

## Washington State K–12 Learning Standards for Health and Physical Education

Learning standards are for all of us: principals, administrators, decision-makers, teachers, and families. They help define what is important for students to know and be able to do as they progress through school. Standards help ensure that students acquire the skills and knowledge they need to achieve personal and academic success. Standards also provide an avenue for promoting consistency in what is taught to students across our state—from district to district, school to school, classroom to classroom.

### Health Education and Physical Education Are Essential Academic Subjects

The mission of the Office of Superintendent of Public Instruction (OSPI) is to prepare students for college, career, and life. Health and physical education comprise extensive content areas that include, but are not limited to, the development of knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health-enhancing goals. These skills are learned in comprehensive health and physical education learning environments that span from kindergarten through grade 12.

Health education and physical education support students' academic performance in other subject areas, play a major role in reducing the cost of health care statewide, and provide students with a global perspective on wellness. The state of Washington is committed to implementing high-quality health and physical education instruction in order to:

- Lay the foundation knowledge for students to be healthy and well throughout life.
- Support the development of healthy and productive members of society.
- Prioritize the needs of each student by using inclusive language.
- Emphasize instructional understanding and application of the Whole Child Approach.

ASCD's [Whole School, Whole Community, Whole Child \(WSCC\) model](#) responds to the call improve each child's cognitive, physical, social, and emotional development through greater alignment, integration, and collaboration between education and health. The WSCC model focuses on an ecological approach directed at the whole school, with the school in turn drawing its resources and influences from the whole community and serving to address the needs of the whole child. ASCD and the U.S. Centers for Disease Control and Prevention encourage use of the model as a framework for improving student learning and student health in our nation's schools.

In the WSCC model, health and physical education are seen as two distinctive academic disciplines that complement one another. Each attends to the development of short-term and long-term skills and competencies for academic and personal growth. For this reason, in

Washington state, health education and physical education each count on their own set of standards and outcomes. By unravelling the links between the two disciplines and treating each independently, the Washington State K–12 Learning Standards will increase teacher understanding and expectations for preparation and delivery of instruction—that is, where and when grade-level outcomes should be taught.

## Washington State Learning Goals, Standards, and Outcomes

These **four learning goals** are the foundation of all academic learning standards in Washington state:

- **Read** with comprehension, **write** effectively, and **communicate** successfully in a variety of ways and settings and with a variety of audiences;
- **Know and apply the core concepts and principles** of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; *and health and fitness* [now named physical education];
- **Think** analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- **Understand** the importance of work and finance and how performance, effort, and decisions directly affect **future career and educational opportunities**.

The **Washington state learning standards** are the required elements of instruction and are worded broadly enough to allow for local decision-making. **Outcomes** provide the specificity to support school districts in meeting each standard in each grade level. Depending on school resources and community norms, instructional activities may vary.

The 2016 Health Education K–12 Learning Standards and Physical Education K–12 Learning Standards reflect OSPI’s continuous commitment to supporting rigorous, inclusive, age-appropriate, and medically accurate instruction to ensure that students are prepared to live healthy, productive, and successful lives in a global society.

The 2016 health and physical education standards and outcomes provide the guidance to teach, reinforce, and apply all of the state’s learning goals. They are aligned vertically to strengthen application of learning and depth of knowledge (see Appendix A). If implemented effectively, these standards and outcomes will lead students to understand and apply the knowledge and skills necessary for safe and healthy living, and, in turn, for successful learning across all academic disciplines.

## Health Education K–12 Learning Standards

The National Health Education Standards (NHES) were developed to establish, promote, and support health-enhancing behaviors for students in all grade levels—from prekindergarten through grade 12. The NHES provide a framework for teachers, administrators, and policymakers to design or select curricula, allocate instructional resources, and assess student achievement and progress. Importantly, the standards provide students, families, and communities with concrete expectations for health education. Because of their efficacy and comprehensiveness, the NHES have been adopted as the Washington State Health Education K–12 Learning Standards:

- Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.
- Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

## Physical Education K–12 Learning Standards

SHAPE America’s (Society for Health and Physical Educators) National Standards define what a student should know and be able to do as result of a quality physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks, and curricula. While many of Washington state’s specific grade-

level outcomes have been revised from the originals, the National Standards have been adopted verbatim as the Washington State Physical Education K–12 Learning Standards:

- Standard 1:** Students will demonstrate competency in a variety of motor skills and movement patterns.
- Standard 2:** Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- Standard 3:** Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4:** Students will exhibit responsible personal and social behavior that respects self and others.
- Standard 5:** Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

## Implementation of Grade-Level Outcomes across the State

All curriculum in Washington State is decided locally, within each district. Within a district’s overall approach to teaching and learning, the learning standards for health and physical education must be incorporated into all grades from kindergarten to grade 8, and as part of high school graduation requirements. The 2016 learning standards and outcomes are intentionally built to focus on what students will need to know and be able to do throughout their life to enhance and protect their health and well-being.

Learning standards are the foundation for *what* students should know and be able to do. *How* this learning occurs is up to teachers every day in every classroom.

The grade-level outcomes associated with each learning outcome are intended to provide teachers with the confidence to provide age-appropriate and accurate information and instruction that progresses in complexity from grade level to grade level. Competency at the outcomes for one grade level serves as a foundation for attaining competency of the outcomes for the next grade level. Teachers can use the grade-level outcomes as starting points for instruction and as checkpoints to ensure that the learning standards are taught and applied.

Specifically, grade-level outcomes can be used to:

- Develop lesson plans.
- Establish specific and intentional learning objectives to guide teaching and learning.

- Conduct ongoing formative and summative assessments to check student understanding and efficacy of instruction.
- Ensure that students achieve health and physical literacy.

In the Health Education and Physical Education K–12 Learning Standards, grade-level outcomes are found here:

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>1. Dimensions of Health</b>	Recognize the meaning of healthy and unhealthy. H1.W1.K	Understand what it means to be healthy. H1.W1.1	Describe what it means to be healthy. H1.W1.2	Recognize dimensions of health. H1.W1.3	Identify dimensions of health. H1.W1.4	Describe dimensions of health. H1.W1.5

**Outcome**

## Washington State K–12 Learning Standards and Instructional Goals

The Washington State K–12 Learning Standards provide the foundation for curriculum development. The Health Education and Physical Education K–12 Learning Standards support instruction in these two specific subject areas and provide the following benefits:

### Benefits to teachers:

- Provide a guide for what should be taught at each grade level.
- Support development of student assessments.
- Promote consistent instruction throughout the state of Washington.
- Inform administrators on best practices.
- Enhance the teaching profession through statewide professional development and professional learning.

### Benefits to students:

- Prepare students for a lifetime of physical activity and health.
- Ensure equity and access to health information through consistent instruction across the state.
- Empower students to become healthy and literate 21st century learners.
- Provide quality instruction for each student with relevant progression of learning.
- Speak to the diversity of cultures and experiences represented in the student population across the state.

## Implementing Effective Health and Physical Education Curricula

In an ideal educational environment, the learning standards and outcomes for health education and physical education would be implemented by a certified health and physical education teacher. In addition, messages about and skill-building for health and physical education would be embedded within science, social studies, English language arts, the arts, and other content areas. In many circumstances, school districts choose to teach health and physical education with a certified health and physical education teacher as the lead and with additional educational supports from family and consumer science educators, school nurses, counselors, and community partners.

To effectively implement standards-based health and physical education instruction, schools will need:

- Engaging, youth-focused, and active teaching strategies.
- Policies and procedures that align with the standards.
- Endorsed, certified staff to provide instruction.
- Sufficient instructional time.
- A planned scope and sequence or curriculum map for grades Prekindergarten through 12.
- Regional and local professional development that includes all teachers, school nurses, counselors, and other instructional staff.
- Easily accessible examples, ideas, and rubrics.
- Data from OSPI-developed assessments to promote the work.
- Partnerships with organizations to develop, promote, and fund professional learning.
- Ongoing student assessment (formative and summative).
- Collaboration with and connections to other academic content areas.
- Access to safe facilities and equipment.
- Accountability to best and appropriate practices.

## How to Use This Document

The following pages are divided into the following sections:

### 1. Health Education

#### a. Introduction to Health Education

#### b. Health Education Standards and Outcomes

The outcomes for the Health Education K–12 Learning Standards are organized by six core ideas in health education: wellness, nutrition, sexual health, social and emotional health, safety, and substance use and abuse prevention. The goal

is to support typical lesson plan and unit development. For each core idea, the outcomes are presented by grade:

- i. Grades K–5
- ii. Grades 6–High School

c. Health Education Glossary

A list of terms and definitions to increase teacher understanding and decrease biased language.

2. Physical Education

a. Introduction to Physical Education

b. Physical Education Standards and Outcomes

The physical education outcomes are organized by the five Physical Education K–12 Learning Standards, and presented by grade level:

- i. Grades K–5
- ii. Grades 6–8
- iii. High School Year 1 and Year 2

c. Physical Education Glossary

A list of terms and definitions to increase teacher understanding and decrease biased language.

3. Appendix A: Depth of Knowledge Chart

A chart useful for developing the progression of student learning for each outcome.

4. Appendix B: Laws and Policies

A short guide to Washington state laws and policies that support and guide implementation of instruction in health and physical education.

5. Appendix C: Physical Education, Physical Activity, and Athletics

6. Acknowledgments

Credits to those who contributed to the creation of this document.