

SHAPE America Sets the Standard®



National Physical Education Standards Educator Kit

 **SHAPE** SOCIETY
America OF HEALTH
AND PHYSICAL
EDUCATORS®
health. moves. minds.

About SHAPE America

SHAPE America – Society of Health and Physical Educators serves as the voice for 200,000+ health and physical education professionals across the United States. The organization’s community includes a diverse membership of health and physical educators, as well as advocates, supporters, and 50+ state affiliate organizations.

SHAPE America’s new National Physical Education Standards and National Health Education Standards — released in 2024 after a multi-year revision process — provide a comprehensive framework for educators to deliver high-quality instruction and make a positive difference in the health and well-being of every student.

For more information, visit shapeamerica.org/standards.

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Brad Brummel, M. Ed., Co-Chair, Coordinator of Physical Education, Health & Engagement Activities, Springfield Public Schools

Sally Jones, Ph.D., Co-Chair, Physical Education/Adapted Physical Education Consultant

Amanda Amtmanis, M. Ed., Physical Education Teacher, Middletown Public Schools

Langston Clark, Ph.D., Associate Professor, University of Texas at San Antonio

Fran Cleland, P.E.D., Professor, Westchester University, Retired

Kelly Cornett, MS, Health Scientist, Centers for Disease Control & Prevention

Dan DeJager, MS, NBCT, Physical Education Teacher, San Juan Unified School District

Suzanna Dillon, Ph.D., CAPE, Associate Professor, Texas Woman's University

Cory Dixon, Ph.D., Assistant Professor, Rowan University

Jonathan Jones, MS, Physical Education Resource Teacher, Prince George's County Public Schools

Paulo Ribeiro, Ph.D., Physical Education Teacher, Parkway School District

Clancy Seymour, Ph.D., Associate Professor, Canisius University

National Physical Education Standards Revision Timeline

Standards are an important part of curriculum development. This timeline is a brief overview of the revision process for the 2024 SHAPE America National Physical Education Standards.

**March
2021**

LAUNCH OF REVISION TASK FORCE

The National Physical Education Standards Task Force was composed of a diverse group of stakeholders from K-12 and higher education with varying areas of expertise.

A PHILOSOPHICAL FOUNDATION

Task force members spent time developing a strong philosophical foundation for the standards, reviewing current research, investigating physical education standards from other countries, and consulting with experts in equity, diversity, and inclusion (EDI).



**April
2022**

FIRST DRAFT OF NATIONAL PE STANDARDS

After months of building consensus, reviewing the 2013 National PE Standards, and determining the needs of the field, a first draft was released for public review and comment.

SYNTHESIZING FEEDBACK

Task force members synthesized all feedback from virtual town halls, convention sessions, and surveys. A research team from University of Illinois at Urbana-Champaign analyzed the survey data to identify common themes and trends.



Continued on next page ...

**March
2023**

SECOND DRAFT OF NATIONAL PE STANDARDS

After working on revising the draft standards, the task force presented a second draft for public review and comment, with updated standards and grade-span indicators.

ANALYZING ADDITIONAL FEEDBACK

Task force members collected and analyzed additional feedback from surveys, Coffee Talks, virtual town halls, focus groups, and convention sessions. Survey data was analyzed again by the team at University of Illinois at Urbana-Champaign.



**August
2023**

THIRD DRAFT OF NATIONAL PE STANDARDS

The final round of public review and comment included updated standards, rationale statements, and grade-span learning indicators, as well as sample learning progressions.

FINAL FEEDBACK

A final survey analysis was completed by the research lab team at University of Illinois at Urbana-Champaign. The task force conducted additional focus groups with K-12 practitioners, PETE professors, and experts in motor development, EDI, SEL, APE, and early childhood.



**March
2024**

RELEASE OF THE 2024 SHAPE AMERICA NATIONAL PHYSICAL EDUCATION STANDARDS

Final revisions were made based on feedback from the focus groups and third round of public review and comment. The new standards were released at the 2024 SHAPE America National Convention & Expo in Cleveland.



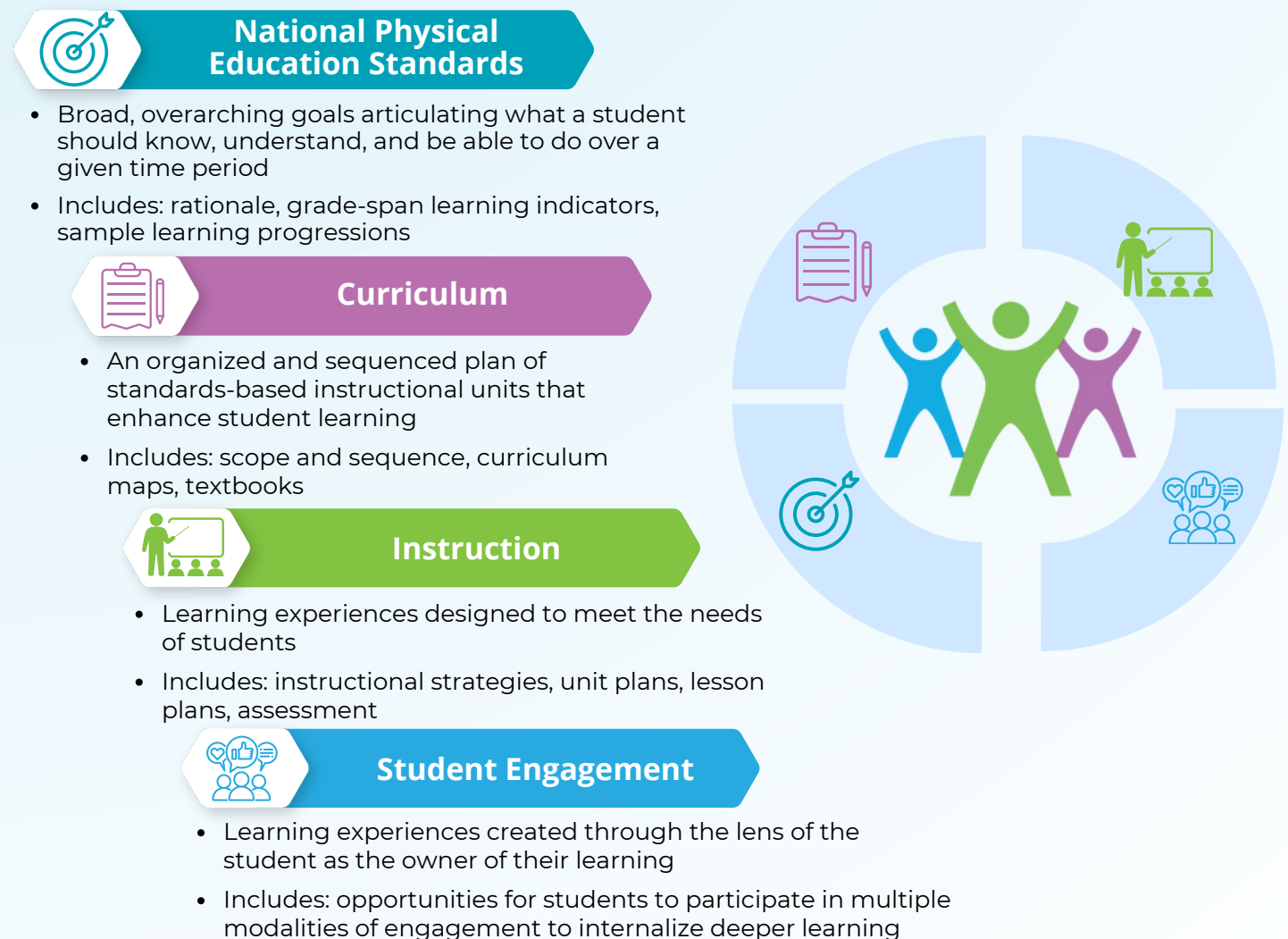
For more information, visit www.shapeamerica.org/standards.

National Physical Education Standards

Why are they important?

SHAPE America's National Physical Education Standards serve as an important framework to ensure consistency and quality in physical education programs. This framework (as with national standards of other content areas) is used by teachers, administrators, and policy makers in designing or selecting curricula, allocating instructional resources, and assessing student achievement and progress.

The visual below shows the relationship between the National Physical Education Standards, a school district's (or school's) physical education curriculum, instruction provided by a qualified physical education teacher, and student engagement.





National Physical Education Standards Evolution & Changes

National standards for physical education were first developed in 1995 (and revised in 2004) by the National Association for Sport and Physical Education (NASPE) — which was part of the alliance of associations now known as SHAPE America. The chart below provides an overview of how these national standards have evolved over the last 11 years, from the 2013 SHAPE America iteration to the most current version — the 2024 SHAPE America National Physical Education Standards.

2013 SHAPE America National Standards for K-12 Physical Education

Demonstrates competency in a variety of motor skills and movement patterns.

Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Exhibits responsible personal and social behavior that respects self and others.

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

2024 SHAPE America National Physical Education Standards

Develops a variety of motor skills.

Applies knowledge related to movement and fitness concepts.

Develops social skills through movement.

Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Continued on next page ...

4 Notable Changes in the New National PE Standards

During the multi-year revision process, the National Physical Education Standards Task Force reviewed current research, investigated physical education standards from other countries, and gathered feedback from the field through several rounds of public review and comment. This collective process resulted in these four notable changes in the new standards:

1

A more student-centered approach to the standards.

Incorporating a more student-centered approach is arguably the most important change in the standards. This especially comes through in Standard 4 where students are given opportunities to reflect on their physical education experiences. When students are given choice and autonomy to explore a variety of physical activities, physical education becomes more meaningful.

2

The expansion of the term physical literacy to physical literacy journey.

Too often, physical literacy is conceptualized as something that is objectively achievable at a fixed point, with a rigid and narrow path needed to successfully do so. Using the term physical literacy journey implies a more holistic approach that considers the individual student and their developmental journey throughout their physical education experience and beyond.

3

The shift from grade-level outcomes to grade-span learning indicators, which include learning progressions.

This change is based on the principle that motor skill development is not dependent on age, but on a student's opportunity to practice a skill and on the amount of instruction and encouragement they receive. The grade-span learning indicators are written in a way that encompasses multiple grade levels and stages of development. To provide support to teachers, sample learning progressions were also added.

4

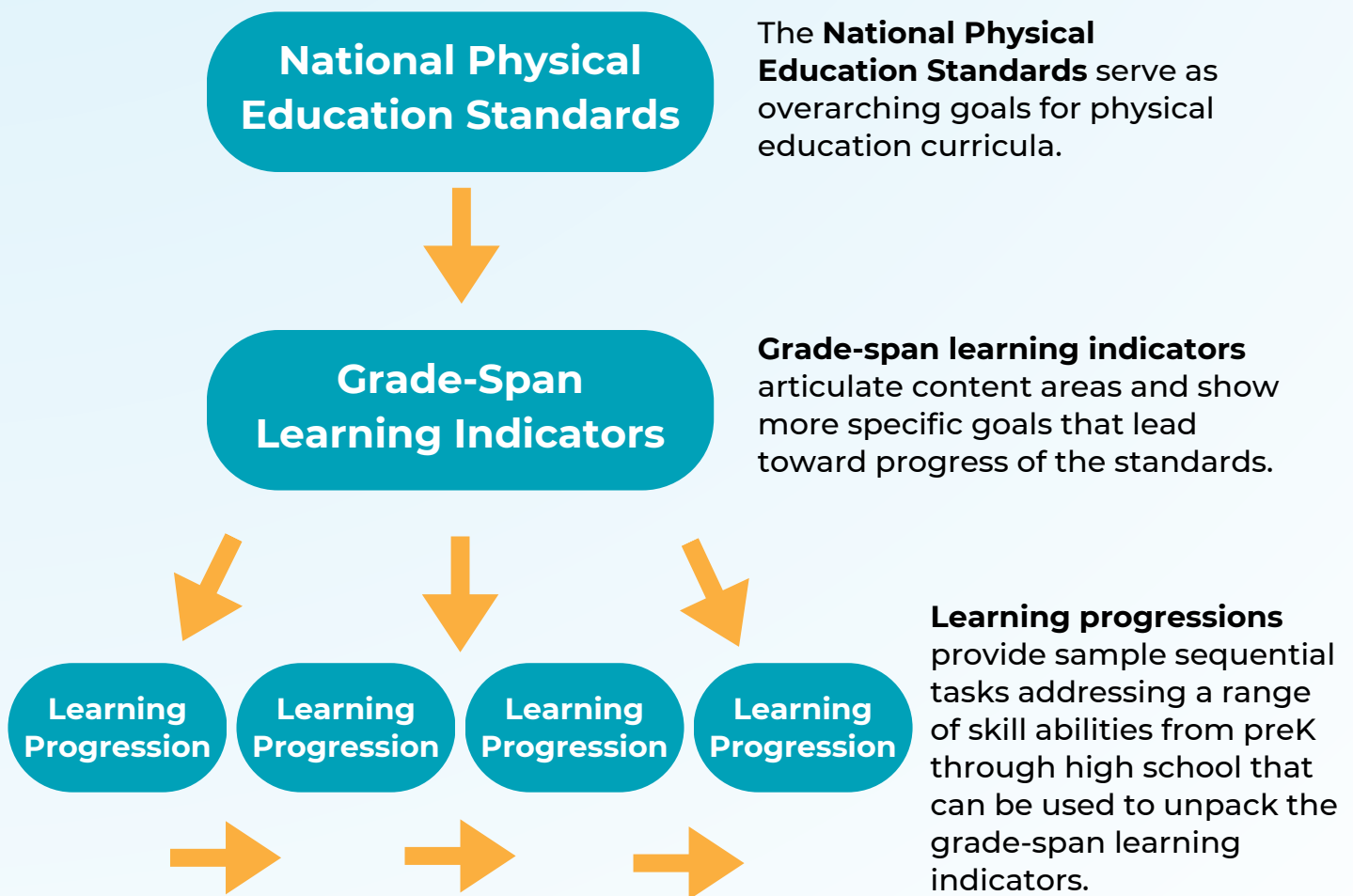
The change from five to four standards.

The new standards are written and organized by the learning domains: psychomotor, cognitive, affective, and the newly recognized social domain. Health-related fitness, which had its own standard previously, is now embedded within the standards throughout the grade-span learning indicators.

SHAPE America's National Physical Education Standards are designed to be accessible to *all* students, regardless of their ability, age, class, gender, or race. They are written based on the idea that everyone can acquire the knowledge and skills necessary to be confident movers in physical activities that are enjoyable, meaningful, and/or relevant to the individual, thus supporting their physical literacy journey.

National Physical Education Standards FRAMEWORK

SHAPE America's National Physical Education Standards serve as an important framework to ensure consistency and quality in physical education programs. The visual below shows the relationship between the National Physical Education Standards, the grade-span learning indicators, and learning progressions.



SHAPE America National Physical Education Standards

SHAPE America’s National Physical Education Standards define what a student should know and be able to do as result of a highly effective physical education program. The standards serve as an important framework to address the holistic development of students and ensure consistency and quality in physical education programs nationwide. States and local school districts across the country use the National Physical Education Standards to develop or revise existing standards, frameworks and curricula.

Grade-span learning indicators are shown for each standard. They are not intended to show alignment across grade spans. (Note: Some learning indicators may align across grade spans, depending on the content and skills being taught within a specific grade span.)

STANDARD 1 Develops a variety of motor skills.			
Rationale: Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual’s physical literacy journey.			
Grade-Span Learning Indicators:			
Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
1.2.1 Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.	1.5.1 Combines varied locomotor skills in a variety of practice tasks.	1.8.1 Demonstrates correct technique in a variety of outdoor activities.	1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
1.2.2 Demonstrates jumping and landing in a non-dynamic environment.	1.5.2 Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment.	1.8.2 Demonstrates movement sequences within varied dance forms.	1.12.2 Demonstrates activity-specific movement skills in a variety of recreational and backyard games.
1.2.3 Demonstrates transferring weight on multiple body parts.	1.5.3 Demonstrates rolling with the body in a non-dynamic environment.	1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities.	1.12.3 Demonstrates activity-specific movement skills in a variety of outdoor pursuits.
1.2.4 Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness.	1.5.4 Combines jumping/landing, rolling, balancing and transfer of weight from feet to hands in a non-dynamic environment.	1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities.	1.12.4 Demonstrates and creates movement sequences based on one or more forms of dance.
1.2.5 Demonstrates balancing on different body parts in a non-dynamic environment.	1.5.5 Combines locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.	1.8.5 Demonstrates a striking motion with a long-handled implement.	1.12.5 Demonstrates appropriate technique in cardiovascular training.

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1.2.6 Demonstrates bouncing a ball in a variety of non-dynamic practice tasks.	1.5.6 Demonstrates jumping rope in a variety of practice tasks.	1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games.	1.12.6 Demonstrates appropriate technique in muscular strength and endurance training.
1.2.7 Demonstrates rolling a ball in a variety of non-dynamic practice tasks.	1.5.7 Demonstrates jumping and landing in a non-dynamic environment.	1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games.	1.12.7 Demonstrates appropriate technique in flexibility training.
1.2.8 Demonstrates catching in a variety of non-dynamic practice tasks.	1.5.8 Demonstrates balancing on different body parts in a non-dynamic environment.	1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games.	1.12.8 Demonstrates appropriate technique in skill-related fitness training.
1.2.9 Demonstrates throwing in a variety of non-dynamic practice tasks.	1.5.9 Demonstrates rolling a ball in a non-dynamic environment.	1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games.	1.12.9 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills.
1.2.10 Demonstrates kicking a ball in a variety of non-dynamic practice tasks.	1.5.10 Demonstrates throwing in a variety of practice tasks.	1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games.	
1.2.11 Demonstrates dribbling with feet in a variety of non-dynamic practice tasks.	1.5.11 Demonstrates striking with a long-handled implement in a variety of practice tasks.	1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games.	
1.2.12 Demonstrates striking with hands in a variety of non-dynamic practice tasks.	1.5.12 Demonstrates catching in a variety of practice tasks.	1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled implement in a variety of practice tasks and modified small-sided games.	
1.2.13 Demonstrates striking with a short-handled implement in a variety of non-dynamic practice tasks.	1.5.13 Demonstrates striking with hands above waist in a variety of practice tasks.	1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games.	
1.2.14 Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks.	1.5.14 Demonstrates striking with hands below waist in a variety of practice tasks.	1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games	

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1.2.15 Demonstrates locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.	1.5.15 Demonstrates serving an object in a non-dynamic environment.	1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games.	
1.2.16 Demonstrates jumping rope in a non-dynamic environment.	1.5.16 Demonstrates striking an object with a short-handled implement in a variety of practice tasks.	1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games.	
1.2.17 Demonstrates water safety skills. If a pool facility is available demonstrates water safety and basic swimming skills.	1.5.17 Demonstrates sending and receiving an object in a variety of practice tasks.	1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games.	
	1.5.18 Demonstrates kicking a ball using the instep in a variety of practice tasks.	1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense).	
	1.5.19 Demonstrates dribbling with hands in non-dynamic and dynamic practice tasks.	1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games.	
	1.5.20 Demonstrates dribbling with feet in a variety of practice tasks.	1.8.20 Demonstrates water safety skills. If a pool facility, is available demonstrates water safety and basic swimming skills.	
	1.5.21 Combines manipulative skills and traveling for execution to a target in a variety of practice tasks.		
	1.5.22 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills.		

STANDARD 2 Applies knowledge related to movement and fitness concepts.

Rationale:

Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.

Grade-Span Learning Indicators:

Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
2.2.1 Recognizes personal space and where to move in general space.	2.5.1 Applies movement concepts and strategies for safe movement within dynamic environments.	2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments.	2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports & activities.
2.2.2 Identifies simple strategies in chasing and fleeing activities.	2.5.2 Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks.	2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games	2.12.2 Demonstrates knowledge of tactics and strategies within recreational & backyard games.
2.2.3 Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills.	2.5.3 Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks.	2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games.	2.12.3 Demonstrates knowledge of tactics and strategies within outdoor pursuits.
2.2.4 Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.	2.5.4 Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills.	2.8.4 Selects and applies the appropriate shot and technique in net and wall games	2.12.4 Applies knowledge of movement sequences to create or participate in one or more forms of dance.
2.2.5 Demonstrates knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms.	2.5.5 Demonstrates problem solving strategies in a variety of games/activities.	2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games.	2.12.5 Analyzes how health and fitness will impact quality of life after high school.
2.2.6 Identifies physical activities that contribute to fitness.	2.5.6 Applies movement concepts to different types of dances, gymnastics, rhythms, and individual performance activities.	2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games	2.12.6 Establishes a goal and creates a practice plan to improve performance for a self-selected skill.
2.2.7 Recognizes the importance of stretching before and after physical activity.	2.5.7 Defines and provides examples of movement activities for developing the health-related fitness components.	2.8.7 Demonstrates problem-solving skills in a variety of games and activities.	2.12.7 Applies the principles of exercise in a variety of self-selected lifetime physical activities.

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2.2.8 Identifies the heart as a muscle that gets stronger with physical activity.	2.5.8 Establishes goals related to enhancing fitness development	2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities.	2.12.8 Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises.
2.2.9 Recognizes that regular physical activity is good for their health.	2.5.9 Defines and explains how to implement the FITT Principle for skill fitness development.	2.8.9 Identifies and compares the components of health and skill-related fitness.	2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.
2.2.10 Recognizes physiological changes in their body during physical activities.	2.5.10 Defines and provides examples of movement activities for developing the skill-related fitness components.	2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment.	2.12.10 Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes.
2.2.11 Recognizes food and hydration choices that provide energy for physical activity.	2.5.11 Identifies the need for warm-up & cool-down relative to various physical activities.	2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity.	2.12.11 Discusses the benefits of a physically active lifestyle as it relates to young adulthood.
2.2.12 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.	2.5.12 Identifies location of pulse and provides examples of activities that increase heart rate.	2.8.12 Applies knowledge of skill-related fitness to different types of physical activity.	2.12.12 Applies knowledge of rest when planning regular physical activity.
	2.5.13 Explains the benefits of physical activity.	2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort.	2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).
	2.5.14 Recognizes and explains how physical activity influences physiological changes in their body.	2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities.	2.12.14 Identifies and discusses the historical and cultural roles of games, sports and dance in a society.
	2.5.15 Recognizes the critical elements that contribute to proper execution of a skill.	2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness.	2.12.15 Analyzes and applies technology as tools to support a healthy, active lifestyle.
	2.5.16 Identifies technology tools that support physical activity goals	2.8.16 Identifies ways to be physically active.	2.12.16 Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity.
	2.5.17 Describes the impact of food and hydration choices on physical activity.	2.8.17 Examines how rest impacts the body's response to physical activity.	2.12.17 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.
	2.5.18 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.	2.8.18 Analyzes skill performance by identifying critical elements.	

		2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals.	
		2.8.20 Explains the relationships among nutrition, physical activity, and health factors.	
		2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities.	
		2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.	

STANDARD 3 Develops social skills through movement.

Rationale:

Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.

Grade-Span Learning Indicators:

Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
3.2.1 Recognizes the feelings of others during a variety of physical activity.	3.5.1 Describes the perspective of others during a variety of activities.	3.8.1 Understands and accepts others' differences during a variety of physical activities.	3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.
3.2.2 Demonstrates ability to encourage others.	3.5.2 Uses communication skills to negotiate roles and responsibilities in a physical activity setting.	3.8.2 Demonstrates consideration for others and contributes positively to the group or team.	3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
3.2.3 Uses communication skills to share space and equipment.	3.5.3 Demonstrates respectful behaviors that contribute to positive social interaction in group activities.	3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting.	3.12.3 Encourages and supports others through their interactions in a physical activity setting.
3.2.4 Responds appropriately to directions and feedback from the teacher.	3.5.4 Demonstrates safe behaviors independently with limited reminders.	3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher.	3.12.4 Implements and provides feedback to improve performance without prompting from teacher.
3.2.5 Demonstrates respectful behaviors that contribute to positive social interactions in movement.	3.5.5 Solves problems independently, with partners, and in small groups.	3.8.5 Explains the value of a specific physical activity in culture.	3.12.5 Analyzes the value of a specific physical activity in a variety of cultures.
3.2.6 Describes why following rules is important for safety and fairness.	3.5.6 Makes choices that are fair according to activity etiquette.	3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations.	3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
3.2.7 Makes safe choices with physical education equipment.	3.5.7 Describes physical activities that represent a variety of cultures around the world.	3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment.	3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.

3.2.8 Discusses problems and solutions with teacher support in a physical activity setting.		3.8.8 Solves problems amongst teammates and opponents.	3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.
3.2.9 Makes fair choices as directed by teacher.		3.8.9 Applies and respects the importance of etiquette in a physical activity setting.	
3.2.10 Identifies and participates in physical activities representing different cultures.		3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles.	

STANDARD 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Rationale:

Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills including goal setting, identifying strengths, and reflection to enhance their physical literacy journey.

Grade-Span Learning Indicators:

Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
4.2.1 Identifies physical activities that can meet the need for self-expression.	4.5.1 Explains how preferred physical activities meet the need for personal self-expression.	4.8.1 Describes how self-expression impacts individual engagement in physical activity.	4.12.1 Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression.
4.2.2 Identifies physical activities that can meet the need for social interaction.	4.5.2 Explains how preferred physical activities meet the need for social interaction.	4.8.2 Describes how social interaction impacts individual engagement in physical activity.	4.12.2 Selects and participates in physical activities that meet the need for social interaction.
4.2.3 Lists ways that movement positively affects personal health.	4.5.3 Describes how movement positively affects personal health.	4.8.3 Participates in a variety of physical activities that can positively affect personal health.	4.12.3 Identifies and participates in physical activity that positively affects health.
4.2.4 Identifies preferred physical activities based on personal interests.	4.5.4 Explains the rationale for one's choices related to physical activity based on personal interests.	4.8.4 Connects how choice and personal interests impact individual engagement in physical activity.	4.12.4 Chooses and participates in physical activity based on personal interests.
4.2.5 Recognizes individual challenges through movement.	4.5.5 Recognizes group challenges through movement.	4.8.5 Examines individual and group challenges through movement.	4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
4.2.6 Sets observable short-term goals.	4.5.6 Sets observable long-term goals.	4.8.6 Sets goals to participate in physical activities based on examining individual ability.	4.12.6 Sets and develops movement goals related to personal interests.
4.2.7 Recognizes movement strengths and the need for practice for individual improvement.	4.5.7 Identifies movement strengths and opportunities for practice for individual improvement.	4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class.	4.12.7 Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).
4.2.8 Recognizes the opportunity for physical activity within physical education class.	4.5.8 Identifies physical activity opportunities outside of physical education class.	4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting.	4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.

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<p>4.2.9 Demonstrates techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity.</p>	<p>4.5.9 Recognizes personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting.</p>	<p>4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.</p>	<p>4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.</p>
<p>4.2.10 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.</p>	<p>4.5.10 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.</p>		

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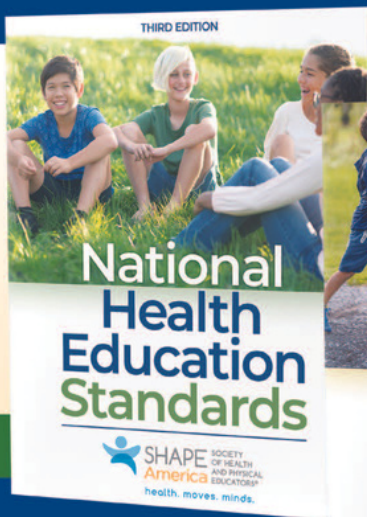
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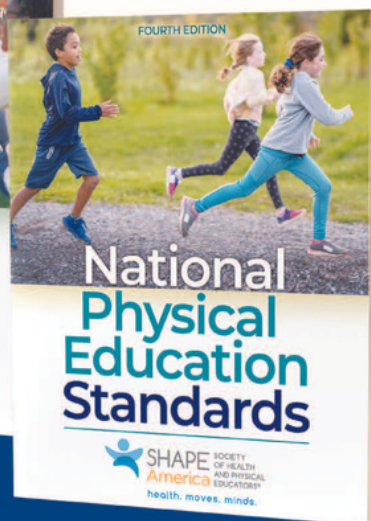
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