



Crosswalk for Tennessee Physical Education Standards K-12 and Tennessee Department of Education's K-12 Social and Personal Competencies

This document aligns the five core social and personal competencies (SPCs) from the Tennessee Department of Education's [K-12 Social and Personal Competencies Resource Guide](#) with the Tennessee Physical Education Standards for grades [K-5](#), [6-8](#), and [9-12](#). Modeled after the foundational national document from [SHAPE America](#), this document is more specific guidance that incorporates state standards and terminology for SPCs. Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making are the “soft skills” that are needed for students to succeed in postsecondary and career pursuits. They also have always been a part of the national and state physical education standards, and this tool is meant to serve as a resource to strengthen and reinforce those connections. This table is not intended to be exhaustive, and additional alignments may be made with other Tennessee physical education standards. The crosswalk identifies standards that are applicable to teaching and/or reinforcing one or more of the social and personal competencies.

The format of the standard is read this way:

- ❖ For grades K-8:
 - Component – Standard Number – Grade
 - Example:
 - **PSR.1.3** – Works independently and stays on-task.
 - Personal & Social Responsibility – Standard 1 – Grade 3
- ❖ For grades 9-12:
 - Component – Standard Number - asterisk* (Optional component extension, if applicable)
 - Example:
 - **PSR.3** – Demonstrate positive attitudes towards self and others through verbal and nonverbal behaviors.

For more context of sequencing or clarification of terms, please reference the individual standards document for the appropriate grade-band of [K-5](#), [6-8](#), or [9-12](#). For more information and resources to support incorporating social and personal competencies into classroom instruction and educator effectiveness, visit the Department's webpage [here](#).

Tennessee Physical Education Standards	TN Core Social and Personal Competencies
<p style="text-align: center;">Standard 2 <i>MKA – Movement Knowledge and Application</i> <i>CC – Cognitive Concepts</i></p>	<p style="text-align: center;">Self-management <i>Self-management is the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.</i></p>
<p>❖ CC.1* Design a practice drill to improve performance.</p>	<p>❖ 2B. Set, monitor, adapt, and evaluate his/her goals to achieve success in school and life.</p>
<p style="text-align: center;">Standard 2 <i>MKA – Movement Knowledge and Application</i> <i>CC – Cognitive Concepts</i></p>	<p style="text-align: center;">Responsible Decision-making <i>Responsible decision-making is the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.</i></p>
<p>❖ MKA.5.5a Analyzes and self-corrects movement principles.</p> <p>❖ MKA.7.5 Analyzes and modifies simple strategies in game-like activities.</p> <p>❖ CC.10.7 Analyzes and makes adjustments based on variables (e.g., skill, fitness, conditions, equipment).</p>	<p>❖ 5A. Consider and use multiple factors in decision-making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.</p>
<p>❖ MKA.6.5 Analyzes and self-corrects skill performance.</p> <p>❖ CC.7 Assess strategies needed to achieve specific effects/outcomes. (e.g., offensive strategies in order to score, defensive strategies to obtain possession, player positioning, etc.)</p>	<p>❖ 5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.</p>
<p style="text-align: center;">Standard 3 <i>FPA – Fitness & Physical Activity</i></p>	<p style="text-align: center;">Self-management <i>Self-management is the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.</i></p>

<ul style="list-style-type: none"> ❖ FPA.6.6 Completes a 2 week activity log and compare results to a formal fitness test. ❖ FPA.6.7 Designs a plan to improve one health-related component based on the results of fitness log and fitness test data. ❖ FPA.6.8 Implements a fitness plan and assess effectiveness. 	<ul style="list-style-type: none"> ❖ 2B. Set, monitor, adapt, and evaluate his/her goals to achieve success in school and life.
<p>Standard 3 <i>FPA – Fitness & Physical Activity</i></p>	<p>Responsible Decision-making <i>Responsible decision-making is the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.</i></p>
<ul style="list-style-type: none"> ❖ FPA.1.5 Identifies and participates in activities specific to each component of health-related fitness. ❖ FPA.3/4* Match skill-related components to selected activities. ❖ FPA/10/11* Analyze a personal fitness plan and make suggestions for improvement. 	<ul style="list-style-type: none"> ❖ 5A. Consider and use multiple factors in decision-making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.
<p>Standard 4 <i>PSR – Personal & Social Responsibility</i></p>	<p>Self-awareness <i>Self-awareness is the ability to accurately recognize one’s emotions, thoughts, and values and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a grounded sense of confidence, optimism, and a “growth mindset.”</i></p>
<ul style="list-style-type: none"> ❖ PSR.3 Demonstrate positive attitudes towards self and others through verbal and nonverbal behaviors. 	<ul style="list-style-type: none"> ❖ 1A. Demonstrate an awareness of his/her emotions.
<ul style="list-style-type: none"> ❖ PSR.3 Demonstrate positive attitudes towards self and others through verbal and nonverbal behaviors. 	<ul style="list-style-type: none"> ❖ 1B. Demonstrate an awareness of his/her personal qualities and interests.
<ul style="list-style-type: none"> ❖ PSR.3 Demonstrate positive attitudes towards self and others through verbal and nonverbal behaviors. 	<ul style="list-style-type: none"> ❖ 1C. Demonstrate an awareness of his/her strengths and limitations.
<ul style="list-style-type: none"> ❖ PSR.3 	<ul style="list-style-type: none"> ❖ 1D. Demonstrate a sense of personal responsibility and advocacy.

Demonstrate positive attitudes towards self and others through verbal and nonverbal behaviors.	
<p style="text-align: center;">Standard 4 <i>PSR – Personal & Social Responsibility</i></p>	<p style="text-align: center;">Self-management <i>Self-management is the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.</i></p>
<ul style="list-style-type: none"> ❖ PSR.1.3 Works independently and stays on-task. ❖ PSR.1.5 Exhibits respect for self and others with appropriate behavior while engaging in physical activity. ❖ PSR.1.8 Exhibits good sportsmanship during competitive play. ❖ PSR.8 Demonstrate conflict resolution skills. ❖ PSR.5 Display acceptance of decisions of judgement in socially responsible ways (e.g., teachers, sport officials, peer leaders). 	<ul style="list-style-type: none"> ❖ 2A. Understand and use strategies for managing his/her emotions and behaviors constructively.
<p style="text-align: center;">Standard 4 <i>PSR – Personal & Social Responsibility</i></p>	<p style="text-align: center;">Social Awareness <i>Social awareness is the ability to understand the perspective of others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize and practice civic responsibility in family, school, and community.</i></p>
<ul style="list-style-type: none"> ❖ PSR.3.4 Interacts positively with others regardless of personal differences. ❖ PSR.3.5 Encourages the movement performance of others. 	<ul style="list-style-type: none"> ❖ 3A. Demonstrate awareness and consideration of other people’s emotions, perspectives, and social cues.
<ul style="list-style-type: none"> ❖ PSR.3.8 Resolves conflicts and accepts decisions of judgment in socially acceptable ways. ❖ PSR.7 Display acceptance of individual differences (e.g., ability level, cultural background, gender, interest, age). 	<ul style="list-style-type: none"> ❖ 3B. Exhibit civic responsibility in multiple settings.

<ul style="list-style-type: none"> ❖ PSR.4.6 Willingly includes others of a diverse population. ❖ PSR.7 Display acceptance of individual differences (e.g., ability level, cultural background, gender, interest, age). 	<ul style="list-style-type: none"> ❖ 3C. Demonstrate an awareness and respect for human dignity, including culture and differences.
<p>Standard 4 <i>PSR – Personal & Social Responsibility</i></p>	<p>Relationship Skills <i>Relationships skills are the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting unwanted or inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.</i></p>
<ul style="list-style-type: none"> ❖ PSR.3.8 Resolves conflicts and accepts decisions of judgment in socially acceptable ways. ❖ PSR.6 Provide support and encouragement for classmates (e.g., acknowledge good play, accept success/performance limitations). 	<ul style="list-style-type: none"> ❖ 4A. Use positive communication and social skills to interact effectively with others.
<ul style="list-style-type: none"> ❖ PSR.4.7 Cooperates respectfully with peers in a small group. ❖ PSR.6 Provide support and encouragement for classmates (e.g., acknowledge good play, accept success/performance limitations). 	<ul style="list-style-type: none"> ❖ 4B. Develop and maintain positive relationships.
<ul style="list-style-type: none"> ❖ PSR.3.2 Demonstrates awareness of personal behavior with regard to cooperation and sharing. ❖ PSR.3.7 Recognizes potential conflicts and demonstrate proactive ways to prevent conflict. ❖ PSR.3.8 Resolves conflicts and accepts decisions of judgment in socially acceptable ways. ❖ PSR.4.8 Works cooperatively with a large group to achieve group goals. ❖ PSR.6/7/8* Engage in cooperative learning activities (e.g., icebreakers, team building). 	<ul style="list-style-type: none"> ❖ 4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.

<p style="text-align: center;">Standard 4 <i>PSR – Personal & Social Responsibility</i></p>	<p style="text-align: center;">Responsible Decision-making <i>Responsible decision-making is the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.</i></p>
<ul style="list-style-type: none"> ❖ PSR.1.4b Reflects on personal behavior in group settings. ❖ PSR.4.4 Adheres to specific rules to promote fair play in small-sided games. ❖ PSR.1.6 Exhibits personal responsibility by using appropriate etiquette, respect for facilities and equipment and safe behaviors. 	<ul style="list-style-type: none"> ❖ 5A. Consider and use multiple factors in decision-making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.
<ul style="list-style-type: none"> ❖ PSR.4.3 Encourages others to follow procedures and rules to provide a productive learning environment. ❖ PSR.4.4 Adheres to specific rules to promote fair play in small-sided games. ❖ PSR.4.5 Critiques the rules of various activities. ❖ PSR.2.8 Applies rules and etiquette by acting as and interacting with officials during physical activity. ❖ PSR.9 Apply best practices for participating safely in physical activity (e.g., equipment/facility use, peer awareness, environment, personal medical needs). 	<ul style="list-style-type: none"> ❖ 5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.
<p style="text-align: center;">Standard 5 <i>VPA – Values Physical Activity</i></p>	<p style="text-align: center;">Self-awareness <i>Self-awareness is the ability to accurately recognize one’s emotions, thoughts, and values and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a grounded sense of confidence, optimism, and a “growth mindset.”</i></p>
<ul style="list-style-type: none"> ❖ VPA.1.0 Recognizes and participates in physical activity for enjoyment. 	<ul style="list-style-type: none"> ❖ 1A. Demonstrate an awareness of his/her emotions.

<ul style="list-style-type: none"> ❖ VPA.1.6 Communicates ideas and feelings towards physical activity. ❖ VPA.2 Determine the value of physical activity to meet an individual's personal needs (e.g., social interaction, self expression, stress management). 	
<ul style="list-style-type: none"> ❖ VPA.1.5 Evaluates other opportunities for physical activity based on personal preferences. ❖ VPA.1.8 Recognizes differences in reasons why people participate in physical activity. ❖ VPA.2 Determine the value of physical activity to meet an individual's personal needs (e.g., social interaction, self expression, stress management). 	<ul style="list-style-type: none"> ❖ 1B. Demonstrate an awareness of his/her personal qualities and interests.
<ul style="list-style-type: none"> ❖ VPA.2.0 Acknowledges some physical activities are challenging/difficult. ❖ VPA.2.6 Recognizes individual challenges and performs positive coping strategies. 	<ul style="list-style-type: none"> ❖ 1C. Demonstrate an awareness of his/her strengths and limitations.
<p>Standard 5 <i>VPA – Values Physical Activity</i></p>	<p>Relationship Skills <i>Relationships skills are the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting unwanted or inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.</i></p>
<ul style="list-style-type: none"> ❖ VPA.2.8 Provides support for teammates in challenging situations. 	<ul style="list-style-type: none"> ❖ 4A. Use positive communication and social skills to interact effectively with others.