing risks, barriers, alternatives, and long-term outcomes, including, but not limited to, impaired driving, drug use, and legal implications.
Nutrition	10.5.K-2.B Identify food-related decisions that affect health and well-being, including, but not limited to, choosing balanced meals and healthy snacks.	10.5.3-5.B Apply a decision-making process to choose foods that support healthy growth, including, but not limited to, evaluating portion size and added sugars.	10.5.6-8.B Examine nutrition choices by considering influences, alternatives, and predicted outcomes, including, but not limited to, marketing messages and dietary trends.	10.5.9-12.B Justify dietary decisions by assessing evidence, long-term health impact, and lifestyle factors, including, but not limited to, chronic disease prevention and performance goals.
Physical Activity	10.5.K-2.C Recognize when decisions are needed to participate safely in physical activity, including, but not limited to, wearing protective gear and following safety rules.	10.5.3-5.C Apply a decision-making process to select safe and beneficial physical activities, including, but not limited to, warm-up practices and hydration needs.	10.5.6-8.C Analyze physical activity situations by examining risks, influences, and alternatives, including, but not limited to, overtraining and environmental conditions.	10.5.9-12.C Evaluate physical activity decisions by assessing barriers, benefits, and long-term wellness outcomes, including, but not limited to, injury prevention and fitness planning.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Personal Health and Wellness	10.5.K-2.D Recognize daily decisions that affect personal health, including, but not limited to, hygiene practices and sleep routines.	10.5.3-5.D Utilize a decision-making process to promote healthy personal habits, including, but not limited to, disease prevention and daily routines.	10.5.6-8.D Analyze personal health situations by examining options, influences, and consequences, including, but not limited to, risk behaviors and health screenings.	10.5.9-12.D Evaluate personal health decisions by assessing evidence, risks, and long-term impact, including, but not limited to, preventive care and lifestyle behaviors.
Mental Health and Wellness	10.5.K-2.E Identify when emotional decisions are needed to stay safe and healthy, including, but not limited to, managing strong feelings and seeking help.	10.5.3-5.E Utilize a decision-making process to select healthy coping strategies, including, but not limited to, stress management and conflict resolution.	10.5.6-8.E Examine mental and emotional health situations by considering stressors, influences, and possible responses, including, but not limited to, peer conflict and academic pressure.	10.5.9-12.E Justify mental health decisions by assessing supports, risks, and long-term well-being, including, but not limited to, seeking professional help and managing chronic stress.
Healthy Relationships/ Sexual Health	10.5.K-2.F Recognize when relationship decisions are needed to maintain safety and respect, including, but not limited to, sharing, fairness, and personal boundaries.	10.5.3-5.F Apply a decision-making process to choose respectful and responsible behaviors, including, but not limited to, resolving peer conflict.	10.5.6-8.F Analyze relationship situations by examining boundaries, influences, and potential outcomes, including, but not limited to, peer pressure and digital communication.	10.5.9-12.F Evaluate relationship decisions by assessing consent, risks, influences, and long-term implications.
Healthy Relationships/ Sexual Health	Intentionally blank	Intentionally blank	10.5.6-8.G Analyze sexual health situations by considering influences, boundaries, and potential consequences, including, but not limited to, peer norms and media messaging.	10.5.9-12.G Evaluate sexual and reproductive health decisions by assessing risks, alternatives, and long-term implications.
Safety and Violence Prevention	10.5.K-2.H Recognize when safety decisions are needed to prevent injury or harm, including, but not limited to, reporting unsafe behavior and following emergency rules.	10.5.3-5.H Apply a decision-making process to select protective and responsible behaviors, including, but not limited to, avoiding dangerous situations and seeking help.	10.5.6-8.H Examine safety and violence-prevention scenarios by considering influences, risks, and alternatives, including, but not limited to, cyberbullying and conflict escalation.	10.5.9-12.H Evaluate safety and violence-prevention decisions by assessing prevention strategies, legal considerations, and long-term impact, including, but not limited to, substance-related risk, coercion, and community safety.

6. Goal-Setting

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Alcohol, Tobacco, and Other Drugs	10.6.K-2.A Select an age-appropriate goal that supports avoiding harmful substances with adult guidance.	10.6.3-5.A Develop a short-term goal to remain substance-free.	10.6.6-8.A Apply a structured goal-setting process to reduce or avoid substance-related risks	10.6.9-12.A Design a long-term substance-use prevention goal that addresses barriers, incorporates risk-reduction strategies, tracks progress, and evaluates outcomes.
Nutrition	10.6.K-2.B Choose an age-appropriate goal that supports dietary guidelines.	10.6.3-5.B Implement a goal-setting strategy to improve dietary guidelines.	10.6.6-8.B Assess a goal-setting strategy to improve dietary guidelines.	10.6.9-12.B Create a long-term goal aligned with dietary guidelines that supports performance, wellness, and disease prevention.
Physical Activity	10.6.K-2.C Choose an age-appropriate goal that supports daily movement and safety.	10.6.3-5.C Create a short-term goal aligned with recommended daily activity guidelines.	10.6.6-8.C Apply a structured plan to improve or maintain wellness.	10.6.9-12.C Design a long-term program that supports meeting lifelong activity guidelines.
Personal Health and Wellness	10.6.K-2.D Select an age-appropriate goal that supports healthy daily routines.	10.6.3-5.D Develop a short-term goal that improves personal wellness.	10.6.6-8.D Apply a goal-setting strategy to improve personal wellness.	10.6.9-12.D Design a comprehensive plan that supports lifelong personal wellness.
Mental Health and Wellness	10.6.K-2.E Identify an age-appropriate goal that supports coping strategies.	10.6.3-5.E Develop a short-term goal that improves mental and emotional wellness.	10.6.6-8.E Apply a goal-setting strategy to improve or maintain mental and emotional wellness.	10.6.9-12.E Design a plan that supports and promotes long-term mental and emotional wellness.
Healthy Relationships/ Sexual Health	10.6.K-2.F Choose an age-appropriate goal that promotes respectful behavior in relationships, including, but not limited to, sharing, listening, showing kindness, and asking for help from a trusted adult.	10.6.3-5.F Develop a short-term goal to promote healthy relationships, including, but not limited to, using respectful communication, resolving conflicts, and demonstrating empathy.	10.6.6-8.F Implement long-term goals to develop and maintain healthy relationships.	10.6.9-12.F Evaluate short- and long-term goals that enhance healthy relationships.
Healthy Relationships/ Sexual Health	Intentionally blank	Intentionally blank	10.6.6-8.G Apply goal-setting skills to support responsible decision-making related to sexual health.	10.6.9-12.G Evaluate the goal-setting process and outcomes related to sexual health.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Safety and Violence Prevention	10.6.K-2.H Identify an age-appropriate goal that supports safe behavior.	10.6.3-5.H Develop a short-term goal to promote safety and prevent violence.	10.6.6-8.H Implement a safety and violence prevention plan.	10.6.6-8.H Evaluate a safety and violence prevention plan.

7. Practicing Healthy Behaviors

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Alcohol, Tobacco, and Other Drugs	10.7.K-2.A Practice safe behaviors around unknown substances and seek help from a trusted adult.	10.7.3-5.A Model behaviors that prevent exposure to harmful substances to reduce risk of injury and illness.	10.7.6-8.A Implement risk-reduction strategies to avoid substance use.	10.7.9-12.A Evaluate personal behaviors and strategies that prevent substance use and reduce long-term health risks.
Nutrition	10.7.K-2.B Identify behaviors that meet dietary guidelines.	10.7.3-5.B Create well-balanced meals that meet dietary guidelines.	10.7.6-8.B Implement behaviors that meet dietary guidelines.	10.7.9-12.B Evaluate behaviors that meet dietary guidelines.
Physical Activity	10.7.K-2.C Identify age-appropriate activities that meet guidelines.	10.7.3-5.C Apply recommended physical activity guidelines to daily routines.	10.7.6-8.C Implement regular physical activity participation that meets guidelines.	10.7.9-12.C Evaluate physical activity habits to support lifelong wellness.
Personal Health and Wellness	10.7.K-2.D Identify behaviors that promote wellness, including, but not limited to, hygiene, sleep, sun safety, and screen time.	10.7.3-5.D Practice personal health and wellness routines.	10.7.6-8.D Self-assess behaviors that support personal health and wellness.	10.7.9-12.D Evaluate personal health behaviors to support wellness and prevent diseases.
Mental Health and Wellness	10.7.K-2.E Identify behaviors that promote mental and emotional health, including, but not limited to, asking for help from a trusted adult and using calming techniques to manage emotions.	10.7.3-5.E Practice behaviors to promote mental and emotional health, including, but not limited to, positive self-talk, problem-solving strategies, and seeking support from trusted adults.	10.7.6-8.E Differentiate behaviors that promote mental and emotional health, including, but not limited to, emotional regulation, time management, healthy expression of emotions, and accessing resources.	10.7.9-12.E Evaluate behaviors to strengthen long-term well-being, including, but not limited to, time-management, stress-management techniques, and accessing resources.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Healthy Relationships/ Sexual Health	10.7.K-2.F Identify respectful behaviors, including, but not limited to, sharing, taking turns, listening to others, expressing feelings appropriately, and seeking help from a trusted adult.	10.7.3-5.F Demonstrate respectful behaviors, including, but not limited to, using “I” statements, showing empathy, resolving conflict, digital responsibility, and reporting bullying to a trusted adult.	10.7.6-8.F Differentiate behaviors that promote healthy relationships, including, but not limited to, refusal skills, recognizing unhealthy relationship behaviors, digital responsibility, and seeking support when needed.	10.7.9-12.F Evaluate behaviors that promote well-being and enhance healthy relationships.
Healthy Relationships/ Sexual Health	Intentionally blank	Intentionally blank	10.7.6-8.G Implement behaviors that support sexual health and safety, including, but not limited to, maintaining personal boundaries, practicing refusal skills, using respectful communication, and seeking guidance from trusted adults or resources.	10.7.9-12.G Evaluate sexual health behaviors that promote well-being for self and others.
Safety and Violence Prevention	10.7.K-2.H Identify safe behaviors that prevent injuries, including, but not limited to, following school rules, basic first aid, wearing protective gear, and telling a trusted adult when feeling unsafe.	10.7.3-5.H Model behaviors that prevent injury and violence, including, but not limited to, recognizing unsafe situations, first aid, practicing online safety, using nonviolent conflict-resolution strategies, and reporting bullying or unsafe behaviors to a trusted adult.	10.7.6-8.H Implement risk-reducing behaviors that prevent injury and violence, including, but not limited to, setting personal boundaries, first aid, using de-escalation techniques, reporting bullying, digital responsibility, and accessing safety resources.	10.7.9-12.H Evaluate risk-reducing behaviors that prevent injury and violence, including, but not limited to, safe use of transportation, first aid, CPR/AED, emergency response, reporting bullying, and digital responsibility.

8. Health Promotion and Well-Being

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Alcohol, Tobacco, and Other Drugs	10.8.K-2.A Identify ways to help self and others avoid harmful substances and unsafe products.	10.8.3-5.A Identify strategies to avoid harmful substances and unsafe products.	10.8.6-8.A Demonstrate behaviors and strategies that support avoiding harmful substances and unsafe products.	10.8.9-12.A Apply strategies to support healthy, substance-free choices for self and others.
Nutrition	10.8.K-2.B Identify ways to support self and others in meeting dietary guidelines.	10.8.3-5.B Demonstrate behaviors that support healthy eating for self and others.	10.8.6-8.B Apply strategies to support healthy eating habits for self and others.	10.8.9-12.B Evaluate strategies that support meeting dietary guidelines for self and others.
Physical Activity	10.8.K-2.C Identify ways to support others in being physically active.	10.8.3-5.C Demonstrate behaviors that support positive persona health.	10.8.6-8.C Promote participation in physical activity to support health and wellness.	10.8.9-12.C Design and implement a plan to support lifelong physical activity.
Personal Health and Wellness	10.8.K-2.D Identify ways to practice positive personal health behaviors.	10.8.3-5.D Demonstrate behaviors that support positive personal health.	10.8.6-8.D Apply strategies that support positive personal health and wellness.	10.8.9-12.D Evaluate strategies that improve personal health and wellness for all.
Mental Health and Wellness	10.8.K-2.E Identify ways to support the mental and emotional well-being of self and others, including, but not limited to, showing kindness, including others, using positive words, and seeking help from a trusted adult when someone feels unsafe or overwhelmed.	10.8.3-5.E Demonstrate behaviors that support healthy coping and emotional wellbeing.	10.8.6-8.E Develop a plan that supports mental and emotional well-being.	10.8.9-12.E Evaluate strategies that support mental and emotional well-being.
Healthy Relationships/ Sexual Health	10.8.K-2.F Identify ways to promote safe, healthy, and respectful relationships.	10.8.3-5.F Demonstrate behaviors that support safe, healthy, and respectful relationships.	10.8.6-8.F Develop strategies that promote safe, healthy, and respectful relationships.	10.8.9-12.F Evaluate strategies that promote safe, healthy, and respectful relationships.
Healthy Relationships/ Sexual Health	Intentionally blank	Intentionally blank	10.8.6-8.G Promote accurate sexual health information.	10.8.9-12.G Analyze strategies supporting informed, responsible, sexual health decisions.
Safety and Violence Prevention	10.8.K-2.H Identify ways to promote safety.	10.8.3-5.H Demonstrate behaviors that promote safety and prevent violence.	10.8.6-8.H Develop and apply strategies that support injury prevention and reduce violence.	10.8.9-12.H Analyze and apply violence and injury prevention strategies that promote safety and reduce risk.

9. Motor Skills

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Locomotor	10.9.K-2.A Demonstrate a variety of locomotor skills applying the concepts of space, effort, and relationship awareness, including, but not limited to, hopping, skipping, and running.	10.9.3-5.A Demonstrate a combination of locomotor movements with control and smooth transitions, including, but not limited to, sliding, leaping, and galloping.	10.9.6-8.A Demonstrate fundamental motor skills and movement patterns with proper form and balance, including, but not limited to, lunging and skipping.	10.9.9-12.A Apply sequenced motor skills and movement patterns to stay in control during activity.
Non-locomotor	10.9.K-2.B Demonstrate a variety of non-locomotor skills in physical activities, including, but not limited to, bending, twisting, and balancing.	10.9.3-5.B Demonstrate non-locomotor skills with control and coordination by responding to cues with movement sequences and performance tasks, including, but not limited to, stretching and balancing.	10.9.6-8.B Demonstrate non-locomotor skills in complex sequences and patterns with proper form and balance, including, but not limited to, changes in speed and direction.	10.9.9-12.B Apply advanced non-locomotor skills in fitness routines, sports performance, and movement-based practices, including, but not limited to, strength conditioning and yoga.
Manipulative	10.9.K-2.C Demonstrate developmentally appropriate manipulative skills using a variety of objects and equipment, including, but not limited to, tossing, catching, and dribbling.	10.9.3-5.C Demonstrate control and accuracy in developmentally appropriate manipulative skills in skill drills, small-sided games, and cooperative challenges, including, but not limited to, partner/team tossing, catching, and dribbling.	10.9.6-8.C Apply developmentally appropriate manipulative skills with accuracy and control in dynamic environments, including, but not limited to, serving, striking, throwing, and volleying.	10.9.9-12.C Perform developmentally appropriate manipulative skills, such as tennis swing, golf swing, and/or softball throw, with precision, power, and control in practice, recreation, or competition.
Rhythmic Activity	10.9.K-2.D Perform basic rhythmic movements and patterns in response to music, beat, or teacher cues, including, but not limited to, dance, scarf sequences, and/or drumming.	10.9.3-5.D Perform rhythmic movement patterns and simple dances that demonstrate coordination, timing, and spatial awareness in response to music or rhythm, including, but not limited to, jumping rope, Tinikling, and/or dance.	10.9.6-8.D Create and perform rhythmic movement sequences to a beat, including, but not limited to, yoga flow, aerobic sequence, and/or various dances.	10.9.9-12.D Apply advanced rhythmic skills to perform and create complex movement sequences or dance routines that express personal style and culture.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Lifetime Activities	10.9.K-2.E Demonstrate motor skills in lifetime activities, including, but not limited to, jumping rope, water safety, and outdoor pursuits.	10.9.3-5.E Apply motor skills in lifetime activities, such as hiking, paddling, and biking basics, for the purpose of skill development, cooperation, and sustained physical engagement.	10.9.6-8.E Demonstrate competency in motor skills in a variety of lifetime activities, such as disc golf, pickleball, geocaching, kayaking, and trail running, with control and strategy.	10.9.9-12.E Apply advanced motor skills with consistency, skill progression, and transfer of learning across lifetime activities such as golf, archery, tennis, fishing, and swimming.
Specialized Skill Performance	10.9.K-2.F Demonstrate multiple forms of specialized skills in isolated and simple environments with teacher support.	10.9.3-5.F Demonstrate control, accuracy, and technique in specialized skills used in skill drills, practice sessions, and small-sided games.	10.9.6-8.F Apply specialized skills, tactical awareness, and decision-making with consistency in gameplay.	10.9.9-12.F Perform specialized skills and strategies in various environments to enhance individual or team outcomes.

10. Movement & Fitness 10. Movement & Fitness

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Physical Activity and Fitness Knowledge	10.10.K-2.A Identify physical changes in the body during activity and explain why regular physical activity supports health, including, but not limited to, increased heart rate, breathing rate, and sweating.	10.10.3-5.A Describe the health benefits of physical activity and observable responses of the body during exercise, including, but not limited to, elevated heart rate, breathing rate, sweating, and body temperature.	10.10.6-8.A Analyze skill performance and apply problem-solving strategies to improve movement techniques, including, but not limited to, strength training skills, running technique, and outdoor safety.	10.10.9-12.A Analyze personal movement and fitness data to optimize performance and prevent injury.
Fitness	10.10.K-2.B Identify and demonstrate physical activities that support fitness and overall well-being.	10.10.3-5.B Define health and skill-related fitness components that establish wellness habits to enhance their development.	10.10.6-8.B Apply the principles of exercise that relate to health- and skill-related physical activities, including, but not limited to, progression, overload, specificity, and the FITT (frequency, intensity, time, and type) principle.	10.10.9-12.B Analyze personal effort during physical activity using tools such as the talk test, heart rate monitoring, or rate of perceived exertion (RPE) to understand how these factors influence health and quality of life now and in the future.
Tactics and Strategies	10.10.K-2.C Apply spatial awareness concepts and simple strategies to move safely and effectively in various settings, including, but not limited to, chasing and fleeing.	10.10.3-5.C Demonstrate offensive and defensive strategies by applying skill cues and critical elements across a variety of activities.	10.10.6-8.C Apply offensive and defensive tactics to create and reduce space in invasion, striking, and fielding games.	10.10.9-12.C Analyze and apply advanced tactics and strategies to optimize performance in lifetime sports, outdoor pursuits, and fitness.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Movement Concepts	10.10.K-2.D Identify and practice movement concepts related to levels, shapes, and pathways.	10.10.3-5.D Demonstrate movement concepts and problem-solving strategies for safe and efficient movement.	10.10.6-8.D Apply movement concepts and exercise principles during physical activity across diverse environments, including, but not limited to, warm-up, cool-down, and dynamic stretching.	10.10.9-12.D Analyze exercise principles and movement sequences to create plans that improve performance in self-selected lifetime activities.
Nutrition for Wellness	10.10.K-2.E Identify foods and drinks that provide energy for physical activity.	10.10.3-5.E Describe how food and hydration choices affect performance, energy levels, and overall wellness during physical activity.	10.10.6-8.E Analyze influences that impact nutrition and hydration for overall wellness.	10.10.9-12.E Analyze influences that impact nutrition and hydration choices that improve or impede performance and recovery during physical activity, including, but not limited to, media, cost, and peers.
Assessment and Program Planning	10.10.K-2.F Self-assess effort and pacing during physical activities using observable cues such as breathing rate or heart rate.	10.10.3-5.F Describe how to implement the FITT (frequency, intensity, time, and type) principle and the critical elements of a warm-up and cool-down.	10.10.6-8.F Apply the FITT (frequency, intensity, time, and type) principle and critical elements of warm-up and cool-down while monitoring and adjusting personal effort, including, but not limited to, talk test and breathing rate.	10.10.9-12.F Design and implement a personalized health and fitness plan that applies knowledge of health-related fitness and is differentiated for individual goals to monitor, analyze, and support progress toward a healthy lifestyle.

11. Social Skills

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Social Awareness	10.11.K-2.A Identify and recognize emotions of self and others during physical activity.	10.11.3-5.A Demonstrate awareness of personal emotions and their impact on others to support positive interactions and participation during physical activity.	10.11.6-8.A Demonstrate empathy by managing behavior in response to self and others' emotions during physical activity.	10.11.9-12.A Apply awareness and emotional regulation to support teamwork, resolve conflicts, and promote participation for all.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Communication	10.11.K-2.B Use different forms of communication to share space and equipment safely, including, but not limited to, verbal, non-verbal, and active listening.	10.11.3-5.B Use appropriate communication to cooperate with others, share ideas, and build positive relationships through physical activity and group tasks.	10.11.6-8.B Apply communication strategies to understand diverse perspectives, demonstrate empathy, and resolve conflicts in physical activity contexts.	10.11.9-12.B Demonstrate leadership, empathy, and effective communication to advocate for self and others and to strengthen social connections through physical activity.
Working with Others	10.11.K-2.C Demonstrate respectful behaviors that contribute to positive social interactions in movement, including, but not limited to, taking turns, sharing equipment, and encouraging others.	10.11.3-5.C Demonstrate cooperation, encouragement, and respect for individual differences while working with others.	10.11.6-8.C Demonstrate social awareness by communicating effectively, resolving conflicts, and supporting group dynamics.	10.11.9-12.C Demonstrate leadership, empathy, and respect for others while fostering positive interactions.
Safety and Wellbeing	10.11.K-2.D Follow rules, use equipment safely, and make responsible choices to keep self and others safe.	10.11.3-5.D Demonstrate responsible behavior by using equipment properly and making safe choices.	10.11.6-8.D Assess risks, make responsible decisions, and take appropriate actions to ensure personal and group safety.	10.11.9-12.D Independently apply decision-making strategies to maintain safety, manage risk, and support a positive, respectful environment.

12. Personal Benefits of Movement

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Social Interaction	10.12.K-2.A Identify and practice physical activities that support wellness and social interaction.	10.12.3-5.A Explain how preferred physical activities meet the need for social interaction.	10.12.6-8.A Analyze how participation in physical activities can provide social connection and belonging.	10.12.9-12.A Evaluate how participation in physical activity can enhance social connections, emotional wellbeing, and overall wellness.
Personal Wellness	10.12.K-2.B List ways that movement positively affects personal wellness.	10.12.3-5.B Identify and practice personal health behaviors that support a physically active lifestyle and improve fitness or overall wellness.	10.12.6-8.B Participate in a variety of physical activities that can positively affect personal wellness.	10.12.9-12.B Engage in and sustain a variety of physical activities that positively affect personal wellness.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Self-Management	10.12.K-2.C Recognize personal feelings and apply strategies, including physical activity and breathing techniques, to manage emotions and behaviors effectively.	10.12.3-5.C Practice personally effective techniques that assist with recognizing and managing emotions, including, but not limited to, naming emotions, mindfulness, breathing techniques, and physical activity.	10.12.6-8.C Apply self-management and emotional regulation strategies to promote lifelong wellness.	10.12.9-12.C Analyze self-selected management strategies to regulate emotions and make informed health decisions that sustain lifelong physical activity and personal well-being.
Choice, Autonomy, and Personal Relevance	10.12.K-2.D Identify and practice physical activities based on personal interests.	10.12.3-5.D Select and participate in physical activities that are enjoyable and personally and culturally relevant .	10.12.6-8.D Analyze how choice and personal interests impact individual engagement in physical activity.	10.12.9-12.D Self-select a personally relevant physical activity at an appropriately challenging level.
Goal-Setting	10.12.K-2.E Recognize individual strengths in movement that create healthy habits.	10.12.3-5.E Identify short-term goals to improve overall wellness.	10.12.6-8.E Develop physical activity goals to monitor daily habits that support lifelong wellness.	10.12.9-12.E Evaluate personal goals to align with evolving lifestyle choices and influences.
Reflection	10.12.K-2.F Identify and practice how movement is personally meaningful.	10.12.3-5.F Reflect on movement experiences to identify personal meaning and enjoyment.	10.12.6-8.F Analyze how movement is personally meaningful for overall wellness in all aspects of life.	10.12.9-12.F Advocate for the personal, cultural, and civic importance of physical activity and the development of healthy, accessible communities.