

# PHYSICAL EDUCATION ONLINE FEEDBACK



In preparation for the 2018 review and revision of the Colorado Academic Standards, the Colorado Department of Education invited the public to submit comments and suggestions through an online feedback system that was open from October 2016 through April 2017. Below are the unedited comments and suggestions that were submitted for Physical Education. Each feedback item is prefaced with either **Revise**, **Remove**, **Move**, or **Comment**. Only those parts of the standards (Prepared Graduate Competencies, Grade Level Expectations, Evidence Outcomes, etc.) that received feedback are listed below, and as such, some PGCs/GLEs/EOs are missing from this document. For more information on the Colorado Academic Standards and the 2018 review and revision, visit <http://www.cde.state.co.us/standardsandinstruction>.

## Prepared Graduate Competencies

### **PGC: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities**

**Revise:** Perhaps in some way, shape, or form this statement should reflect that we want students to participate in lifelong health enhancing activities.

**Comment:** Grades k-5

**Revise:** Competency revised. That is very vague, especially concerned with grade level expectations. "Demonstrate grade level appropriate movement patterns..."

**Comment:** Sounds good

**Comment:** Looks appropriate. Keep as is.

**Revise:** Be more specific for each grade level.

**Revise:** Be more specific for each grade level.

**Revise:** Be more specific for each grade level

**Comment:** Can we create a chart for high school for students to see?

**Comment:** There really needs to be a very explicit teaching of the basics of running mechanics to children in K-6. Virtually every single person learns to run on their own, and almost all of us are doing it thoughtlessly and without knowledge of the impacts of our personal body mechanics, meaning almost all of us are doing it "wrong", generating needless injuries and making it an unpleasant activity. I became an avid distance runner as an adult, and had to learn so much and retrain my body to do it right. This is such a basic, fundamental form of exercise that can be so beneficial to every able bodied human, but it needs to be taught as a skill instead of just assumed that it is natural. Almost every kid I see has poor running form, and every high school cross country/track coach I've spoken with spends the majority of their time trying to fix it. There's no reason this can't be a focus in early education for lifelong benefit.

### **PGC: Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities**

**Revise:** Strategies and tactics are very similar.

**Revise:** Strategies should cover tactics, perhaps use just one of the words either tactics or strategies.

**Remove:** tactics

**Comment:** This is the best one yet.

**Comment:** Leave as is

**Comment:** Keep.

### **PGC: Achieve and maintain a health-enhancing level of physical fitness**

**Revise:** Could there be an addition here of "Demonstrate Understanding" of how to achieve and maintain a health enhancing level of physical fitness.

**Comment:** Identify "Health Enhancing." Why not just "healthy?"

**Comment:** Looks Good!

**Comment:** How is this monitored or assessed? Is this purely effort or is this measured by Fitnessgram results and the improvement throughout the year.

**Comment:** How would this be measured?

**Comment:** How would health-enhancing levels be measured on a per pupil basis.

**Revise:** Highly important, but merge with the last point, achieve and maintain a health-enhancing level of physical fitness through "regular participation in physical activity"

**Comment:** School staff also need to have a role with this, such as stocking vendor machines with healthy snacks, decreasing availability of junk foods (high in sugars), that can intensify ADD/ADHD symptoms and lead to other health issues, and providing more healthy, varied food choices in cafeterias including soy, dairy-free, and wheat free options for those who have allergies.

**Revise:** Be more specific on what this means

**Revise:** Be more specific. What is "health-enhancing," and how do we know that a student has met this standard?

**Comment:** What indicates the health-enhanced level?

**Revise:** Good but add a standard way or rubric for measurement for all to use

**Revise:** The student will not be required to participate in service projects where the student must provide unpaid services to progressive organizations, the Democrat party, the Green party, etc. when learning to achieve and maintain a health-enhancing level of physical fitness MAKING CITIZENS: HOW AMERICAN UNIVERSITIES TEACH CIVICS WITH CASE STUDIES OF THE UNIVERSITY OF COLORADO, BOULDER; COLORADO STATE UNIVERSITY; UNIVERSITY OF NORTHERN COLORADO; AND THE UNIVERSITY OF WYOMING The New Civics hopes to accomplish this by teaching students that a good citizen is a radical activist, and it puts political activism at the center of everything that students do in college, including academic study, extra-curricular pursuits, and off-campus ventures. New Civics builds on "service-learning," which is an effort to divert students from the classroom to vocational training as community activists. By rebranding itself as "civic engagement," service earning succeeded in capturing nearly all the funding that formerly supported the old civics. In practice this means that instead of teaching college students the foundations of law, liberty, and self-government, colleges teach students how to organize protests, occupy buildings, and stage demonstrations. These are indeed forms of "civic engagement," but they are far from being a genuine substitute for learning how to be a full participant in our republic [https://www.nas.org/images/documents/NAS\\_makingCitizens\\_executiveSummary.pdf](https://www.nas.org/images/documents/NAS_makingCitizens_executiveSummary.pdf)

### **PGC: Participate regularly in physical activity**

**Revise:** If we are not to use "participation" as part of our grading/assessing, why is it used in the standards in such a manner? The assumption is that participation is a standard. Just confusing for teachers.

**Revise:** To vague, include the words 'lifelong' physical activities.

**Comment:** Keep as is.

**Comment:** All Grades k-5, Everyday!

**Comment:** how often should we see students? Elementary can be difficult to accommodate.

**Remove:** How can you assess this? This is especially concerning when you think about, in most schools, how infrequently we see kids. I guess you could have PE homework and have kids do a take home journal but with all the other expectations (related to reading and writing), I know at my school that would be a hard sell. Maybe not remove but definitely look at revising or just making it for 5th grade.

**Revise:** Highly important, but merge with the first point, "Achieve and maintain a health-enhancing level of physical fitness" through regular participation in physical activity

**Revise:** All children should also have exposure to nature/outdoors activities. Not only is this both educational and provides physical exercise, but nature has been proven to lower stress levels, improve health and wellbeing, improve assessment results, and enhance social interactions and self-esteem.

**Comment:** I don't feel that this can be authentically assessed. There is no real way to track if they are regularly participating in physical activity outside of the classroom.

**Revise:** is this in class or outside of school? Hard to complete when each school has different PE contact hours

**Revise:** no way to access this on a regular basis

**Revise:** Other than the time that students are in class, we have no way of knowing if students regularly engage in physical activity.

**Comment:** How often is regularly?

**Comment:** Keep.

### **PGC: Exhibit responsible personal and social behavior that respects self and others in physical activity settings**

**Comment:** Possibly add problem-solving and/or brainstorming with peers during cooperative AND competitive activity.

**Comment:** How would you grade using standardized grading procedures?

**Comment:** sounds good.

**Comment:** Keep as is.

**Comment:** Exhibit responsible personal and social behavior that respects self and others in physical activity settings: someone needs to mirror these behaviors; if a child is not demonstrating these traits, it is possible the student does not have an awareness of the appropriate behaviors.

**Revise:** Be more specific for each grade level.

**Revise:** Be more specific

**Comment:** Keep this is important for socialization.

**Revise:** The student will ensure that the student does not use papers which had an invalid methodology or which had been retracted when exhibiting responsible personal and social behavior that respects self and others in physical activity settings From National Academy of Science, A growing body of evidence indicates that substantial percentages of published results in some fields are not reproducible, the report says, noting that this is a complex phenomenon and much remains to be learned. While a certain level of irreproducibility due to unknown variables or errors is a normal part of research, data falsification and detrimental research practices -- such as inappropriate use of statistics or after-the-fact fitting of hypotheses to previously collected data -- apparently also play a role. In addition, new forms of detrimental research practices are appearing, such as predatory journals that do little or no editorial review or quality control of papers while charging authors substantial fees. And the number of retractions of journal articles has increased, with a significant percentage of those retractions due to research misconduct. The report cautions, however, that this increase does not necessarily indicate that the incidence of misconduct is increasing, as more-vigilant scrutiny by the community may be a contributing factor. [http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=21896&utm\\_source=NASSEM+News+and+Publica-](http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=21896&utm_source=NASSEM+News+and+Publica-)

tions&utm\_campaign=15d988f9b6-NAP\_mail\_new\_2017.04.17&utm\_medium=email&utm\_term=0\_96101de015-15d988f9b6-104332205&goal=0\_96101de015-15d988f9b6-104332205&mc\_cid=15d988f9b6&mc\_eid=0f163c1e89 [http://physics.nyu.edu/sokal/franklin\\_review\\_BtH.pdf](http://physics.nyu.edu/sokal/franklin_review_BtH.pdf) Compounding Error: The Afterlife of Bad Science Authors and affiliations Jaime A. Teixeira da Silva Email author Judit Dobránszki Judit Dobránszki, Institutes for Agricultural Research and Educational Farm of the University of Debrecen The failure to discover and correct errors in published scientific papers “poses significant risks for authors, editors, journals, and publishers” as well as for the wider academic pool and the public, and weakens reader and peer confidence in the credibility of scientists and their research. When errors in the published scientific literature are discovered they must be reported, and corrections made “quickly and completely,” urge Jaime A. Teixeira da Silva and Judit Dobránszki, who lay out the case for strengthening post-publication peer review. [https://www.nas.org/articles/spring\\_2017\\_academic\\_questions](https://www.nas.org/articles/spring_2017_academic_questions) <http://link.springer.com/article/10.1007%2Fs12129-017-9621-0> Article: Highly cited retracted papers ABSTRACT: We examine the number of citations in 10 highly cited retracted papers, and compare their current pre- and post-citation values. We offer some possible explanations for the continued citation of these retracted papers, and point out some of the risks that may be involved for the communities that continue to cite them. In general, retracted papers should not be cited, but often there is fault with unclear publisher web-sites, the existence of pirate web-sites or sites that display copies of the unretracted version of the paper, or even the insistent citation of a retracted paper because the results remain valid, or because the authors (most likely) refuse to accept the retracted status of that paper, or continue to believe that the core findings of the study remain valid. Article · Mar 2017 · Scientometrics [https://www.researchgate.net/profile/Judit\\_Dobranszki](https://www.researchgate.net/profile/Judit_Dobranszki)

### **PGC: Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury**

**Comment:** This should only be discussed at the secondary level.

**Comment:** This would be appropriate for the secondary level, but not elementary.

**Comment:** Treating injury intentional or unintentional should be for secondary education.

**Revise:** a reference should also be made to demonstrating behaviors that also ensure safety of other students and staff

**Revise:** content can be put in another area

**Revise:** Be more specific on what exactly they need to accomplish at each grade level

**Revise:** Be more specific about "treating." Students will not have the skills before college to know how to treat an injury.

**Comment:** Keep this.

### **PGC: Achieve and maintain a health-enhancing level of physical fitness**

**Revise:** Could there be an addition here of "Demonstrate Understanding" of how to achieve and maintain health enhancing levels of physical fitness. I think there needs to be Evidenced outcomes based on Human Body Systems under the Physical and Personal Wellness Standard. Muscle Identification, Bone Structures, etc. I believe SHAPE Muscle ID concepts emerges in Middle School. Illinois has a Human Body Systems Standard: Human Body Systems <http://www.isbe.state.il.us/ils/pdh/pdf/goal23.pdf>

## Physical Education High School

### Standard:

#### **PGC: Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities**

**Revise:** There is no direct "cognitive" component. Students should be able to also know, understand, verbalize, express, articulate, or document/written assessment as well as psychomotor skills component.

### **Standard: 1. Movement Competence & Understanding in Physical Education**

#### **GLE: 1. Participate at a competent level in a variety of lifelong physical activities**

**(PGC Feedback) Comment:** Keep but better define general competency. Competency is ones believe in their ability to achieve a goal or task. Maybe make more specific?

**Revise:** Needs to be an addition of Level 1 outcomes, and Level 2 outcomes. Not many highschools offer only comprehensive general PE courses. Usually they are written specific to sport or fitness and with pre-requisites.

**Comment:** Keep.

**Evidence Outcome:** Combine and apply movement patterns from simple to complex to participate successfully in aquatic, rhythms/dance, combatives, outdoor adventure activities, and variety of lifelong sports and games

**Revise:** accessibility

**Comment:** Evaluate the methods being addressed. Many schools do not teach these topics as they do not have the budget.

**Comment:** Keep.

**Evidence Outcome:** Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, combatives, outdoor adventure activities, and lifelong sports and games

**Comment:** Keep.

**Evidence Outcome:** Explain and demonstrate advanced offensive, defensive, coaching, officiating, and transition strategies in lifelong sports and games

**Revise:** re-word.

**Remove:** not necessary for high school student basic offense and basic defense will do those kids wanting more, will play sports

**Evidence Outcome:** Explain and demonstrate training and conditioning practices that have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, combatives, outdoor adventure activities, and a variety of lifelong and individual and dual activities

**Comment:** Keep.

#### **Inquiry Questions:**

**Comment:** Keep these are good.

#### **Relevance and Application:**

**Comment:** Keep these are good.

#### **Nature Of:**

**Comment:** Keep this as safety is important. This is a good description.

#### **GLE: 2. Understand the cognitive impact of movement**

**(PGC Feedback) Comment:** Keep.

**Comment:** Keep.

**Evidence Outcome:** Demonstrate ability to combine and perform movement sequences

**Comment:** Keep.

**Evidence Outcome:** Identify parts of the brain and describe how movement impacts brain development

**Remove:** This is for the anatomy class.

**Comment:** Keep

**Evidence Outcome:** Describe and participate in movements that promote neural pathway development

**Comment:** Can you be more specific? Not exactly sure what is meant by this.

**Comment:** Keep

**Evidence Outcome:** Identify and evaluate personal psychological responses to physical activity (i.e., anxiety/stress, etc.)

**Move:** Standard two?

**Comment:** Keep

**Evidence Outcome:** Demonstrate the ability to use cognitive information to understand and enhance motor skill acquisition and performance (i.e. left/right dominance factor)

**Comment:** Again, this is very general. What specifically is meant by this so that we know what we are assessing or measuring.

**Comment:** Keep

**Inquiry Questions:**

**Comment:** Keep

**Relevance and Application:**

**Comment:** Keep

**Nature Of:**

**Comment:** Keep

### **GLE: 3. Apply rules, principles, problem-solving skills and concepts to traditional and nontraditional movement settings**

**(PGC Feedback) Comment:** Keep

**Comment:** Keep

**Evidence Outcome:** Analyze and explain training and conditioning practices that have the greatest impact on skill acquisition and successful performance in a variety of lifelong activities

**Comment:** Keep these are good.

**Evidence Outcome:** Create or modify practice and training plans based on evaluative feedback of skill acquisition and performance in a variety of lifelong activities

**Revise:** Training plans don't necessarily go with applying rules.

**Comment:** Keep.

**Inquiry Questions:**

**Comment:** Great questions. Keep.

**Relevance and Application:**

**Comment:** Good for students to create a personal fitness plan for when they are in college.

**Revise:** not enough time

**Comment:** Keep.

**Nature Of:**

**Revise:** not enough time for this

**Comment:** Keep.

**Standard: 2. Physical and Personal Wellness in Physical Education**

**GLE: 1. Establish goals based on fitness assessment data, and develop, implement, achieve, and monitor an individual health and fitness plan**

**(PGC Feedback) Comment:** what is the health enhancing level of fitness? how do the students know they are there?

**(PGC Feedback) Revise:** re-word.

**Revise:** Build out of Level 1 and Level 2 again.

**Revise:** Sort of difficult when most districts don't grade performance on actual fitness tests... thus resulting in students not putting forth honest effort. Accurate feedback or results are difficult to achieve.

**Comment:** Keep.

**Evidence Outcome:** Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities

**Comment:** Keep

**Evidence Outcome:** Design and participate in activities that improve all components of health-related fitness

**Comment:** Keep

**Evidence Outcome:** Assess the components of health-related physical fitness

**Comment:** We need to establish a baseline for all schools to utilize to assess these.

**Comment:** Keep

**Evidence Outcome:** Refine individual fitness goals for each of the five components of health-related physical fitness using research-based criteria

**Comment:** Keep

**Evidence Outcome:** Examine fitness assessment data, and develop a plan to show personal improvement toward achievement of fitness goals, including monitoring personal levels of fitness within each of the five health-related fitness components

**Comment:** Hard to achieve when P.E. is not done daily throughout a school year. Some kids only get a semester, some get every other day... Physical progress takes time to achieve. Not an overnight thing.

**Comment:** Keep

**Evidence Outcome:** Evaluate individual measures of physical fitness in relationship to patterns of physical activity

**Comment:** Keep

**Evidence Outcome:** Plan an extended personal physical fitness program in collaboration with an instructor

**Comment:** Keep

**Inquiry Questions:**

**Comment:** Keep.

**Relevance and Application:**

**Comment:** Keep.

Nature Of:

Comment: Keep

**GLE: 2. Identify community resources to maintain lifelong physical activity**

(PGC Feedback) Comment: Revise.. what do you mean regularly? duration? time? days?

Comment: keep

Evidence Outcome: Identify and access physical activity opportunities in the communities

Comment: Keep.

Evidence Outcome: Explain the requirements such as cost involved with participation in a variety of physical activities

Comment: Keep

Evidence Outcome: Evaluate and make wise consumer choices about equipment, products, and programs needed to successfully participate in a wide range of physical activities

Comment: Keep

Evidence Outcome: Evaluate the availability and quality of fitness resources in the community

Comment: Keep

Inquiry Questions:

Comment: good questions keep.

Relevance and Application:

Comment: Keep

Nature Of:

Comment: Keep

**GLE: 3. Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education**

(PGC Feedback) Comment: KEep

Comment: Keep

Evidence Outcome: Participate willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy lifestyle

Revise: Again, how do you measure this. Especially since we cannot monitor what they are doing out side of the classroom. We can measure inside but if they are not there we cannot tell.

Comment: Keep

Evidence Outcome: Establish personal physical activity goals to accumulate a recommended number of minutes of moderate to vigorous physical activity outside of physical education classes on five or more days during the week

Comment: keep

Evidence Outcome: Monitor physical activity in a physical activity log through the use of fitness equipment such as a pedometer or heart-rate monitor

Revise: not everyone has heart rate monitors or pedometers. How will those schools keep tract of this?

Comment: keep

Evidence Outcome: Explain the benefits of participation in a variety of physical activities

Comment: keep



**Evidence Outcome:** Demonstrate effective time management skills that allow opportunities for physical activity during the day

**Comment:** Again, how do we measure...way too general and we are not able to track activity outside of the class room.

**Comment:** keep

**Evidence Outcome:** Demonstrate the ability to monitor and adjust activity to meet personal goals

**Comment:** keep

**Evidence Outcome:** Participate in a variety of self-selected physical activities, and evaluate the value of each as it relates to personal fitness goals

**Comment:** keep

**Inquiry Questions:**

**Comment:** keep

**Relevance and Application:**

**Comment:** keep

**Nature Of:**

**Comment:** keep

### **Standard: 3. Emotional and Social Wellness in Physical Education**

**GLE: 1. Demonstrate respect for individual differences in physical activity settings**

**(PGC Feedback) Comment:** I understand the need for this standard. However it is VERY difficult to assess and creates a major problem for us in assessment of the standards.

**(PGC Feedback) Comment:** This is important keep

**Comment:** keep

**Evidence Outcome:** Acknowledge the performance of others, regardless of the outcome

**Comment:** keep

**Evidence Outcome:** Participate with others in all types of physical activity, regardless of their race or ethnicity, gender, or culture

**Comment:** keep

**Evidence Outcome:** Practice conflict management and listening skills in a competitive atmosphere

**Comment:** keep

**Evidence Outcome:** Demonstrate appropriate audience and participant behavior during class performances

**Comment:** keep

**Evidence Outcome:** Identify areas of personal weakness, and complete an action plan for improvement

**Comment:** keep

**Inquiry Questions:**

**Comment:** all of this standard is spot on. I would not change anything.

**Relevance and Application:**

**Comment:** Keep

**Nature Of:**

**Comment:** Keep

## GLE: 2. Demonstrate collaboration, cooperation, and leadership skills

(PGC Feedback) Comment: Keep

Comment: keep

Evidence Outcome: Contribute to group success through a variety of noncompetitive roles

Comment: keep

Evidence Outcome: Initiate responsible behavior, and function independently and cooperatively

Comment: keep

Evidence Outcome: Identify and utilize the potential strengths of each individual within a group setting

Comment: keep

Evidence Outcome: Influence positively the behavior of others in physical activity settings

Comment: keep

Evidence Outcome: Evaluate the role of cooperation and positive interactions with others when participating in physical activity in a variety of settings

Comment: keep

Evidence Outcome: Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles

Comment: keep

Evidence Outcome: Implement cooperative learning strategies to achieve group goals

Comment: keep

Evidence Outcome: Abide by the decisions of officials, accept the outcome of the game, and show appreciation toward participants

Comment: keep

Evidence Outcome: Identify contributions of members of a group or team, and reward members for accomplishing a task or goal

Comment: keep

Evidence Outcome: Compare and contrast different leadership skills required in a variety of physical activities such as outdoor education and adventure activities, and weight training

Comment: keep

Inquiry Questions:

Comment: keep

Relevance and Application:

Comment: keep

Nature Of:

Comment: keep

## GLE: 3. Demonstrate responsible behavior in group settings

(PGC Feedback) Comment: Keep

Comment: Keep

Evidence Outcome: Engage in physical activity with others

Comment: Keep

Evidence Outcome: Display empathy toward the feelings of others during physical activities

Comment: Keep

Evidence Outcome: Accept the diversity and individual differences in participation in physical activity

Comment: Keep

Evidence Outcome: Accept the roles of group members within the structure of a game or activity

Comment: Keep

Inquiry Questions:

Comment: Keep good questions.

Relevance and Application:

Comment: Keep good questions

Nature Of:

Comment: Keep

### Standard: 4. Prevention and Risk Management in Physical Education

GLE: 1. Understand the risks and safety factors that may affect participation in physical activity

(PGC Feedback) Comment: Keep

Comment: Keep

Evidence Outcome: Describe and demonstrate the correct use of safety equipment for a variety of physical activities

Comment: Keep

Evidence Outcome: Identify and apply principles from biomechanics and exercise physiology necessary for safe performance of physical activities

**Remove:** At the high school level, do teachers get into exercise physiology and biomechanics? If it is outside of a weights class, that seems pretty advanced for classes that are for the general population as well as trying to work it in within the limited time frame of the PE course.

Comment: Keep

Evidence Outcome: Demonstrate proper spotting techniques for all lifts and exercises that require spotting

Comment: Keep

Evidence Outcome: Inspect equipment and facilities for safety hazards prior to participation

Comment: Keep

Evidence Outcome: Explain strategies for the prevention of injuries when engaging in physical activity

Comment: Keep

Inquiry Questions:

Comment: Keep

Relevance and Application:

Comment: Keep

Nature Of:

Comment: Keep

GLE: 2. Demonstrate knowledge of safety and emergency response procedures

(PGC Feedback) Comment: Keep

Comment: keep

**Evidence Outcome:** Demonstrate knowledge in one or more of the following areas: Basic first aid, CPR, lifeguard training, water safety instruction, basic water safety, and automated external defibrillators (AEDs)

**Comment:** keep

**Evidence Outcome:** Describe emergency procedures for a physical education setting

**Comment:** keep

**Inquiry Questions:**

**Comment:** keep

**Relevance and Application:**

**Comment:** keep

**Comment:** keep

**Nature Of:**

**Comment:** keep

## Physical Education Eighth Grade

### Standard: 1. Movement Competence & Understanding in Physical Education

**GLE: 1. Demonstrate knowledge of principles and concepts for effective rhythmic motor development**

**Evidence Outcome:** Use a variety of motor skill patterns to create a gymnastics or dance routine

**Revise:** Gymnastics and dance only? Too specific just make it say "movement"

**Comment:** Again, Could this be something else? a jump rope routine? Juggling? something on the fitballs? anything but the same old stuff.

**Evidence Outcome:** Create and perform a timed routine using rotational, balancing, and supporting skills

**Revise:** Can be combined with 1.a and 1.c

**Evidence Outcome:** Create, develop, and refine movement routines based on self-generated themes and self-selected music

**Revise:** Can be combined with 1.a and 1.b, they aren't going to create three different things.

**Evidence Outcome:** Explain the bio-mechanical principles used in performing various manipulative skills

**Comment:** agree with standard - no need for comment

**Revise:** Bio-mechanics in 8th grade? That's something not even taught in high schools. I understand that you want them to know how to best manipulate objects, but claiming that we are going to teach 8th graders bio-mechanics is just a lie

**Evidence Outcome:** Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities

**Remove:** Shouldn't matter to them. They should be trying everything regardless of their changes in growth or height.

**GLE: 2. Understand and apply game strategies to physical activities and sports**

**Evidence Outcome:** Identify relevant bio-mechanical principles such as force production, compactness, spin or rebound, and rotation and their importance to the successful performance of a variety of activities )

**Revise:** Once again, it is a lie to say that we are actually teaching bio-mechanics to these kids. If you want them to know how to use rules of a game to their advantage, great, but they aren't learning bio-mechanics in middle school.

**Standard: 2. Physical and Personal Wellness in Physical Education****GLE: 1. Identify the personal, physiological, and fitness benefits of participating in a variety of physical activities**

**Revise:** There is a need to build out 7th Grade Outcomes that are different than 6th, 8th. This allows us to advocate for daily PE at every grade level.

**GLE: 3. Determine one's responsibility for developing skills, acquiring knowledge, and achieving fitness**

**Evidence Outcome:** Create an individual physical activity portfolio that includes: 1. Identifying reasons for choosing a particular physical fitness activity such as have fun, gain flexibility, increase core strength, increase fitness level, and lose weight 2. Reflecting on how and why this activity may differ from now and when one is 25, 40, 55+

**Revise:** WAY too specific to be a state standard. Creating a fitness portfolio or fitness plan is great, but telling the teachers exactly what needs to be in that plan is taking the professional judgment out of teaching

**Evidence Outcome:** Accumulate a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on five or more days during the week

**Comment:** I like this one, we are running into issues of parents not wanting their kids to use apps or tracking devices to track their activity. It would be nice if there was 1 good activity tracking app that was backed by dept of education

**Evidence Outcome:** Design and participate activities that will improve all components of health-related fitness

**Revise:** Participate in activities to improve components of health-related fitness sounds great, or even adding self-selected activities is good, but the kids designing activities to improve cardio and strength and flexibility? That doesn't seem necessary to me, there are too many fitness things out there that have already created all of these movements, the kids just need to research it.

**Standard: 4. Prevention and Risk Management in Physical Education****GLE: THERE ARE NO EXPECTATIONS AT THIS GRADE LEVEL IN THIS STANDARD**

**Revise:** Needs to be added to the standards! All students need to be assessed on prevention/risk and safety regardless of grade level

## Physical Education Seventh Grade

**Standard: 1. Movement Competence & Understanding in Physical Education****GLE: 1. Combine the critical elements of movement and skills concepts**

**Evidence Outcome:** Design and perform gymnastics or dance sequences that combine traveling, balancing, and weight transfer into smooth, flowing sequences with changes in direction, speed, and flow

**Revise:** Instead of dance or gymnastics, why not just movement pattern? That leaves it open to a wide range of activities instead of just 2

**Revise:** A lot of middle school programs do not have equipment for a gymnastics sequence, and may not have the expertise in dance with all instructors to accomplish this. Maybe revise this to say sequential movement patterns or something. (ex. a dribbling routine, something with calisthenics, something like tinkling, etc.)

**Evidence Outcome:** Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing catching; kicking and punting; striking; trapping; dribbling (hand and foot); and volleying

**Revise:** Do you mean every single one of these skills? Or just make sure you are reaching some of them. Many PE classes do not have the time to do all of these skills and all fitness related activities in a semester

**Evidence Outcome:** Use principles from motor learning to establish, monitor, and meet goals for motor skill development

**Remove:** Are the kids suppose to have their own "motor learning" goal? That doesn't seem very realistic to me. Remove or modify to make more real.

**Evidence Outcome:** Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system, and teach it to another person

**Revise:** This one standard has the kids creating a dance/gymnastics movement, a game as a group and now an individual/dual game as an individual? If we actually want them to put the time in to create a games with all of the proper elements, this alone would take several weeks if not months. I like having them create something, but all 3 seems a little ridiculous.

### Standard: 3. Emotional and Social Wellness in Physical Education

#### GLE: 1. Develop strategies to communicate ideas and feelings

**Evidence Outcome:** Demonstrate through verbal and nonverbal behavior cooperation with peers of different backgrounds

**Revise:** How do you assess/provide evidence of this in an evaluation?

#### GLE: 2. Demonstrate inclusiveness in and out of classroom settings

**Evidence Outcome:** Make decisions to modify a game to allow all members to participate

**Comment:** I almost think this should be the role of the instructor. My concern is that when the kids are left to modify the activity or make changes the safety and the integrity of the activity or game might be lost.

### Standard: 4. Prevention and Risk Management in Physical Education

#### GLE: 1. Implement safety procedures in the utilization of space and equipment

**Evidence Outcome:** Review components of safe participation and what constitutes a safe environment

**Revise:** This is the same as 4.d except this one seems very vague. Not sure it needs to be in there twice, seems ambiguous

## Physical Education Sixth Grade

### Standard: 1. Movement Competence & Understanding in Physical Education

#### GLE: 1. Demonstrate beginning strategies for a variety of games and sports

**Evidence Outcome:** Strike an object consistently, using an implement so that the object travels in the intended direction at the desired height

**Remove:** Same as C

**Evidence Outcome:** Dribble and pass a ball to a partner while being guarded

**Revise:** Take out defense.

**Remove:** Very narrow amount of games that incorporate this skill.

**Evidence Outcome:** Describe ways to create more space between an offensive player and a defensive player

**Remove:** Too much for a 6th grader who may or may not even have the basic skills.

**Inquiry Questions:**

**Revise:** Question #3 should be about mastering skills, not speed and direction.

**Relevance and Application:**

**Remove:** #2

### **GLE: 2. Participate in activities that require problem-solving, cooperation, skill assessment, and teambuilding**

**Comment:** This seems to fit better under Standard 3--Emotional. Most PE teachers are only grading Standard 1.1 -- skill development

### **GLE: 3. Use information from a variety of resources to improve performance**

**Comment:** Evidence are too indepth for the amount of face time we have with kids.

**Inquiry Questions:**

**Comment:** These questions are too advanced for 10-11 years.

## **Standard: 2. Physical and Personal Wellness in Physical Education**

### **GLE: 1. Set personal goals for improving health-related fitness**

**Revise:** Goal setting in an intro 6th grade class should focus on overall improvement vs student setting their own goal.

**Evidence Outcome:** Compare individual physical fitness goals with research-based standards for good health

**Revise:** Students compare their pre and post fitness scores to show individualized "improvement".

**Relevance and Application:**

**Comment:** difficult to use these technology based applications in the PE setting

### **GLE: 3. Identify opportunities in school and in the community for regular participation in physical activity to enhance physical fitness**

**Evidence Outcome:** Sets realistic fitness goals

**Comment:** A difficult skill for any middle school student. I like it, the realistic part of this will be tough.

## **Standard: 3. Emotional and Social Wellness in Physical Education**

### **GLE: 1. Recognize diverse skill performance in others and how that diversity affects game, activity, and sport participation**

**Evidence Outcome:** Participate in activities that address diversity

**Remove:** Saying basically the same thing as 3.d but 3.d is more specific

**Comment:** I'm not sure this one is necessary as this one seems to be the same as d.

### **GLE: 2. Work cooperatively and productively in a group**

**Evidence Outcome:** Analyze possible solutions to a movement problem in a cooperative physical activity, and come to a consensus on the best solution

**Revise:** Isn't this just a complicated way of asking about strategies or how to use the rules to your advantage?

**Revise:** Somewhat confusing way to ask students to develop strategy?

## Physical Education Fifth Grade

### Standard: 1. Movement Competence & Understanding in Physical Education

**GLE: 1. Demonstrate mature form for all basic locomotor, nonlocomotor, manipulative, and rhythmic skills**

**(PGC Feedback) Comment:** While physical education is important, students should have the ability to test out of this required class. Students that play multiple sports year round probably don't need to also take a physical education class. Instead, this class time could be spent learning about something else that they're not already doing outside of school.

**Evidence Outcome:** Demonstrate correct steps and patterns for square, folk, and contemporary dances

**Remove:** not a dance teacher

**Evidence Outcome:** Develop and refine a gymnastics or creative dance sequence, and demonstrate smooth transitions

**Remove:** no equipment

**Remove:** Too similar to i and again little time to develop and refine routines!

**Evidence Outcome:** Develop and refine a gymnastics sequence or creative dance sequence that combines traveling, rolling, balancing, and weight transfer into smooth-flowing sequences with intentional changes in direction, speed, and flow

**Remove:** no equipment

**GLE: 2. Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills**

**Evidence Outcome:** Analyze and demonstrate a variety of social, folk, square, modern, jazz, or creative dance

**Remove:** no dance skills

### Standard: 2. Physical and Personal Wellness in Physical Education

**GLE: 1. Understand and apply basic principles of training to improving physical fitness**

**Evidence Outcome:** Develop and describe three short-term and three long-term fitness goals

**Remove:** don't think 1st understands this

**Evidence Outcome:** Determine appropriate cardiovascular training zone

**Remove:** Don need this in 5th grade!

**Evidence Outcome:** Perform flexibility exercises that will stretch particular muscles area for given physical activities

**Revise:** MUSCLE ID can come in handy here. Emerging outcomes before 5th Grade?

**GLE: 3. Connect the health-related fitness components to the body systems**

**Evidence Outcome:** Understand the importance of participation in fitness-enhancing physical activities such as gymnastic clubs, community-sponsored youth sports, or activity clubs

**Remove:** my students have no access to this



### Standard: 4. Prevention and Risk Management in Physical Education

GLE: 1. Understand and utilize safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation

Evidence Outcome: Prepare a report, bulletin board, or poster on safety factors for a chosen activity

**Remove:** Kids should not be sitting in PE. Creating a report or bulletin board will take away from movement minutes.

**Remove:** don't have the time to do this and grade

## Physical Education Fourth Grade

### Standard: 1. Movement Competence & Understanding in Physical Education

GLE: 1. Identify the major characteristics of mature locomotor, nonlocomotor, manipulative, and rhythmic skills

Evidence Outcome: Develop and refine a gymnastics sequence that demonstrates smooth transitions

**Remove:** no equipment

Evidence Outcome: Develop and refine a creative dance sequence into a repeatable pattern

**Remove:** no knowledge in dance

**Remove:** Not enough time in one class period for this and their retention of a dance is really hard.

**Comment:** How is this different from i, create a routine to music?? When you see kids maybe 4 days a month it's awfully hard to do routines.

Evidence Outcome: Create a routine to music

**Remove:** no mats

**Revise:** Could be combined with e.

Evidence Outcome: Demonstrate balances with control on a variety of objects such as a balance board, balance beam, or skates (ice or in-line)

**Remove:** no equipment

Evidence Outcome: Transfer weight from feet to hands at fast and slow speeds using large extensions such as mule kicks, handstands, or cartwheels

**Remove:** no equipment

GLE: 2. Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills

Evidence Outcome: Identify critical elements of movements skills when watching a video for self assessment

**Remove:** no equipment

### Standard: 2. Physical and Personal Wellness in Physical Education

GLE: 1. Explain how the health-related components of fitness affect performance when participating in physical activity

Evidence Outcome: Explain the principles of physical fitness: Overload, progression and specificity, frequency, intensity, time, and type (F.I.T.T.)

**Remove:** Way too rigorous for 4th Graders. ID should begin as concept in 6th grade.

**Evidence Outcome:** Identify the importance of correct body alignment for performing lower-body stretches

**Remove:** Seems out of place, why just an outcome about lower body stretches??

**Evidence Outcome:** Demonstrate an exercise that positively impacts each component of health-related physical activity

**Revise:** When does the identification of the Health Components of fitness emerge? 3rd? 4th? 5th? In order to demonstrate connections you must first identify.

### **GLE: 2. Recognize the relationship between healthy nutrition and exercise**

**Evidence Outcome:** Record water intake before, during, and after physical activity

**Remove:** no way to assess this

### **GLE: 3. Recognize the benefits derived from regular, moderate, and vigorous physical activity**

**Evidence Outcome:** Compare results of fitness testing to personal health status and ability to perform various activities

**Revise:** Too rigorous. We are at the beginning stages of Fitness Testing. SHAPE has them Identifying areas of improvement with teacher support at this level.

## Physical Education Third Grade

### **Standard: 1. Movement Competence & Understanding in Physical Education**

**GLE: 1. Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports**

**Evidence Outcome:** Demonstrate changes of pathways, levels, forces, and direction with manipulatives such as hoops, streamers, and balls

**Move:** Too basic. Should be second grade.

**Evidence Outcome:** Combine locomotor movements in time to music

**Move:** 2nd grade.

**GLE: 2. Perform movements that engage the brain to facilitate learning**

**Evidence Outcome:** Perform a basic tinkling step to 3/4 time (close, tap, and tap)

**Remove:** very specific that it must be tinkling to practice timing and rhythm

**Evidence Outcome:** Perform forward and backward rolls with variation

**Remove:** don't have equipment

**Evidence Outcome:** Combine two or more rotational skills

**Remove:** don't have mats

## Physical Education Second Grade

**GLE: 1. Demonstrate the elements of movement in combination with a variety of locomotor skills**

**Evidence Outcome:** Demonstrate skipping, hopping, galloping, and sliding while transitioning on command

**Remove:** Too easy. Belongs in first grade.

**Move:** I believe this should be a 1st grade GLE

**Evidence Outcome:** Identify major characteristics of the skills of walking, running, jumping, hopping, and leaping

**Revise:** Compare and contrast locomotor movements.

**GLE: 2. Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements**

**Evidence Outcome:** Move to even and uneven beats using various locomotor movements

**Comment:** I've never understood how to teach this.

**Evidence Outcome:** Jump rope repeatedly

**Revise:** Jump rope repeatedly using a individual jump rope

**Evidence Outcome:** Throw, catch, strike, and trap objects while being stationary and also moving toward a partner

**Revise:** Throw, catch, strike, and trap objects while stationary and also toward a moving target

**Evidence Outcome:** Balance objects on various body parts while in various positions

**Revise:** Balance objects on various body parts while in a variety of positions

**Evidence Outcome:** Demonstrate static and dynamic balance on lines or low beams and benches

**Remove:** take out don't have equipment

**Revise:** Demonstrate static and dynamic balance on floor lines or a variety of stationary equipment

**GLE: 3. Use feedback to improve performance**

**Evidence Outcome:** Use self feedback to identify strengths and weaknesses as well as modifications that need to be made to improve the performance of a skill or physical movement

**Revise:** Use feedback to identify strengths and weaknesses as well as modifications that need to be made to improve the performance of a skill or physical movement

**Evidence Outcome:** Identify methods to keep the brain healthy and ready to learn

**Remove:** be more specific

**Evidence Outcome:** Identify brain-healthy foods

**Remove:** out of place for this standard

**Evidence Outcome:** Describe the role of water as an essential nutrient for the body and brain

**Comment:** Should be in standard 2.

**Remove:** place in standard 2

**Standard: 2. Physical and Personal Wellness in Physical Education**

**GLE: 1. Recognize the importance of making the choice to participate in a wide variety of activities that involve locomotion, nonlocomotion, and manipulation of objects outside of physical education class**

**Revise:** Is this in the wrong spot? I clicked on Physical and Personal Wellness Standard?

**Standard: 4. Prevention and Risk Management in Physical Education**

**GLE: 1. Apply rules, procedures ,and safe practices to create a safe school environment with little or no reinforcement**

**Evidence Outcome:** Follow safety rules in the gymnasium and on the playground

**Remove:** and on the playground - we do not see them on the playground, it has nothing to do with our class

**Revise:** take out and playground. We don't observe playground behavior.

## Physical Education First Grade

### Standard: 1. Movement Competence & Understanding in Physical Education

GLE: 1. Demonstrate basic locomotor and nonlocomotor skills, and rhythmic and cross-lateral movements

(PGC Feedback) Comment: good

Comment: important

Evidence Outcome: Move in different directions and at high, medium, and low levels in space

Comment: Good

Comment: Keep as is.

Comment: yes

Evidence Outcome: Demonstrate locomotor movements in a variety of pathways and levels

Comment: Move

Comment: yes

Evidence Outcome: Travel in forward and sideways directions using a variety of locomotor and non-locomotor patterns, and change direction quickly in response to a signal

Comment: Good

Evidence Outcome: Perform a simple dance step in keeping with a specific tempo

Move: Music

Move: Move to music standards.

Comment: great

Evidence Outcome: Travel to a variety of rhythms changing time, force, and flow

Move: Music

Evidence Outcome: Manipulate objects such as jump ropes, scarves, hoops, and balls

Comment: Great!

Comment: This one is tough all added together because those are all very different things. And when you say "manipulate" that is also very vague. There are unlimited ways to manipulate an object and assessing that seems inconsistent.

Remove: Manipulate and add expectation for each

Evidence Outcome: Balance at different levels on different body parts

Comment: Good!

Evidence Outcome: Demonstrate both static and dynamic balances

Remove: Define the difference between static and dynamic.

Evidence Outcome: Perform rhythmical movements using small musical aids

Revise: What are small musical aides? Is this equipment that we should include in our PE equipment rooms? Or is this a suggestion for co-working with our schools music teacher?

Move: To Music.

Remove: Music class not PE

Move: Move to music standards.

Remove: Part of music

Move: MUSIC!

**Evidence Outcome: Perform a singing dance in a group**

**Revise:** I'm not sure how many of us actually do or did this in our college PE labs either recently or years ago.

**Remove:** That goes with Music. I can't teach singing.

**Remove:** This belongs in music

**Remove:** Do this in music

**Move:** Move to music standards.

**Move:** MUSIC

**Remove:** eliminate or put into music

**GLE: 2. Demonstrate fundamental manipulative skills****Evidence Outcome: Standing in place, dribble a ball five times with one's dominant hand**

**Revise:** continuously (or under control) instead of 5 times

**Revise:** It's odd that this has a quantitative number value. I've always thought it should just say "continuously with control."

**Revise:** Include the components of dribbling

**Evidence Outcome: Throw a ball while stepping forward in opposition**

**Comment:** Good

**Evidence Outcome: Strike a stationary object**

**Revise:** Repetitive with other striking standards

**Comment:** Combine all 3 striking into 1

**Evidence Outcome: Kick a stationary object using a simple kicking pattern**

**Revise:** kick using a variety of contact points on the foot

**Evidence Outcome: Use body parts and light implements to strike stationary and moving objects**

**Revise:** There are 3 striking evidence outcomes within this standard. Seems a bit redundant. Maybe streamline the striking stationary and moving objects outcomes into one

**GLE: 3. Establish a beginning movement vocabulary**

(PGC Feedback) **Revise:** Too wordy. Take out tactics (that's basically the same as strategies)

**Evidence Outcome: Respond appropriately to a variety of cues**

**Revise:** a variety of cues...for the purpose of (in support of behavior mgmt., understanding movement skill)

**Evidence Outcome: Discuss personal space, general space, and boundaries**

**Revise:** Distinguish between personal, general space and boundaries

**Comment:** Keep as is.

**Standard: 2. Physical and Personal Wellness in Physical Education****GLE: 1. Identify the body's normal reactions to moderate and vigorous physical activity**

(PGC Feedback) **Comment:** ok

**Comment:** ok not great

**Evidence Outcome: Identify basic exercises that help to strengthen various muscles of the body**

**Revise:** Connecting anatomy to activity seems too hard. I'd be fine with just identifying major muscles.

**Evidence Outcome: Identify physical activities that require strong muscles**

**Remove:** not specific, too general

**Comment:** Is this included in this standard because we are trying to distinguish between strength and endurance?

**Comment:** Include language of strength and endurance in this EO and remove C & D.

**Evidence Outcome: Identify and perform specific exercises that can be done to improve the muscular strength and endurance of various muscle groups**

**Revise:** This is actually connecting two different concepts. Too Rigorous?

**Revise:** Introduce & perform...

**Remove:** Too high of level for 1st grade.

**Comment:** not

**Evidence Outcome: Identify activities that rely on muscular endurance and muscular strength for someone to be successful**

**Revise:** merge with 'C'

**Remove:** Too high of level for first grade.

**Comment:** not

**Inquiry Questions:**

**Comment:** like questions

**Relevance and Application:**

**Comment:** like it

**Nature Of:**

**Comment:** like it

### **Standard: 3. Emotional and Social Wellness in Physical Education**

**GLE: 1. Work independently and with others to complete work**

**Evidence Outcome: Help another student share space effectively**

**Revise:** work with another student to share space

**GLE: 2. Follow the rules of an activity**

**(PGC Feedback) Comment:** This is all of what first grade needs. Please keep.

**Evidence Outcome: Perform a simple sequence of movements within given parameters and guidelines**

**Remove:** Doesn't fit the standard

**Remove:** don't need

**Evidence Outcome: Develop rules for an activity, and participate in the activity while following the rules**

**Revise:** Discuss rules for an activity, and participate in the activity while following the rules

### **Standard: 4. Prevention and Risk Management in Physical Education**

**GLE: 1. Develop movement control for safe participation in games and sports**

**Evidence Outcome: Recognize appropriate safety practices in general space by throwing balls only when others are not in the direct line of the throw**

**Revise:** Recognize appropriate safety practices in general space with a variety of equipment.

**Revise:** Why does it have to say "throw balls?" Why cant it include any equipment?

**Revise:** Should include "any object" not just balls.

**Inquiry Questions:**

**Comment:** I hate these questions. Equating dodgeball or any activity to violence and disrespect makes an irrational connection. Phrase it as "respectful and safe use of equipment."

## Physical Education Kindergarten

### Standard: 1. Movement Competence & Understanding in Physical Education

#### GLE: 1. Demonstrate body and spatial awareness through movement

(PGC Feedback) Comment: ok

Comment: ok

**Evidence Outcome:** Travel within a large group without bumping into others or falling while using a variety of locomotor skills

Comment: good

**Evidence Outcome:** Demonstrate contrasts between slow and fast speeds while using locomotor skills

Comment: good

**Evidence Outcome:** Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations

Comment: good

**Evidence Outcome:** Travel in straight, curved, and zigzag pathways

Comment: important

**Evidence Outcome:** Move in opposition and alternately

Comment: good

**Evidence Outcome:** Move synchronously with others

Comment: ok

**Evidence Outcome:** Participate in chase-and-flee activities that include various spatial relationships

Comment: great

**Inquiry Questions:**

Comment: like inquiry questions

**Relevance and Application:**

Comment: like this

**Nature Of:**

Comment: like it

#### GLE: 2. Locate the major parts of the body

(PGC Feedback) Comment: ok

Comment: ok

**Evidence Outcome:** Move specified body parts in response to a variety of sensory cues such as auditory or visual

Comment: no

**Evidence Outcome:** Identify body planes such as front, back, and side

Comment: good

**Inquiry Questions:**

**Comment:** love questions

**Relevance and Application:**

**Comment:** like them

**Nature Of:**

**Comment:** like them

**Standard: 2. Physical and Personal Wellness in Physical Education**

**GLE: 3. Understand that physical activity increases the heart rate, making the heart stronger**

(PGC Feedback) **Comment:** good

**Comment:** important

**Evidence Outcome:** Identify the heart rate as an indicator of moderate to vigorous activity

**Comment:** important

**Evidence Outcome:** Sustain moderate to vigorous physical activity for short periods of time

**Comment:** good

**Evidence Outcome:** Identify activities that will increase the heart rate

**Comment:** important

**Inquiry Questions:**

**Comment:** like questions

**Relevance and Application:**

**Comment:** technology really? not

**Nature Of:**

**Comment:** like it

**Standard: 3. Emotional and Social Wellness in Physical Education**

**GLE: 1. Demonstrate respect for self, others, and equipment**

(PGC Feedback) **Comment:** good

**Comment:** important

**Evidence Outcome:** Demonstrate the characteristics of sharing

**Comment:** important

**Evidence Outcome:** Identify feelings that result from participation in physical activity

**Comment:** good

**Evidence Outcome:** Participate as a leader and follower

**Comment:** important

**Evidence Outcome:** Help to manage equipment

**Comment:** good

**Evidence Outcome:** Play without interfering with others

**Comment:** important

**Inquiry Questions:**

**Comment:** great and important



Relevance and Application:

Comment: great

Nature Of:

Comment: ok not great

## Physical Education Preschool

### **Standard: 1. Movement Competence & Understanding in Physical Education**

**GLE: 1. Travel in a variety of directions using basic locomotor skills, and demonstrate understanding of personal and general space**

**Revise:** There needs to be additional information on what ECE students CAN do at this level. TS GOLD has some basic information on how manipulatives and movement for 3 and 4 year old students separately.