

Linking Health and Learning

A Newsletter for Vermont's Health and Physical Educators

Spring 2024

The standards are out!

2024 PE Standards

2024 Health Standards

AOE Prioritization
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The standards are out!

It finally happened! SHAPE America released revised National Health and Physical Education standards in March!!! I am currently working with members of the AOE, our partners in the field, and SHAPE America to explore what is best for Vermont now that the standards are out.

2024 SHAPE America National Physical Education Standards

The Society for Health and Physical Education (SHAPE) America released revised National Physical Education Standards in March 2024. The standards underwent a revision process to account for the broader changes within the world of Physical Education (e.g., student-centered learning), but also education more broadly in the past decade (e.g., supporting the whole child). The SHAPE America National Physical Education Standards were last updated and released in 2013.

The 2024 SHAPE America National Physical Education Standards do differ from the 2013 standards in several ways (see [2024 National Physical Education Standards Educator Toolkit](#)). The most noticeable difference being the transition from five standards (2013) to four standards in 2024.

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2013 SHAPE America National Standards for K-12 Physical Education	2024 SHAPE America National Physical Education Standards
1. Demonstrates competency in a variety of motor skills and movement patterns.	1. Develops a variety of motor skills.
2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	2. Applies knowledge related to movement and fitness concepts.
4. Exhibits responsible personal and social behavior that respects self and others.	3. Develops social skills through movement.
5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	4. Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

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The ideas within the 2nd and 3rd standards from 2013 have been combined in this 2024 iteration into one standard (2nd): “Applies knowledge related to movement and fitness concepts.” The transition to four standards was also done so that these standards are more clearly aligned with the domains of learning: cognitive, affective, psychomotor, and the recently recognized social.

The standard indicators in the 2024 edition are broken down by grade bands (K-2, 3-5, etc.), which is a large change from the Grade Level Outcomes that were in place with the 2013 standards. As stated in SHAPE draft standard materials (SHAPE, 2023):

The change from grade-level outcomes to grade spans is based on current motor development research that shows development is age-related not age-dependent. Skill development is also dependent on practice opportunities, instruction, and encouragement; therefore, it should not be expected that all students in one grade will be at the same stage of motor development (p. 3-4).

This means that there are fewer indicators in this 2024 revision and the indicators are centered more on underlying concepts/skills and not the contexts or finite aspects of skill application. The following chart provides a basic comparison between a strand of Grade Level Outcomes (2013) and a single new Grade Span Indicator (2024).

2024 SHAPE America National Physical Education Standards Grade Span Indicator (K-2)	2013 SHAPE America National Standards for K-12 Physical Education Grade Level Outcomes (K-2)
1.2.2 Demonstrates jumping and landing in a non-dynamic environment.	<p>Kindergarten: Performs jumping & landing actions with balance. (S1.E3.K)</p> <p>1st Grade: Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2-foot take-offs and landings. (S1.E3.1)</p> <p>Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.1)</p> <p>2nd Grade: Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1- and 2-foot take-offs and landings. (S1.E3.2)</p> <p>Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.2)</p>

At the standard and indicator level, there are also a few broad conceptual shifts in how Physical Education (PE) should be taught and those priorities that PE should meet. The new SHAPE America National Physical Education Standards are centered around preparing students for their physical literacy journey, which differs

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from the intent of the previous standards which was to have students become physically literate. As stated in SHAPE America draft documents (SHAPE, 2023):

The term 'physical literacy' refers to an individual's ability to move with competence and confidence in a wide variety of physical activities. It involves the development of fundamental movement skills, an understanding of the importance of physical activity, and the motivation to engage in lifelong physical pursuits. Fixed state sometime in the future. The concept of a 'physical literacy journey' aligns with this idea but emphasizes the ongoing and dynamic nature of the process.

The new standards and indicators also incorporate a more student-centered vision of PE teaching and learning. This is in part due to this shift in the standards towards preparing students for their own Physical Literacy Journey, as a journey is more personally defined. For example, within Standard 4 (the affective domain) in the 2024 edition attention is given to choice, reflection, and student life outside of school (e.g., 4.12.6: Sets and develops movement goals related to personal interests). A few other noticeable differences between the newly revised standards and the 2013 edition are:

- Introduce goal setting at earlier grades.
- Remove body composition as a factor of physical health from the new standards.
- Connect food/nutrition to not just health, but also enjoyment in the new standards.
- Focus on independent and collaborative problem-solving in K-5.
- Incorporate the use of technology earlier.
- Introduce fitness activities/skill development at an earlier age.
- Focus more on the process of skill development.
- Study the culture of physical activities (not just dance) at earlier ages.
- Provide more detail and breadth in the concepts and skills found in Standards 2-4, showing a greater shift in focus towards affective, social, and cognitive dimensions of PE.
- Shift away from personal responsibility to skills, and responsible behavior to respectful behavior, including negotiation skills.

There are several other differences between the 2013 and the 2024 SHAPE America National Physical Education Standards, but the bullets above capture some of the more salient changes.

SHAPE America National Health Education Standards

The Society for Health and Physical Education (SHAPE) America released revised National Health and Physical Education Standards in March 2024. The National Health Education Standards had last been updated and released in 2007. The revised 3rd edition National Health Education Standards just released are very similar to the previous 2nd edition standards. The chart below shows how the standards have changed in the new iteration.

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2007 National Health Education Standards (2nd Edition)	2024 SHAPE America National Health Education Standards (3rd Edition)
Students will....	Students will be able to...
Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	Standard 1: Use functional health information to support health and well-being of self and others.
Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	Standard 2: Analyze influences that affect health and well-being of self and others.
Standard 3: Demonstrate the ability to access valid information, products, and services to enhance health.	Standard 3: Access valid and reliable resources to support health and well-being of self and others.
Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Standard 4: Use interpersonal communication skills to support health and well-being of self and others.
Standard 5: Demonstrate the ability to use decision-making skills to enhance health.	Standard 5: Use a decision-making process to support health and well-being of self and others.
Standard 6: Demonstrate the ability to use goal-setting skills to enhance health.	Standard 6: Use a goal-setting process to support health and well-being of self and others.
Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.
Standard 8: Demonstrate the ability to advocate for personal, family, and community health.	Standard 8: Advocate to promote health and well-being of self and others.

There are, however, small shifts in the wording of these standards and changes made at the indicator level that introduce broader paradigm shifts in the teaching of health. The new standards shift from a focus on healthy behaviors to a focus on overall health and well-being (including mental health). The revised standards are also more centered on the strengths and resources of a student, their family, school, and community and not just an absence of poor health (e.g., disease and injury) or health risks. The social-emotional learning (SEL) connections to health education standards also are more prominent in these new standards (e.g., in Standard 4). As stated in the compendium to the release of the standards by SHAPE ([2024 National Health Education Standards Educator Kit](#)), the following other differences between the old and revised standards are noteworthy:

- “Focus not only on the individual but also those surrounding them.
- Rather than including a long list of influences, teachers have flexibility to substitute in those that are most meaningful.
- Introducing new concepts: Strengths and assets, health literacy, managing chronic conditions, boundaries and consent, misinformation and disinformation, equity, community with other with different perspectives and values.”

Generally, there is a greater focus on spelling out the skill associated with each indicator and not the conditions or contexts that this skill could be applied or adapted toward.

Implementation of Revised Health and Physical Education SHAPE Standards Questionnaire

The Agency of Education (AOE) is working to develop resources and supports for the implementation of the newly revised Health and Physical Education standards from SHAPE America. In order to meet the needs of educators, health and physical education educators are being asked to fill out the following questionnaire(s) for their specific subject and grade areas: Health ([Elementary](#), [Middle/High](#)) and Physical Education ([Elementary](#), [Middle/High](#)). The data from these questionnaires will be reviewed by a group of educators and members of the AOE to help form statewide model K-12 Proficiency-Based Graduation Requirements, Critical Proficiencies, and Priority Performance Indicators.

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Resources

[National Physical Education Standards - 4th Edition – Human Kinetics](#)

[National Health Education Standards - 3rd Edition – Human Kinetics](#)

[Play All May! Active Schools \(Active Schools\)](#)

[National PE and Sport Week \(SHAPE America\)](#)

[Embrace Kids USA](#)

[Impact of Tobacco Marketing in State – Resources - Counter Balance Vermont](#)

[U.S. Department of Education Releases Final Title IX Regulations, Providing Vital Protections Against Sex Discrimination \(U.S. Department of Education\)](#)

[Landscape of Wellbeing and Belonging \(Colorado Department of Education\)](#)

[Flourish \(Pure Edge\)](#)

[Sexual Health Resources \(Oregon Health and Science University\)](#)

[Opioids: What You Need to Know \(National Institute on Drug Abuse \(NIDA\)\)](#)

[Mental Health Month \(Mental Health America\)](#)

[Research and Evidence-Based Best Practices for Preparing Educators for Culturally Responsive Teaching and Leading \(WestEd\)](#)

Professional Offerings**A Place of Belonging: Cultivating School Communities Where Strengths are Valued, Nurtured, and Embraced**

The BEST/VTmtss Summer Institute will be held at Killington Grand Resort, Killington, VT from June 24 - 27, 2024. This institute offers an immersive experience for school teams, including educators, caregivers/family members, students, and community partners. This experience is thoughtfully designed to enhance your skills and rejuvenate your approach to supporting social, emotional, and behavioral well-being within Vermont's multi-tiered system of supports (VTmtss).

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