

AUGUST 2020

# Health and Physical Education



## **Section 2E.**

The purpose of this document is to provide Health and Physical Education (PE) resources that support students' physical, mental, social, and emotional health.



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## SECTION 1. Overarching Design Considerations



### 1A. Essential Learning and Acceleration

Instruction—even in this time of disruption—should be designed to ensure that each student has access to grade-level content so they can progress to the next level of learning and be prepared for college and careers. Leveraging student and family funds of knowledge is critical in connecting student experience to current learning goals and student agency. This year, it is important to account for the range of learning opportunities students encountered during extended school closures and over the summer. Focusing on the most essential content will be critical.

Achieving this goal requires educators to understand the essential knowledge from the current and prior grades. The prior grade’s essential knowledge must be woven into the current year’s grade-level learning. Focusing on essential knowledge for each grade asks educators to resist the temptation to think students need to learn everything from the prior grade before taking on the next grade’s learning. That is not necessary for success. Freeing educators from this inclination will let them focus tightly on the highest-leverage learning.

This fall it will be critical to monitor the potential instinct toward over-remediation. Annenberg Institute for School Reform at Brown University and Results for America’s research brief, “[School Practices to Address Learning Loss](#),” recommends against strategies that compress additional content into an instructional timeframe or that increase tiered interventions that pull students away from core content. Evidence suggests that these practices may deepen learning gaps that already exist for struggling students.

Much of the content in every grade level and subject is accessible for students of that age, even if they missed some prior learning. **Thus, the recommendation**, supported in the Annenberg research brief, **is to focus on grade-level learning to ensure students keep making progress, even in these complex times, with supplemental instruction on prerequisite skills as necessary** (See [Learning Acceleration Guide: Planning for Acceleration in the 2020-2021 School Year](#)). This year, school districts/school systems must focus on strong formative assessment practices and adjust how students learn grade-level content through comprehensive distance learning and hybrid instructional models.

#### What remains in all instructional models and content areas:

- **Keep care and connection at the forefront.**
- **Design learning to include students experiencing disability and who are learning English, as they are first and foremost general education students.**
- **Focus on essential grade-level learning.**
- **Builds on students’ academic background, life experiences, culture and language to support [culturally relevant learning](#).**

This content is situated as a discipline-specific resource and intended to supplement rather than repeat content included in *Ready Schools, Safe Learners*; *Comprehensive Distance Learning*; and *Ensuring Equity and Access* (all of which are available on the [Oregon Department of Education website](#)).



## 1B. Formative Assessment Practices

Formative assessment practices are the most vital aspect of a balanced assessment system, as they increase student learning and agency. Formative practices inform instruction in the moment, on a daily basis, and apply across all instructional areas, from CTE, to visual and performing arts, to mathematics. Please refer to ODE’s [Formative Assessment Considerations for 2020-21](#) for information around where to focus formative assessment efforts for the coming school year. The assessment sections below focus on guidelines and content-specific interim assessment resources that are available for Oregon districts, where appropriate.

## SECTION 2. Content-Specific Design Considerations



### 2E. Health and Physical Education

Health and Physical Education (PE) support students’ physical, mental, social, and emotional health. The COVID-19 pandemic has dramatically changed how schools operate and it has also brought to the forefront the importance of prioritizing the health and wellbeing of all students.

It is important to understand that the Oregon Standards for Health Education do not specify what topics must be taught. Instead, they address skills that provide flexibility for unique learning experiences. Create a curriculum plan based on the Oregon Standards for Health Education and the needs of the school and/or community by looking at the health related data from the [Oregon Healthy Youth Survey](#) or the local health department.

For Physical Education, educators may need to shift the focus of their curriculum to Standard 3 (health-enhancing fitness), Standard 4 (personal and social responsibility) and Standard 5 (value of physical activity) and incorporate activities for Standard 1 (motor skills and movement patterns) and Standard 2 (movement concepts) that are safe and appropriate. Educators should also consider extending the amount of time spent on motor skills that may have been missed in the 2019-20 school year.

[Social and Emotional Learning – What Health and Physical Educators Should Know](#) from SHAPE America shows how health and physical educators are on the front lines of the SEL movement and how the standards for Health and PE naturally integrate starting at the elementary grade level.

Continue to check the [Health Education](#) and [Physical Education](#) pages on the Oregon Department of Education website for additional resources as they become available.

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
<p><b>Content</b></p> <p>What is the essential learning?</p>	<p><b>Prioritize the most critical skills and knowledge</b></p> <p>Educators should work in teams, whenever possible, to accomplish the following actions using a combination of the district’s adopted curriculum and other available tools.</p> <ul style="list-style-type: none"> <li>Assess your curriculum and make a curriculum map to address all of the <a href="#">Oregon Health Education State Standards &amp; Performance Indicators</a> and <a href="#">Oregon Physical Education State Standards &amp; Performance Indicators</a>.</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li><a href="#">Oregon Health, Physical, &amp; Sexuality Education Topic Categories and Essential Questions</a></li> </ul>

	<ul style="list-style-type: none"> <li>● <a href="#">Oregon Health Education Standards Color-Coded by Topic Categories - Chart</a></li> <li>● <a href="#">School Reentry Considerations: K-12 Physical Education Distance Learning Supplement</a> for examples of National Standards &amp; Grade-Level Outcomes that physical educators should prioritize with distance learning.</li> <li>● <a href="#">OPEN Curriculum Mapping</a></li> </ul>
<b>Instructional Materials</b>  What tools and resources do I use?	<p><b>Start with what you already have in place:</b> Build from the curricular content and lesson planning already in use prior to COVID-19. Supplement or re-align the district-adopted curriculum as needed for supporting students in distance learning and for, if applicable, an adapted scope and sequence.</p> <ul style="list-style-type: none"> <li>● Connect learning to current events and combine with other content areas.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>● <a href="#">Digital Access of State Adopted Health/PE Instructional Materials</a></li> <li>● <a href="#">Adoption Criteria for Health Education Instructional Materials</a></li> <li>● <a href="#">Adoption Criteria for Physical Education Instructional Materials</a></li> <li>● The <a href="#">Oregon Open Learning Hub</a> has content area resources that are openly licensed and free to use, remix, and share.             <ul style="list-style-type: none"> <li>○ <a href="#">Oregon Health Education Group</a></li> <li>○ <a href="#">Oregon Physical Education Group</a></li> </ul> </li> <li>● <a href="#">SB 13 Tribal History</a> <a href="#">Grade 4</a> -- <a href="#">Grade 8</a> -- <a href="#">High School</a></li> </ul>
<b>Instructional Practices and Student Engagement</b>  How do I adapt instruction to engage students in learning?	<p><b>Effective Instructional Routines</b></p> <p>How will each student learn the content and skills associated with these disciplines?</p> <ul style="list-style-type: none"> <li>● Instruction should focus on skill development activities, fitness-related activities, and social-emotional learning opportunities that can be performed.</li> <li>● The series of developmental steps (cycle of learning) that builds essential skills for both PE and Health — including communication, refusal, assessing the accuracy of information, decision-making, planning and goal-setting, self-control, and self-management — enable students to build their confidence, deal with social pressures, and avoid or reduce risk behaviors. For each skill, students can be guided through the cycle of learning provided in the resource below.</li> <li>● Delivering appropriate instructional practices and deliberate-practice tasks that support the goals, objectives, and standards can be achieved with distance learning by focusing on a consistent instructional routine or cycle of learning.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>● <a href="#">Skills Based Cycle of Learning with resources</a></li> <li>● <a href="#">SHAPE Virtual Resources for Health and PE</a></li> </ul>
<b>Assessment</b>  How will I measure learning?	<p><b>After establishing a class culture of learning, assessment of health and physical education considerations include:</b></p> <ul style="list-style-type: none"> <li>● See <a href="#">SHAPE AMERICA Student Assessment in Physical Education</a> and <a href="#">RMC Health Education Assessments</a> to design new and creative ways for students to demonstrate their learning such as making a slideshow or a video, using video chat services to have discussions, or having students create a poster or presentation to share in-person or on a virtual platform.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>● Please see formative assessment information in ODE’s <a href="#">Formative Assessment Considerations for 2020-21</a> for focused considerations and resources.</li> </ul>

- For more assessment ideas, refer to [Physical Activity Learning Types](#) and [OPEN Question Stems](#)