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Unaddressed Areas in the Newly Revised SHAPE America K–12 Physical Education Teaching Standards

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Background/Purpose: While the updated SHAPE America National Standards for K–12 Physical Education provide a comprehensive framework for guiding quality instruction, several areas emphasized in contemporary research, policy, and educational practice are not explicitly addressed or could be strengthened. The purpose of this study was to examine gaps in the newly developed K–12 physical education teaching standards and to identify areas needing refinement to better respond to emerging educational and public health challenges. **Methods:** A document analysis was conducted in which the new SHAPE America K–12 Physical Education Teaching Standards were systematically analyzed and compared with widely recommended health and physical education policies, theoretical frameworks, and empirical research findings. A compare-and-contrast approach was used to identify omissions and areas requiring further development. **Results:** Three major gaps were identified. First, comprehensive integration of health literacy is limited. Although the standards emphasize physical competence and physical activity participation, they do not explicitly incorporate key health literacy components such as nutrition education, mental health, sleep, and stress management within a holistic health framework. Second, guidance on technology-supported instruction and assessment is largely absent. Despite the increasing use of digital tools such as wearable devices, fitness applications, and online self-testing, explicit recommendations for effective technology integration are not articulated. Third, while inclusive instruction is implied, the standards lack explicit language addressing equity, cultural relevance, and accessibility for diverse learners, including students with disabilities, culturally

diverse populations, and those in low-resource environments. **Conclusions:** These findings suggest that the SHAPE America K–12 Physical Education Teaching Standards could be strengthened by more explicitly addressing health literacy, technology integration, and equity. Addressing these gaps may enhance the relevance of physical education and support its role in promoting holistic student health and lifelong physical activity.