

THE OPEN PRIORITY LEARNING OUTCOMES FOR PHYSICAL EDUCATION

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THE RATIONALE

Back-to-school in the Fall of 2020 will be one of the most challenging and transformational periods in the history of American public education. COVID-19 has caused months of school closings and distance learning for all American students. The social and emotional concerns that have risen due to extended periods of isolation are compounded by continued uncertainty. Student and staff safety considerations, budgetary challenges, scheduling dilemmas, instructional concerns, and technology inequities are real priorities that must be faced and met quickly and under intense pressure.

Since March of 2020, teachers and schools have worked tirelessly to adjust, meet student needs and provide instruction in new and oftentimes challenging ways. To say the process has been frustrating for educators and families alike would be a gross understatement. The 12-weeks of extended school closings could never be described as a “glorified snow day.” It represents a national emergency, and the devastating impact it is having on our children’s physical, social and emotional health will not be fully understood for years to come.

Physical educators face extremely problematic uncertainties as schools struggle to identify ways to allow students to be physically active while adhering to public health practices that must be in place for our schools to reopen. The process of becoming physically educated requires students to move and be physically active. Typically, this happens in settings where students work closely together, sharing equipment and space. These activities have provided opportunities for students to develop social skills within safe and engaging movement environments. However, the current crisis is forcing every content area to reimagine and refocus instruction around fundamental learning outcomes – physical education is no different.

As the physical education community prepares for a new reality, this document provides focus for instructional planning, whether that instruction is online, in-person or blended. It distills the foundational work done at the national and state levels into priority learning outcomes that emphasize social and emotional learning, good health, and disease prevention. In narrowing the focus, teachers will be able to transition to different instructional environments as needed, while minimizing disruptions to student learning.

It's important to note that this document is not intended to replace state or national standards and published grade-level learning outcomes. Each document used in the creation of these priority outcomes must in fact remain in place as these documents define the work of the physical education community at large. Teachers will still refer to the grade-level outcomes for additional levels of specificity when planning learning experiences.

Why then has this work been done? In looking at the national grade-level outcomes, each grade level has an average of 55 individual educational outcomes across 5 standards and more than 50 content strands. In pre-pandemic conditions, physical educators could not be expected to meet each of these outcomes considering physical education's average class sizes and normal weekly instructional times.

The OPEN Priority Learning Outcomes for Physical Education provide instructional focus through the lens of 4 umbrella standards and 16 instructional strands with 1 grade-level outcome per strand. This means that physical educators can now focus their planning to help students meet 16 learning outcomes per year with a clear focus on teaching the value of physical activity for good physical, emotional and mental health.

Close reading of this document reveals broad freedom for educators with grade-level outcomes that provide expansive instructional opportunities at the discretionary unpacking of local physical education programs.

The lack of numbering on each of the 4 standards in this document was done intentionally. Values Physical Activity is listed first because it is through this lens that all other outcomes can be interpreted and unpacked. Students must develop some movement skill competency in order to fully value the joy of physical activity. They must gain fitness knowledge in order to better value the health benefits of physical activity. Students must demonstrate responsible behaviors within physical activity settings in order to ensure that they themselves and others can fully value and enjoy physical activity participation.

In this structure, the valuing of physical activity remains the focal point and the other three standards share equal status as students develop the knowledge, skill and confidence to enjoy health-enhancing physical activity for a lifetime. Numbering the standards would have confused this point by assigning a false hierarchy to essential learning outcomes. Movement Skills & Concepts, Fitness Knowledge, and Responsible Behaviors could have been written in any order underneath Values Physical Activity and it is up to the experience and discretion of each physical education program to assign any additional priorities.

PRIORITY LEARNING OUTCOMES FOR PHYSICAL EDUCATION

VALUES PHYSICAL ACTIVITY

Students recognize the value of physical activity for physical, emotional, and mental health. (SA 5; NYS 3&6; VA 4; TEKS Social Development; FL 6, MD 5)

Personal Health

(K) Recognizes physical activity is important for good health.

(1) Recognizes physical activity is important of good physical, emotional, and mental health.

(2) Identifies ways that physical activity improves physical, emotional, and mental health.

(3) Discusses the relationship between physical activity and good health.

(4) Examines the health benefits of available physical activity options.

(5) Compares the health benefits of available physical activity options.

(6) Describes how physical activity positively impacts the body to promote good health.

(7) Identifies and explains the relationship between the five components of health-related fitness and disease prevention.

(8) Seeks out and identifies physical activity options to enrich physical, emotional, and mental health for self and others.

(HS) Analyzes the health benefits of self-selected physical activity and applies choices to personal fitness planning.

Personal Enjoyment

(K) Identifies physical activities that are enjoyable.

(1) Describes positive feelings that result from physical activity participation.

(2) Discusses personal reasons for enjoying selected physical activities.

(3) Reflects on the reasons for enjoying selected physical activities.

(4) Ranks the enjoyment of participating in different physical activities.

(5) Analyzes different activity choices for enjoyment and identifies reasons for positive or negative responses.

(6) Describes how moving competently creates enjoyment and self-expression.

(7) Explains the relationship between self-expression and lifelong enjoyment of physical activity.

(8) Discusses ways to increase enjoyment in self-selected physical activities.

(HS) Selects and participates in regular physical activity based on personal enjoyment and/or self-expression.

Personal Challenge

(K) Acknowledges that some physical activities are challenging/difficult.

(1) Recognizes that challenges can lead to success.

(2) Participates in physical activities that bring confidence and challenge.

(3) Discusses the challenge that comes from learning new physical activities.

(4) Rates the enjoyment of participating in challenging and mastered physical activities.

(5) Expresses the enjoyment and challenge of participating in a favorite physical activity.

(6) Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks.

(7) Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge.

(8) Develops a plan of action and makes appropriate decisions based on that plan when faced with a challenge.

(HS) Chooses an appropriate level of challenge to experience success and a desire to participate in self-selected physical activity while working toward personal fitness goals.

Social Interaction

(K) Discusses the enjoyment of playing with family and friends.

(1) Discusses the reasons for participating in physical activity with friends.

(2) Discusses ways to encourage others to be physically active with friends.

(3) Describes the positive social interactions that come when engaged with others in physical activity.

(4) Describes and compares positive social interactions when engaged in partner, small-group, and large-group physical activities.

(5) Describes the social benefits gained from participating in physical activity.

(6) Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.

(7) Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.

(8) Demonstrates respect for self by asking for help and helping others in various physical activities.

(HS) Identifies and evaluates the opportunity for social interaction and social support in self-selected physical activities.

MOVEMENT SKILLS & CONCEPTS

Students demonstrate skill competency and can apply concepts and strategies to movement and performance. (SA 1&2; NYS 1&2; VA 1&2 TEKS Movement; FL 1&2, MD 1&2)

Locomotor Skills

- (K) Performs locomotor skills with balance.
- (1) Travels with balance using a variety of locomotor skills in dynamic environments.
- (2) Performs locomotor skills using a mature pattern and in rhythm.
- (3) Performs locomotor skills with balance at various speeds.
- (4) Uses various locomotor skills in a variety of small-sided games and practice tasks.
- (5) Combines traveling with manipulative skills in a variety of small-sided games and practice tasks.
- (6) Safely and purposefully uses mature locomotor skills in rhythms and patterns in dance, fitness, and sport environments.
- (7) Combines mature locomotor and manipulative skills dance, fitness, and sport environments.
- (8) Combines locomotor skills with movement concepts in dance, fitness, and sport environments.
- (HS) Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

Non-Locomotor Skills

- (K) Maintains momentary stillness on different bases of support.
- (1) Transfers weight from one body part to another in self-space.
- (2) Combines balances and transfers in purposeful movement sequences.
- (3) Combines balance and weight transfers with movement concepts.
- (4) Combines traveling with balance and weight transfers.
- (5) Combines actions and traveling with movement concepts to create movement sequences.
- (6-8) Refines non-locomotor skills specific to improve performance in dance, fitness, and sport activities.
- (HS) Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

Manipulative Skills

- (K) Safely manipulates objects using underhand throws, two-hand catches, hand and foot dribbles and underhand volleys/strikes.
- (1) Manipulates and controls objects using underhand throws, two-hand catches, hand and foot dribbles and underhand volleys/strikes.
- (2) Demonstrates control while combining locomotor and manipulative skills in self-space and general space.
- (3) Demonstrates manipulative skills using mature patterns for accuracy and control.
- (4) Combines locomotor and manipulative skills using mature patterns for accuracy and control in static and dynamic environments.

(5) Executes a variety of manipulative skills with control and accuracy in small-sides games.

(6-8) Refines manipulative skills to improve performance in dance, fitness, and sport activities.

(HS) Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

Movement Concepts

(K) Safely moves in both personal and general space using different pathways and speeds.

(1) Safely moves demonstrating a variety of relationships with people and objects.

(2) Controls force (strong and light) and speed (fast and slow) while moving in static and dynamic environments.

(3) Recognizes open and closed spaces in a variety of movement contexts.

(4) Combines movement concepts with skills in a variety of small-sided practice tasks.

(5) Analyzes movement situations and applies movement concepts in small-sided games/practice tasks.

(6) Creates open space to create an advantage or with a specific purpose in dance, fitness, and sport activities.

(7) Closes space to create an advantage or with a specific purpose in dance, fitness, and sport activities.

(8) Analyzes movement and activity situations and makes adjustments with a specific purpose or to create a strategic advantage.

(HS) Uses movement concepts and principles to analyze and improve performance of self and others in a selected skill.

DEMONSTRATES FITNESS KNOWLEDGE

Students demonstrate the knowledge and skills required to achieve and maintain a health-enhancing level of personal fitness. (SA 3; NYS 3&6; VA 2,3&5; TEKS Physical Activity & Health; FL 3&4, MD 3)

Physical Activity Knowledge

- (K) Identifies active play opportunities outside physical education class.
- (1) Discusses the benefits of being active and exercising/playing.
- (2) Describes physical activities for participation outside physical education class.
- (3) Identifies physical activity benefits as a way to improve health and personal fitness.
- (4) Analyzes different opportunities for participating in physical activity outside physical education class for personal health benefits.
- (5) Charts and analyzes physical activity outside physical education class for personal fitness and health benefits.
- (6) Identifies a variety of physical activity options available in the local community.
- (7) Identifies barriers to maintaining a physically active lifestyle and seeks solutions for eliminating barriers.
- (8) Explains the connection between regular physical activity and overall physical, emotional, and mental health.
- (HS) Discusses the benefits of a physical active lifestyle as it relates to personal career goals.

Fitness Knowledge

- (K) Recognizes that when you move fast, your heart beats faster and you breathe faster.
- (1) Identifies the heart as a muscle that grows stronger with exercise/play and physical activity.
- (2) Identifies physical activities that contribute to fitness.
- (3) Describes the concept of fitness and provides examples of physical activity to enhance fitness.
- (4) Identifies the component of health-related and skill-related fitness.
- (5) Identifies activities that require and/or improve the components of fitness.
- (6) Defines each component of the FITT principle as it relates to personal fitness.
- (7) Defines Heart Rate as a way to measure activity Intensity.
- (8) Describes the use of Heart Rate Zones as a way to improve or maintain personal fitness.
- (HS) Uses available technology to adjust pacing to keep heart rate in a target zone.

Fitness Programming

- (K) Participates in physical activity in active school programming environments (PE, Recess, Activity Breaks).
- (1) Participates in physical activity outside of the school environment.
- (2) Participates in physical activities that contribute to fitness.
- (3) Identifies physical activities that contribute to fitness without teacher direction.
- (4) Analyses personal fitness and identifies areas for improvement.
- (5) Designs a physical activity routine to enhance personal fitness.

- (6) Maintains a physical activity log for at least two weeks and reflects on activity levels documented in the log.
- (7) Designs a fitness and nutrition plan based on personal fitness goals, emotional and mental health needs and activity preferences.
- (8) Seeks out and identifies fitness opportunities in the local community.
- (HS) Creates and implements a life-style plan that includes fitness, nutrition, emotional and mental health, and career/productivity goals.

Nutrition

- (K) Recognizes that food provides energy for physical activities.
 - (1) Identifies foods that promote good health.
 - (2) Describes the specific roles that nutrition and physical activity play in overall good health.
 - (3) Identifies the 5 basic food groups.
 - (4) Identifies a variety of foods from each food group.
 - (5) Compares and contrasts the health benefits of different food choices.
 - (6) Identifies foods from each food group that can be combined to build balanced meals.
 - (7) Compares and contrasts the health benefits of whole foods verses processed foods.
 - (8) Seeks out and makes requests for nutritious whole-food choices.
 - (HS) Routinely creates/consumes meals and snacks that are based on healthful nutrition as a part of a lifestyle that enhances personal wellness.
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DEMONSTRATES RESPONSIBLE BEHAVIORS

Students demonstrate responsible personal and social behavior. (SA 4; NYS 4; VA 4; TEKS Social Development; FL 5, MD 4)

Personal Responsibility & Safety

(K) Follows directions for safe participation and proper use of equipment with minimal reminders.

(1) Follows directions for safe participation and proper use of equipment without reminders.

(2) Works independently and safely in physical education.

(3) Works independently and safely in physical activity settings.

(4) Exhibits responsible behavior in independent group situations.

(5) Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher).

(6) Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.

(7) Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.

(8) Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.

(HS) Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Accepting Feedback

(K) Acknowledges responsibility for behavior when prompted.

(1) Responds appropriately to general feedback from the teacher.

(2) Accepts specific corrective feedback from the teacher.

(3) Accepts and implements specific corrective teacher feedback.

(4) Listens respectfully to corrective feedback from others (adults and peers).

(5) Gives corrective feedback respectfully to peers.

(6) Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.

(7) Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone, and other communication skills.

(8) Provides encouragement and feedback to peers without prompting from the teacher.

(HS) Employs effective self-management skills to analyze feedback from a variety of sources as well as the identification of personal barriers to modify physical activity patterns and personal health behaviors appropriately, as needed.

Working with Others

(K) Shares equipment and space with others.

(1) Works independently with others in a variety of class environments.

(2) Accepts responsibility for class protocols with personal and cooperative behavior as well as performance actions.

(3) Works cooperatively with others.

- (4) Accepts “players” of all skill levels into the physical activity.
- (5) Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.
- (6) Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.
- (7) Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.
- (8) Responds appropriately to participants’ ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.
- (HS) Uses communication skills and strategies that promote positive team/group dynamics.

Etiquette

- (K) Recognizes the established protocol for class activities.
- (1) Exhibits the established protocols for class activities without reminders.
- (2) Recognizes the role of rules and etiquette in teacher-designed physical activities.
- (3) Recognizes the role of rules and etiquette in physical activity with peers.
- (4) Exhibits etiquette and adherence to rules in a variety of physical activities.
- (5) Critiques the etiquette involved in rules of various game activities.
- (6) Identifies the rules and etiquette for physical activities/games and dance activities.
- (7) Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games or following parameters to perform, create or modify a dance.
- (8) Applies rules and etiquette by acting as an official for modified physical activities/games or creating dance routines within a given set of parameters.
- (HS) Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.

REFERENCES AND LINKS TO NATIONAL AND STATE STANDARDS DOCUMENTS

National Standards & Grade-Level Outcomes for K-12 Physical Education (2014), SHAPE America. ([LINK](#))

Florida Next Generation Sunshine State Standards for Physical Education (2013), Florida Department of Education. ([LINK](#))

State of Maryland Content Standards for Physical Education PreK-12 (2019), Maryland State Department of Education. ([LINK](#))

New York State Physical Education Learning Standards (2020), New York State Education Department. ([LINK](#))

Texas Essential Knowledge and Skills for Physical Education (1998), Texas Education Agency. ([LINK](#))

Virginia Physical Education Standards of Learning (2015), Virginia Department of Education. ([LINK](#))