

Health & Physical Education/Social Emotional Learning HS Standards Crosswalk

The following table shows possible connections between the [Washington Social Emotional Learning \(SEL\) Standards, Benchmarks and Indicators](#) and the [Washington Health and Physical Education K-12 Learning Standards](#). It is intended to support educators in finding connections as they plan and deliver instruction in Health, Physical Education, and SEL. Other connections may be possible — these were the best matches found by OSPI staff and the educators who created and reviewed this document.

Standard 1 — Self-Awareness

Individuals have the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.

BENCHMARK 1A

Demonstrates awareness and understanding of one’s own emotions and emotions’ influence on behavior

Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum or content, and opportunities to practice understanding their own emotions.

Social Emotional Learning Indicator	Health	Physical Education
I can analyze how and why an emotion can trigger behaviors in different contexts.	Identify physical and psychological responses to stressors. H1.So3.HS	
I can evaluate the impact that focusing intensely on my emotions has on me.		
I can demonstrate the ability to analyze the effectiveness of actions I take to deal with my emotions and feelings.		
I can demonstrate the ability to analyze, critically think about, and understand the attitudes I hold that contribute to my development of a fixed or growth mindset while dealing with challenges or meeting goals.	Assess self-esteem and determine its impact on personal dimensions of health. H1.So1.HSa	

BENCHMARK 1B

Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.

Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum or content, and opportunities to practice different ways of understanding personal strengths, areas for growth, culture, linguistic assets, and aspirations.

Social Emotional Learning Indicator	Health	Physical Education
I can identify the SEL skills and assets required to enter specific adult roles such as romantic partner, worker, or leader, and assess strength and growth opportunities necessary to prepare accordingly.	Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.HSb	
I can demonstrate a clear understanding of personal strengths and assets to support achievement of personal goals and aspirations.		
I can identify how my perspective affects interactions with others, especially those who are from different cultures and live with different experiences.	Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation. H2.Se3.HS	

BENCHMARK 1C

Demonstrates self-awareness and understanding of external influences — e.g., culture, family, school, and community resources and supports.

Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum or content, and opportunities to better understand ways that family, school, and community are resources

Social Emotional Learning Indicator	Health	Physical Education
I can evaluate and revise prior understandings, seek connections to my cultural stories, or formulate questions of interest while considering strategies within and beyond the current context.	Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation. H2.Se3.HS Evaluate societal influences on violence. H2.Sa3.HS Compare and contrast the influence of family, peers, culture, media, technology, and other factors on harassment, intimidation, and bullying. H2.So5.HS	
I can demonstrate awareness of resources, know where to go, and with whom to connect.	Identify school and community resources that can help a person with emotional and mental and behavioral health concerns. H3.So6.HSa Identify local youth-friendly sexual health services. H3.Se4.HS Identify ways to access accurate information and resources for survivors of sexual offenses. H3.Se5.HS	
I can assess the effectiveness of different forms of assistance in relation to personal boundaries, assets, and needs.		

STANDARD 2 — SELF-MANAGEMENT

Individuals have the ability to regulate emotions, thoughts, and behaviors

BENCHMARK 2A

Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways

Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum or content, and opportunities to practice expressing their emotions and thoughts, and controlling impulses

Social Emotional Learning Indicator	Health	Physical Education
I can stop and think about potential consequences when strong feelings and emotions are triggered and allow those thoughts to guide responses appropriately.	Summarize strategies for coping with difficult emotions, including defense mechanisms. H1.So4.HS Analyze factors that can affect the ability to give or recognize consent to sexual activity. H2.Se5.HS	
I can gauge the feelings and emotions of others and adapt my behavior by using multiple strategies to deal with my feelings and emotions.	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. H4.W5.HS Summarize strategies for coping with difficult emotions, including defense mechanisms. H1.So4.HS Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid potentially violent situations. H7.Sa3.HS Demonstrate effective communication skills to express emotions. H4.So4.HS	
I can demonstrate my ability to analyze and adjust my role in affirming or challenging school and community rules and expectations.	Analyze strategies to prevent and respond to different types of harassment, intimidation, and bullying. H1.So5.HS	Examine moral and ethical conduct in specific competitive situations. PE4.2.HS2

BENCHMARK 2B

Demonstrates responsible decision-making and problem-solving skills.

Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum and/or content, and opportunities to practice their decision-making and problem-solving skills

Social Emotional Learning Indicator	Health	Physical Education
I can demonstrate problem-solving and decision-making skills that use multiple viewpoints.	Use a decision-making model to make a sexual health-related decision. H5. Se4.HS Predict potential short- and long-term outcomes of a personal health-related decision. H5.W6.HS	Solve problems and think critically when working with others in physical activity, both as an individual and in groups. PE4.3.HS1
I can identify and analyze challenges, consider external perspectives (e.g., gender, culture), employ cultural storytelling to understand context, and determine potential solutions.	Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation. H2.Se3.HS Analyze how a variety of factors impact personal and community health. H2.W3.HS Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. H2.Sa1.HS	

STANDARD 3 — SELF-EFFICACY

Individuals have the ability to motivate themselves, persevere, and see themselves as capable.

BENCHMARK 3A

Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.

Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum and/or content, and opportunities to practice goal setting, adapting strategies to meet goals, and evaluating outcomes and processes.

Social Emotional Learning Indicator	Health	Physical Education
I can demonstrate an understanding of learning barriers, identify components of goal setting, and use strategies and adaptations that are compatible with my personal and social values.	Implement strategies to achieve a personal health goal. H6.W7.HS Use a decision-making model to make a sexual health-related decision. H5.Se4.HS	Create a plan, train for, and participate in a community event with a focus on physical activity. PE3.4.HS2 Design and implement a personal fitness and nutrition plan (assessment scores, goals for improvement, plan of activities for improvement, log of activities to reach goals, timeline for improvement). PE3.8.HS1
I can evaluate steps taken to accomplish a task and identify areas for growth in order to achieve further success.		Use movement concepts (force, motion, rotation) to analyze and improve performance of self or others in a selected skill. PE2.2.HS1, PE2.2.HS2
I can develop a variety of strategies to meet goals, taking into account cultural values and traditions, and assessing how my attitude negatively or positively affects meeting my goals.		Design and implement a personal fitness and nutrition plan (assessment scores, goals for improvement, plan of activities for improvement, log of activities to reach goals, timeline for improvement).PE3.8.HS1
I can reflect on progress toward achieving goals and demonstrate the ability to make revisions as needed to address growth and build on strengths.		Use movement concepts (force, motion, rotation) to analyze and improve performance of self or others in a selected skill. PE2.2.HS1, PE2.2.HS2

BENCHMARK 3B

Demonstrates problem-solving skills to engage responsibly in a variety of situations

Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum and/or content, and opportunities to practice problem solving skills in a variety of situations

Social Emotional Learning Indicator	Health	Physical Education
I can analyze the short- and long-term outcomes of all behaviors and evaluate how responsible decision making improves outcomes.	Predict potential short- and long- term outcomes of a personal health-related decision. H5.W6.HS Assess personal risk factors and predict future health status. H2.W2.HSb Predict how a drug-free lifestyle will support achievement of short- and long-term goals. H6.Su3.HS Analyze impact of decisions related to bicycle, pedestrian, traffic, water, and recreation safety. H5.Sa1.HS	
I can identify and evaluate problems in my community, embrace the discomfort, frame a growth mindset, use cultural assets, and identify how our actions led to success or failure.	Analyze how addiction and dependency impact individuals, families, and society. H1.Su2.HSb Analyze how a variety of factors impact personal and community health. H2.W3.HS Evaluate societal influences on violence. H2.Sa3.HS	Examine moral and ethical conduct in specific competitive situations. PE4.2.HS2
I can regularly apply problem-solving tools and understand cultural variables and strategies and can identify the strengths I have that apply to solving problems.		

BENCHMARK 3C

Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.

Environmental and Instructional Condition for Learning

Provide students with settings, curriculum or content, and opportunities to practice self-advocacy when faced with a personal rights challenge

Social Emotional Learning Indicator	Health	Physical Education
I can demonstrate the ability to identify and articulate my rights regarding equality, cultural consideration, civility, political freedom, and freedom of expression for both myself and others and can demonstrate the ability to advocate for myself.	Advocate for ways to manage or resolve interpersonal conflict. H8.So4.HS Advocate for violence prevention. H8.Sa3.HS	
I can demonstrate the ability to determine my role and clearly express myself when necessary to resolve conflicts with peers.	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. H4.W5.HS Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid potentially violent situations. H7.Sa3.HS	
I can analyze the components of a caring relationship and compare the qualities of a caring relationship to a relationship that may be harmful.	Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.HSb Differentiate between affection, love, commitment, and sexual attraction. H1.Se5.HSa	
I can demonstrate the ability to advocate with varied and diverse audiences in a positive and constructive manner.	Advocate for violence prevention. H8.Sa3.HS Advocate for STD testing and treatment for sexually active youth. H8.Se4.HS Advocate for reducing stigma associated with emotional and mental and behavioral health. H8.So6.HS	

STANDARD 4 — SOCIAL AWARENESS

Individuals have the ability to take the perspective of and empathize with others from diverse backgrounds and cultures

BENCHMARK 4A

Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.

Environmental and Instructional Condition for Learning

Provide students with settings, curriculum or content, and opportunities to practice engaging with other children, youth, and/or adults to develop awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.

Social Emotional Learning Indicator	Health	Physical Education
I can reflect on the emotional impact people have on each other and demonstrate my ability to adapt my responses accordingly.	Describe how self-harm or suicide impacts other people. H1.So6.HSb Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. H4.W5.HS Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid potentially violent situations. H7.Sa3.HS	
I can evaluate how my response to a situation might affect others and can make adaptations that are influenced by understanding the cultural stories and backgrounds of others.		

BENCHMARK 4B

Demonstrates an awareness and respect for similarities and differences among community, cultural, and social groups.

Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum and/or content, and opportunities to practice being aware of and demonstrating sensitivity to similarities and differences with others.

Social Emotional Learning Indicator	Health	Physical Education
I can identify how perspectives and biases affect interactions with others and how advocacy for the rights of others contributes to the common good.	Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation. H2.Se3.HS	Describe the importance of treating individuals with dignity and respect during physical activity. PE4.3.HS2b
I can demonstrate personal reflection about the value of cultural diversity and humility and explain the differences that may exist within the same cultural group.		
I can evaluate strategies for engaging in non-verbal and verbal communication across multiple cultures.		

BENCHMARK 4C

Demonstrates an understanding of the variation within and across cultures.

Environmental and Instructional Condition for Learning

Provide students opportunities to interact with and learn about different cultures, and to understand the concept of "social norm."

Social Emotional Learning Indicator	Health	Physical Education
I can analyze social situations and show awareness that others' responses are influenced by different customs and traditions they hold.	Analyze how a variety of factors impact personal and community health. H2.W3.HS	
I can participate in cross-cultural activities and reflect on how I was responsive and respectful to the people, the setting, and the context.		
I can identify broader issues and unaddressed areas and consider potential implications of bias in existing information.	Evaluate societal influences on violence. H2.Sa3.HS	

STANDARD 5 — SOCIAL MANAGEMENT

Individuals have the ability to make safe and constructive choices about personal behavior and social interactions

BENCHMARK 5A

Demonstrates a range of communication and social skills to interact effectively with others.

Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum and/or content, and opportunities to practice varying ranges of communication and social skills for interacting effectively with others.

Social Emotional Learning Indicator	Health	Physical Education
I can reflect on and adjust my communication style with others, practice cultural humility, and constructively respond to feedback from others about improving my communication with them.		
I can use cooperative strategies for collaborating with peers, adults, and others in the community (e.g., acknowledge opinions, compromise, contribute, encourage, listen, and reach consensus) to move group efforts forward with awareness of the needs of everyone.	Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid potentially violent situations. H7.Sa3.HS Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. H4.W5.HS	

BENCHMARK 5B

Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.

Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum and/or content, and opportunities to practice their ability to identify and take constructive steps to resolve interpersonal conflicts.

Social Emotional Learning Indicator	Health	Physical Education
I can apply specific conflict-resolution skills and seek out problem-solving resources (e.g., trusted adults and peer mediators).	Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid potentially violent situations. H7.Sa3.HS Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. H4.W5.HS	
I can practice solving problems in a peaceful way, but when peaceful solutions don't happen, I can analyze and understand my role and take initiative for reparation.		
I can apply conflict-resolution skills to de-escalate, defuse, and resolve conflicts and differences.	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. H4.W5.HS Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid potentially violent situations. H7.Sa3.HS	

BENCHMARK 5C

Demonstrates the ability to engage in respectful and healthy relationships with individuals with diverse perspectives, cultures, languages, histories, identities, and abilities.

Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum and/or content, and opportunities to practice engaging in respectful and healthy relationships with individuals with diverse backgrounds and perspectives.

Social Emotional Learning Indicator	Health	Physical Education
I can apply strategies for setting and keeping healthy boundaries in relationships with peers and adults.	Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5.HS	
I can establish and maintain relationships with people whose backgrounds and identities vary from my own while recognizing the impact of privilege and oppression.		
I can practice strategies for engaging and maintaining constructive relationships (e.g., pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness).		Evaluate opportunities for social interaction and social support in a self-selected physical activity. PE5.3.HS2

STANDARD 6 — SOCIAL ENGAGEMENT

Individuals have the ability to consider others and show a desire to contribute to the well-being of the school and community.

BENCHMARK 6A

Demonstrates a sense of school and community responsibility.

Environmental and Instructional Condition for Learning

Provide students with instruction in, practice with, and feedback on effective group interaction skills and strategies for individual and group advocacy.

Social Emotional Learning Indicator	Health	Physical Education
I can engage in ways to improve school operation and/or community function by engaging and actively pursuing the voices and ideas of peers and adults.	Advocate for ways to manage or resolve interpersonal conflict. H8.So4.HS Design a drug-free message for a community beyond school. H8.Su3.HS Advocate for violence prevention. H8.Sa3.HS	Analyze barriers that prevent opportunities for physical activity inside and outside of school. PE4.1.HS2 Assume a leadership role in a physical activity setting. PE4.3.HS2a
I can use strategies based on mutual cooperation and respect to resist the social pressures that may result in marginalization and bias within my school and community.	Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid potentially violent situations. H7.Sa3.HS	Describe the importance of treating individuals with dignity and respect during physical activity. PE4.3.HS2b
I can analyze school operations from diverse perspectives and take leadership opportunities to contribute to our school/community.		Analyze barriers that prevent opportunities for physical activity inside and outside of school. PE4.1.HS2

BENCHMARK 6B

Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.

Environmental and Instructional Condition for Learning

Provide students with instruction in, practice with, and feedback on valuing cultural diversity, as well as utilizing individual and group differences to enhance collective goals.

Social Emotional Learning Indicator	Health	Physical Education
I can evaluate strategies for working together, underscore how advocacy for the rights of others contributes to the common good and recognize how bias can affect group dynamics.		Solve problems and think critically when working with others in physical activity, both as an individual and in groups. PE4.3.HS1 Describe the importance of treating individuals with dignity and respect during physical activity. PE4.3.HS2b
I can promote equitable distribution of community resources and discern approaches, gauge dynamics, and act from an understanding of my role in group activities and interactions.		Analyze barriers that prevent opportunities for physical activity inside and outside of school. PE4.1.HS2
I can evaluate personal contributions to group effectiveness and adjust my behavior accordingly.		Solve problems and think critically when working with others in physical activity, both as an individual and in groups. PE4.3.HS1 Assume a leadership role in a physical activity setting. PE4.3.HS2a

BENCHMARK 6C

Contributes productively to one's school, workplace, and community.

Environmental and Instructional Condition for Learning

Provide students with nurturing settings that encourage their voice and ownership in the function of home, school, workplace, and/or community.

Social Emotional Learning Indicator	Health	Physical Education
I can work cooperatively with others to plan, implement, and evaluate projects that address identified needs and enhancements in my school, work, and local community.		Solve problems and think critically when working with others in physical activity, both as an individual and in groups. PE4.3.HS1
I can demonstrate an understanding of school, work, and community cultures and actively participate in cooperative interactions to improve civic, workplace, and ethical climates.		Solve problems and think critically when working with others in physical activity, both as an individual and in groups. PE4.3.HS1
I can analyze, promote, and advocate for civic and democratic responsibilities for promoting a healthy and clean environment.	Analyze how a variety of factors impact personal and community health. H2.W3.HS	
I can use analysis and critical-thinking skills to understand the broad impact and potential consequences of safe and risky online behaviors.	Analyze potential dangers of sharing personal information through electronic media. H1.Sa3.HS Identify laws and concerns related to sending or posting sexually explicit pictures or messages. H1.Se6.HSb Examine laws and consequences related to sexual offenses, including when a minor is involved. H1.Se6.HSa	