



# Physical Education/SEL Crosswalk

**Aligning SHAPE America National Standards &  
Grade-Level Outcomes for K-12 Physical Education with  
CASEL Social and Emotional Learning Core Competencies**



## **Crosswalk for SHAPE America National Standards & Grade-Level Outcomes for K-12 Physical Education and CASEL Social and Emotional Learning Core Competencies**

Health and physical educators are on the front lines of the [social and emotional learning \(SEL\) movement](#) — and can maximize their impact on students by teaching them the social and emotional skills and behaviors that will help them succeed in all areas of life.

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities;
- Knows the implications and the benefits of involvement in various types of physical activities;
- Participates regularly in physical activity;
- Is physically fit;
- Values physical activity and its contributions to a healthful lifestyle.

The knowledge, skills and confidence learned in a physical education classroom not only allow students to enjoy a lifetime of physical activity, but also allow students to learn and refine social and emotional skills. According to the Collaborative for Academic, Social, and Emotional Learning’s (CASEL), these social and emotional skills allow students to “integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges” (CASEL, 2019).

This document aligns CASEL’s [SEL competencies](#) and related skills to [SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education](#). This document serves as a resource for those aligning SEL competencies into the existing National Standards and Grade-Level Outcomes for K-12 Physical Education and can be a foundational document to help states and/or districts develop specific guidance that incorporates their own policies, standards or guidance for SEL. This table is not intended to be exhaustive and additional alignments may be made with other National Standards and Grade-level Outcomes for K-12 Physical Education. The crosswalk identifies standards that are applicable to teaching and/or reinforcing one or more of SEL competencies.

SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education	CASEL Core Competencies and Related Skills
<p style="text-align: center;"><b>Standard 2</b></p> <p style="text-align: center;"><i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i></p>	<p style="text-align: center;"><b>Self-Management</b></p> <p style="text-align: center;"><i>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.</i></p>
<p>✓ <b>S2.H3.L1</b> Creates a practice plan to improve performance for a self-selected skill.</p>	<p>✓ <b>Organizational Skills</b></p>
<p style="text-align: center;"><b>Standard 2</b></p> <p style="text-align: center;"><i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i></p>	<p style="text-align: center;"><b>Responsible decision-making</b></p> <p style="text-align: center;"><i>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.</i></p>
<p>✓ <b>S2.E3.5a</b> Applies movement concepts to strategy in game situations.</p> <p>✓ <b>S2.M13.7</b> Analyzes the situation and makes adjustments to ensure the safety of self and others.</p>	<p>✓ <b>Analyzing Situations</b></p>
<p>✓ <b>S2.E5.5c</b> Recognizes the type of throw, volley or striking action needed for different games and sports situations.</p> <p>✓ <b>S2.H5.L2</b> Applies strategies and tactics when analyzing errors in gameplay in net/wall and/or target games.</p>	<p>✓ <b>Solving Problems</b></p>

<p style="text-align: center;"><b>Standard 3</b></p> <p style="text-align: center;"><i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i></p>	<p style="text-align: center;"><b>Self-Management</b></p> <p style="text-align: center;"><i>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.</i></p>
<ul style="list-style-type: none"> <li>✓ <b>S3.M18.6</b> Identifies positive and negative results of stress and appropriate ways of dealing with each.</li> <li>✓ <b>S3.M18.7</b> Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.</li> <li>✓ <b>S3.M18.8</b> Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi.</li> <li>✓ <b>S3.H14.L1</b> Identifies positive and negative results of stress and appropriate ways of dealing with each. Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.</li> <li>✓ <b>S3.H14.12</b> Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Stress Management</b></li> </ul>
<ul style="list-style-type: none"> <li>✓ <b>S3.E2.3</b> Engages actively in the activities of physical education class without teacher prompting.</li> <li>✓ <b>S3.M2.6</b> Participates in self-selected physical activity outside of physical education class.</li> <li>✓ <b>S3.M2.7</b> Participates in a physical activity two times a week outside of physical education class.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Self Motivation</b></li> </ul>

<ul style="list-style-type: none"> <li>✓ <b>S3.M2.8</b> Participates in a physical activity three times a week outside of physical education class.</li> <li>✓ <b>S3.H6.L1</b> Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day.</li> </ul>	
<ul style="list-style-type: none"> <li>✓ <b>S3.M15.6</b> Designs and implements a program of remediation for an area of weakness based on the results of health-related fitness assessment.</li> <li>✓ <b>S3.M15.7</b> Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment.</li> <li>✓ <b>S3.M15.8</b> Designs and implements a program of remediation for 8 areas of weakness based on the results of health-related fitness assessment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Goal Setting</b></li> </ul>
<p><b>Standard 3</b></p> <p><i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i></p>	<p><b>Responsible decision-making</b></p> <p><i>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.</i></p>
<ul style="list-style-type: none"> <li>✓ <b>S3.E5.5a</b> Analyzes results of fitness assessment (pre and post), comparing results to fitness components for good health.</li> <li>✓ <b>S3.H12.L2</b> Analyzes the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Analyzing Situations</b></li> </ul>

<p>✓ <b>S3.H12.L2</b> Analyzes the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals.</p>	
<p>✓ <b>S3.H5.L2</b> Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.</p>	<p>✓ <b>Reflecting</b></p>
<p style="text-align: center;"><b>Standard 4</b> <i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i></p>	<p style="text-align: center;"><b>Self-awareness</b> <i>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."</i></p>
<p>✓ <b>S4.H1.L2</b> Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.</p>	<p>✓ <b>Identifying Emotions</b></p>
<p>✓ <b>S4.H1.L2</b> Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.</p>	<p>✓ <b>Accurate Self-perception</b></p>
<p style="text-align: center;"><b>Standard 4</b> <i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i></p>	<p style="text-align: center;"><b>Self-management</b> <i>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.</i></p>

<ul style="list-style-type: none"> <li>✓ <b>S4.E2.3</b> Works independently for extended periods of time.</li> <li>✓ <b>S4.E2.5b</b> Exhibits respect for self with appropriate behavior while engaging in physical activity.</li> <li>✓ <b>S4.M1.8</b> Accepts responsibility for improving one's own levels of physical activity and fitness.</li> <li>✓ <b>S4.M7.7</b> Independently uses physical activity and exercise equipment appropriately and safely.</li> <li>✓ <b>S4.H1.L1</b> Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Self-discipline</b></li> </ul>
<p><b>Standard 4</b></p> <p><i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i></p>	<p><b>Social Awareness</b></p> <p><i>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.</i></p>
<ul style="list-style-type: none"> <li>✓ <b>S4.E4.4b</b> Accepts players of all skill levels into the physical activity.</li> <li>✓ <b>S4.E4.5</b> Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Empathy</b></li> </ul>
<ul style="list-style-type: none"> <li>✓ <b>S4.M4.6</b> Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Appreciating Diversity</b></li> </ul>

<p>✓ <b>S4.H4.L2</b> Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.</p>	
<p>✓ <b>S4.M4.8</b> Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.</p> <p>✓ <b>S4.H2.L1</b> Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.</p> <p>✓ <b>S4.H4.L2</b> Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.</p>	<p>✓ <b>Respect for Others</b></p>
<p style="text-align: center;"><b>Standard 4</b> <i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i></p>	<p style="text-align: center;"><b>Relationship Skills</b> <i>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.</i></p>
<p>✓ <b>S4.H3.L1</b> Uses communication skills and strategies that promote team or group dynamics.</p>	<p>✓ <b>Communication</b></p>
<p>✓ <b>S4.M5.7</b> Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play.</p> <p>✓ <b>S4.H4.L2</b> Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.</p>	<p>✓ <b>Social Engagement</b></p>



<ul style="list-style-type: none"> <li>✓ <b>S4.M5.8</b> Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play.</li> <li>✓ <b>S4.H3.L1</b> Uses communication skills and strategies that promote team or group dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Teamwork</b></li> </ul>
<p><b>Standard 4</b> <i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i></p>	<p><b>Responsible decision-making</b> <i>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.</i></p>
<ul style="list-style-type: none"> <li>✓ <b>S4.E2.4</b> Reflects on personal social behavior in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Reflecting</b></li> </ul>
<ul style="list-style-type: none"> <li>✓ <b>S4.E5.3</b> Recognizes the role of rules and etiquette in physical activity with peers.</li> <li>✓ <b>S4.E5.4</b> Exhibits etiquette and adherence to rules in a variety of physical activities.</li> <li>✓ <b>S4.E5.5</b> Critiques the etiquette involved in rules of various game activities.</li> <li>✓ <b>S4.M6.8</b> Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters.</li> <li>✓ <b>S4.H2.L1</b> Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Ethical Responsibility</b></li> </ul>

<p style="text-align: center;"><b>Standard 5</b></p> <p style="text-align: center;"><i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i></p>	<p style="text-align: center;"><b>Self-awareness</b></p> <p style="text-align: center;"><i>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.”</i></p>
<ul style="list-style-type: none"> <li>✓ <b>S5.E3.Ka</b> Identifies physical activities that are enjoyable.</li> <li>✓ <b>S5.M2.7</b> Identifies positive mental and emotional aspects of participating in a variety of physical activities.</li> <li>✓ <b>S5.M4.6</b> Describes how moving competently in a physical activity setting creates enjoyment.</li> <li>✓ <b>S5.M4.7</b> Identifies why self-selected physical activities create enjoyment.</li> <li>✓ <b>S5.M4.8</b> Discusses how enjoyment could be increased in self-selected physical activities.</li> <li>✓ <b>S5.M5.6</b> Identifies how self-expression and physical activity are related.</li> <li>✓ <b>S5.M5.7</b> Explains the relationship between self-expression and lifelong enjoyment through physical activity.</li> <li>✓ <b>S5.M5.8</b> Identifies and participates in an enjoyable activity that prompts individual self-expression.</li> <li>✓ <b>S5.H3.L1</b> Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Identifying Emotions</b></li> </ul>

<ul style="list-style-type: none"> <li>✓ <b>S5.E2.K</b> Acknowledges that some physical activities are challenging/difficult.</li> <li>✓ <b>S5.M3.6</b> Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Accurate Self-perception</b></li> </ul>
<ul style="list-style-type: none"> <li>✓ <b>S5.M3.8</b> Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Recognizing Strengths</b></li> </ul>
<p><b>Standard 5</b></p> <p><i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i></p>	<p><b>Relationship Skills</b></p> <p><i>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.</i></p>
<ul style="list-style-type: none"> <li>✓ <b>S5.M6.7</b> Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.</li> <li>✓ <b>S5.H4.L1</b> Identifies the opportunity for social support in a self-selected physical activity or dance.</li> <li>✓ <b>S5.H4.L2</b> Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Social Engagement</b></li> </ul>

Collaborative for Academic, Social, and Emotional Learning. (2019). Core SEL Competencies. Retrieved from <https://casel.org/core-competencies/>

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