

PHYSICAL EDUCATION
FALL 2017 ONLINE FEEDBACK



As part of the review and revision of the Colorado Academic Standards (CAS), the Colorado Department of Education invited the public to review and give feedback to proposed revisions to the CAS. These public comments, suggestions, and indications of approval were collected through an online feedback system that was open from October 16, 2017 through December 4, 2017. Below is the public feedback submitted for Physical Education. Only those parts of the standards (Prepared Graduate Statements, Grade Level Expectations, Evidence Outcomes, etc.) that received feedback are listed below, and as such, some PGs/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>.

Physical Education Prepared Graduate Statements

PG: 1. Demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: We should have to work harder in P.E. !!!!! And not goof off like if its home then yeah we can goof off there !!

Agree: (no comment)

Agree: (no comment)

Agree: Yes

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: Aligns with National Standard #3.

Comment: Just in general for K-5. Every grade level expectation needs to apply to every grade. I am not sure if this has been updated recently but within the last 5 years, 3rd and 4th grade are just missing entire standards. How does that make any sense when looking at K-5 standard progressions?

Agree: (no comment)

Neutral: Go to NATIONAL standards

Agree: (no comment)

Agree: For the most part I agree with this statement, however, I somewhat wrestle with the subjectivity of the word, "skills", relative to his/her ability to demonstrate... Clear expectations regarding what those "skills" are, need to be simply articulated (easily understandable) to the students, commensurate with his/her grade level.

Disagree: WE need to be aligned with national standards.....

PG: 2. Demonstrate understanding of movement concepts, principles, strategies, and tactics to learning and performing physical activities.

Agree: (no comment)

Comment: It would be an asset to students and the community-at-large to include driver safety curriculum prior to completing a state drivers license application or to advance to the actual driven test. Road safety is important to our district and state, and it's new drivers should have access whether online or in-class instruction.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Agree: (no comment)

Neutral: I don't know

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Neutral: (no comment)

Neutral: (no comment)

Agree: (no comment)

Agree: (no comment)

Neutral: Tactics and strategies seem to have similar meanings

Agree: (no comment)

Disagree: Reword to "Demonstrates an understanding of movement concepts, principles, strategies, and tactics as they relate to learning and performing a variety of physical activities." *Not sure if this is the place to comment on this or not, but the standards do not mention movement competence or the development of motor skills at all. Isn't this a foundation of physical education?

Agree: (no comment)

Neutral: Go to NATIONAL standards

Agree: Third fourth and fifth grade concept.

Agree: (no comment)

Disagree: Need to be aligned with national standards

PG: 3. Participate and understand the benefits of regular physical activity.

Agree: that they must have 150 minutes per week, which is 30 minutes per day

Comment: Since standards are guidelines and assist in establishing expectations for student learning... I believe that this standard should include the words, "Active Participation and understanding", in addition

to having a table that outlines what active participation looks like because most kids and parents struggle to understand and differentiate intensity of movement.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Disagree: (no comment)

Agree: (no comment)

Agree: I AGREE ALL THE WAY WITH THAT !

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: add, participate, know, and understand

Agree: (no comment)

Agree: (no comment)

Disagree: Reword to "Participates in, and understands the benefits of, regular physical activity."

Disagree: "Participate and understand the benefits of physical activity."-This has never made any sense. How can a student participate in the benefits of physical activity. And how do you measure "understanding the benefits of physical activity?" I get what it is trying to say but when you think about a measurable standard or target, how measurable is this? Maybe something like "describes the benefits of life-long physical activity." Or "pursues and participates in physical activity on a daily basis." Isn't that what we are aiming for?

Neutral: Participate and understand the benefits of Consistent physical activity

Neutral: Go to NATIONAL standards

Agree: (no comment)

Agree: Whole-heartedly concur with this.

Disagree: Need to be aligned with National standards

PG: 4. Achieve and maintain a health enhancing level of physical fitness

Agree: department of defense research article recommends 225 minutes per week. the statement claims that unfit youth of america are a concern to national security.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Neutral: (no comment)

Agree: This is hard for schools that require limited PE participation.

Agree: Understand how to Achieve and maintain

Neutral: This one is so parent dependent at the Elementary level

Disagree: Although the new national standards do not include a statement like this anymore, I am in support of it... especially if fitness is assessed statewide. My suggestion would be to not have it as a standard though, rather include it in the grade level outcomes for 4th grade and above under current standard #1, as formal fitness performance testing is not recommended below age 10. Also, I think it is important that appropriate practices are followed in regards to fitness education (SHAPE America, 2012) and testing (SHAPE America, 2017). Reword to "Achieves and maintains a health enhancing level of physical fitness."

Agree: (no comment)

Neutral: Go to NATIONAL standards

Disagree: Seems too similar to 1

Agree: "Maintain" being the operative word here.

Disagree: Need to be aligned with national standards

PG: 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings

Agree: teaching the concept of responsible team behavior

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Agree: (no comment)

Neutral: (no comment)

Neutral: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Neutral: and emotional?

Disagree: Reword to "Exhibits responsible personal and social behavior that respects self and others in physical activity settings"

Neutral: Go to NATIONAL standards

Agree: (no comment)

Agree: (no comment)

Disagree: Need to be aligned with national standards

PG: 6. Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

Agree: (no comment)

Comment: It would help advance the general health and safety for students to have access to a health class that includes personal hygiene, basic sanitation and general health. (i.e, colds, flu, vaccinations, CPR/first aid training)

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Neutral: (no comment)

Neutral: (no comment)

Neutral: (no comment)

Neutral: (no comment)

Neutral: (no comment)

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Agree: (no comment)

Agree: Add something about personal hygiene?

Agree: (no comment)

Disagree: I'm in the middle on this one, as I think injury prevention is important, but I wonder if it is more appropriately covered in the health standards? If it is included in the PE standards, I also wonder if nutrition should be included? If it is kept, suggested rewording to "Applies personal safety knowledge and skills to prevent and treat intentional or unintentional injuries."

Neutral: Go to NATIONAL standards

Neutral: (no comment)

Agree: "Prevent" being the operative word here.

Disagree: Need to be aligned with national standards

Physical Education Preschool

Standard: 1. Movement Competence and Understanding

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

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Disagree: Go to national standards

Evidence Outcome: Move safely in a large group without bumping into others or falling while using locomotor skills

Agree: (no comment)

Evidence Outcome: Travel forward and sideways while changing directions quickly in response to a signal

Agree: (no comment)

Evidence Outcome: Perform movements to the rhythm of music

Agree: (no comment)

Evidence Outcome: Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing and hopping.

Agree: (no comment)

Evidence Outcome: Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls and riding a tricycle.

Agree: (no comment)

Evidence Outcome: Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward ,and in front of by using the body and an object

Agree: (no comment)

Evidence Outcome: Understand movement concepts, such as control of the body, how the body moves (such as awareness of space and directionality), and that the body can move independently or in coordination with other objects.

Agree: (no comment)

Supportive Teaching Practices/Adults May:

Agree: (no comment)

Examples of Learning/Children May:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Demonstrate balance

Agree: (no comment)

(PG Feedback) **Agree:**

Evidence Outcome: Explore balancing on different body parts at different levels, becoming "like" a statue while making symmetrical and nonsymmetrical shapes

Agree: (no comment)

Evidence Outcome: Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward ,and in front of by using the body and an object

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 2. Physical and Personal Wellness

GLE: 1. Recognize the positive feelings experienced during and after physical activity

Agree: (no comment)

(PG Feedback) **Agree:**

(PG Feedback) **Disagree:** Use national standards

Evidence Outcome: Participate in activities that increase the heart rate

Agree: (no comment)

Evidence Outcome: Participate in activities that require stretching the muscles

Agree: (no comment)

Evidence Outcome: Begin to understand how daily activity and healthy behavior promote overall personal health and safety

Agree: (no comment)

Evidence Outcome: Identify physical activity opportunities inside and outside of school

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 3. Social Emotional Wellness

GLE: 1. Demonstrate understanding of positive social interaction with teachers and peers.

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Disagree: Use national standards

Evidence Outcome: Demonstrate listening to the teacher during group activities

Agree: (no comment)

Evidence Outcome: Demonstrate sharing and taking turns when with participating with peers

Agree: (no comment)

Evidence Outcome: Follow directions to simple activities

Agree: (no comment)

Evidence Outcome: Recognize basic class rules and protocols

Agree: (no comment)

Evidence Outcome: Individuals recognize that rules make situations and activities safe and run more smoothly.

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 4. Prevention and Risk Management

GLE: 1. Understand basic safety rules and principles

Agree: (no comment)

Disagree: use national standards

(PG Feedback) Agree:

(PG Feedback) Disagree: Use nation standards

Evidence Outcome: Follow teacher directions to use equipment properly

Agree: (no comment)

Evidence Outcome: Follow teacher directions for safe participation in physical activity

Agree: This is huge.

Evidence Outcome: Understand the importance of personal space during physical activity

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Physical Education Kindergarten

Standard: 1. Movement Competence and Understanding

GLE: 1. Demonstrate body and spatial awareness through movement

Comment: Balance is not factored into this standard or the outcomes for Kindergarten yet is a required measurement that must be reported out for school readiness. It is included in a specific standard for pre-school and in an evidence outcome for for first grade. It would make sense to add an evidence outcome around balance for Kindergarten for alignment across grades and for readiness.

Agree: (no comment)

(PG Feedback) Comment: Fundamental manipulative skills are not specifically called out in a standard or evidence outcome for Kindergarten yet gross motor manipulative skills are a required area of reporting for Kindergarten Readiness, specifically with regards to throwing, catching and kicking a ball. This area is specifically addressed in evidence outcomes for preschool and in a standard for first grade. Adding this to Kindergarten would more effectively align standards across grades and with school readiness.

(PG Feedback) Agree:

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

Agree: (no comment)

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

Agree: (no comment)

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

Agree: (no comment)

Evidence Outcome: Move in opposition and alternately

Agree: (no comment)

Evidence Outcome: Move synchronously with others

Agree: (no comment)

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

Agree: (no comment)

Evidence Outcome: Jump over a stationary rope several times in succession using forward-and-back and side-to-side movement patterns

Agree: (no comment)

Evidence Outcome: When moving in a group, how do you keep from bumping into each other?

Comment: This statement is an inquiry question to ask the students. It is not really an example to meet that standard.

Agree: (no comment)

Comment: This needs to be moved to the inquiry questions or phrased as a "students can" statement.

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Locate and move the major parts of the body

Agree: (no comment)

(PG Feedback) Agree:

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

Agree: (no comment)

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

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 2. Physical and Personal Wellness

GLE: 1. Understand that physical activity increases the heart rate, making the heart stronger

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Identify the heart rate as an indicator of physical activity

Agree: (no comment)

Evidence Outcome: Sustain physical activity for short periods of time

Agree: (no comment)

Evidence Outcome: Identify activities that will increase the heart rate

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 3. Social Emotional Wellness

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

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Demonstrate the characteristics of sharing

Agree: (no comment)

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

Agree: (no comment)

Evidence Outcome: Participate as a leader and follower

Agree: (no comment)

Evidence Outcome: Help to manage equipment

Agree: (no comment)

Evidence Outcome: Play without interfering with others

Agree: (no comment)

Essential Reasoning Skills:

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Demonstrate the ability to follow directions

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Start and stop on an auditory and visual signal

Agree: (no comment)

Evidence Outcome: Follow a simple series of instructions for an activity

Agree: (no comment)

Evidence Outcome: Speak at appropriate times

Agree: (no comment)

Evidence Outcome: Follow established class protocols

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 4. Prevention and Risk Management

GLE: 1. Apply safe practices, rules, and procedures

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Demonstrate safety awareness when using materials

Agree: (no comment)

Evidence Outcome: Participate in activity without colliding into other students

Agree: (no comment)

Evidence Outcome: Identify proper footwear for physical education

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Physical Education First Grade

Standard: 1. Movement Competence and Understanding

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

Colorado Essential Skills and Real-World Application:

Comment: Games with jump ropes? What do you mean by that? Feels like 1st grade should just try to jump. Also, skateboards and skates and playing basketball at 1st grade? Seems like that should be 3rd grade and up. My son tried basketball at 1st grade and it kind of worked, but it was really confusing and difficult for him (dribbling, running, shooting, passing and shooting). Soccer might be a better example.

Inquiry Questions:

Comment: Why would we ask 1st graders about social dances? Maybe older kids.

Comment: New locomotor skill? Moving from one place to another. What if they say, snake slithering? It is moving from one place to another. Then you ask the kids to demonstrate a locomotor skills and they might slither like a snake

GLE: 2. Demonstrate fundamental manipulative skills

Colorado Essential Skills and Real-World Application:

Disagree: First grade and softball?

Inquiry Questions:

Comment: #5 is a statement not an inquiry

Comment: #5 is not a inquiry question. It is a statement.

GLE: 3. Establish a beginning movement vocabulary

Colorado Essential Skills and Real-World Application:

Comment: There are two #1 on the first one.

Standard: 2. Physical and Personal Wellness

GLE: 1. Identify the body's normal reactions to moderate and vigorous physical activity

Evidence Outcome: Identify basic exercises that help to strengthen various muscles of the body, such as pushups, curl-ups, squats, planks, mountain climbers

Comment: I would do more young kid friendly activities for this. Plank is more on older kid exercise. Little kids have more fun/play based, like bear walk or slither like a snack.

Standard: 4. Prevention and Risk Management

GLE: 1. Develop movement control for safe participation in games and physical activities

Agree: (no comment)

(PG Feedback) Agree:

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

Agree: (no comment)

Evidence Outcome: Demonstrate the ability to follow verbal and nonverbal instruction

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Physical Education Second Grade

Standard: 1. Movement Competence and Understanding

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

Agree: (no comment)

(PG Feedback) Comment: I just clicked on this one so I could leave a comment. I think there needs to be something said in the standards about these standards are designed for students who get the recommended amount of PE. If a student comes to PE only once a week, they will not accomplish all the standards. We need to get the point out that to really accomplish these standards, kids should be in PE the recommended amount or they are losing out on skills and learning.

(PG Feedback) Agree:

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

Agree: (no comment)

Evidence Outcome: Demonstrate smooth transitions between sequential motor skills such as running into a jump

Agree: (no comment)

Evidence Outcome: Move using the concepts of space awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling

Agree: (no comment)

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

Agree: (no comment)

Evidence Outcome: Correctly identify activities and the locomotor, non locomotor, and manipulative skill involved

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

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

Comment: Really wordy.

Agree: (no comment)

(PG Feedback) Agree:

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

Agree: (no comment)

Evidence Outcome: Create a routine that includes two types of body rolls such as a log roll, egg roll, shoulder roll, or forward roll and a stationary balance position after each roll

Agree: (no comment)

Evidence Outcome: Jump rope repeatedly

Agree: How many? More than once?

Evidence Outcome: Throw, catch, strike, and trap objects while stationary or moving with a partner

Agree: (no comment)

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

Agree: (no comment)

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

Agree: If equipment is available.

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 3. Use feedback to improve performance

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Use instructor feedback to identify strengths and weaknesses

Agree: (no comment)

Evidence Outcome: Identify modifications to improve performance of a skill or physical movement

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 2. Physical and Personal Wellness

GLE: 1. Identify healthy habits for personal wellness

Comment: Don't forget the effects of exercise on the brain or academics.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Explain the fuel requirements of the body during physical activity and inactivity

Agree: (no comment)

Evidence Outcome: Identify healthy food choices to fuel the body

Agree: (no comment)

Evidence Outcome: Determine the proper amount of sleep to get every night

Agree: (no comment)

Evidence Outcome: Identify changes in the body during exercise and how that makes you feel

Agree: (no comment)

Evidence Outcome: Identify feelings resulting from challenges, successes, and failures in physical activity

Agree: (no comment)

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

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 3. Social Emotional Wellness

GLE: 1. Demonstrate positive and helpful behavior and words toward other students

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Describe how positive social interaction can make physical activity with others more fun

Agree: (no comment)

Evidence Outcome: Participate in a variety of group settings without distracting behavior

Agree: (no comment)

Evidence Outcome: Encourage others by using verbal and nonverbal communication

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 4. Prevention and Risk Management

GLE: 1. Apply rules, procedures, and safe practices in the classroom

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Maintain safety within personal space while using implements

Agree: (no comment)

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

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Physical Education Third Grade

Standard: 1. Movement Competence and Understanding

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

Agree: (no comment)

(PG Feedback) Agree:

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

Agree: (no comment)

Evidence Outcome: Dribble in soccer or basketball while changing speed and direction

Agree: (no comment)

Evidence Outcome: Demonstrate throwing, catching, striking ,or trapping in an activity

Comment: Space between the word and comma.

Agree: (no comment)

Evidence Outcome: Demonstrate skills of chasing, fleeing, and dodging to avoid others

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Perform cross lateral and rhythmic exercises that make a brain-body connection

(PG Feedback) Agree:

Evidence Outcome: Describe, create, and demonstrate movements that require crossing the mid-line

Agree: (no comment)

Evidence Outcome: Perform successfully a variety of jump-rope skills using both short and long ropes, and jump to various tempos

Agree: (no comment)

Evidence Outcome: Perform jumping, tossing, dribbling, or catching to music or rhythmic beat

Agree: (no comment)

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

Agree: (no comment)

Evidence Outcome: Balance demonstrating momentary stillness in symmetrical and nonsymmetrical shapes on a variety of body parts

Agree: (no comment)

Evidence Outcome: Perform forward and backward rolls with variation

Agree: (no comment)

Evidence Outcome: Combine two or more rotational skills

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 3. Demonstrate understanding of how the use of self assessment aids in skill development

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Use self feedback to identify strengths and weaknesses

Agree: (no comment)

Evidence Outcome: Use instructor or self feedback to make adjustments that will improve performance

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Colorado Essential Skills and Meaning Making:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 2. Physical and Personal Wellness

GLE: 1. Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Explain why the body perspires, the heart beats faster and breathing increases when participating in moderate to vigorous physical activity

Agree: (no comment)

Evidence Outcome: Describe the relationship among the heart, lungs, muscles, blood, and oxygen during physical activity

Agree: (no comment)

Evidence Outcome: Identify several moderate to vigorous physical activities (formal or informal) that provide personal pleasure

Agree: (no comment)

Evidence Outcome: Locate heart rate on at least two different pulse points on the body

Agree: (no comment)

Evidence Outcome: Discuss how drinking an adequate amount of water before, during, and after physical activity keeps the body hydrated

Agree: (no comment)

Evidence Outcome: Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activity

Agree: (no comment)

Evidence Outcome: Explain how the intensity and duration of exercise affect fuel use during physical activity

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Identify the location of the lungs and heart

Agree: (no comment)

Evidence Outcome: Identify muscles and fat

Agree: (no comment)

Evidence Outcome: Feel your heart beat after moderate to vigorous physical activity

Agree: (no comment)

Evidence Outcome: Compare heart rate before, during, and after exercise, and explain that increasing the heart rate during physical activity strengthens the heart muscles

Agree: (no comment)

Evidence Outcome:

Neutral: Blank?

Evidence Outcome: Identify physical activities that cause the heart to beat faster

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: Careful with the wording here... "Done does"? :-)

Inquiry Questions:

Agree: (no comment)

Standard: 3. Social Emotional Wellness

GLE: 1. Demonstrate positive social behaviors during physical activity

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Identify the positive behaviors of self and others

Agree: (no comment)

Evidence Outcome: Congratulate teammates and opponents upon conclusion of game or activity

Agree: (no comment)

Evidence Outcome: Follow directions, activity-specific rules, procedures, and etiquette with few reminders

Agree: (no comment)

Evidence Outcome: Encourage others regularly, and refrain from put-down statements

Agree: (no comment)

Evidence Outcome: Ask a partner to participate in a physical activity

Agree: (no comment)

Evidence Outcome: Congratulate friends for performing a skill correctly

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 4. Prevention and Risk Management

GLE: 1. Identify ways to prevent injuries during physical activity

Agree: (no comment)

(PG Feedback) **Agree:**

Evidence Outcome: Define how injuries can occur during physical activity

Agree: (no comment)

Evidence Outcome: Demonstrate understanding of when injuries occur during physical activity

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Physical Education Fourth Grade

Standard: 1. Movement Competence and Understanding

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

Agree: (no comment)

(PG Feedback) **Agree:**

Evidence Outcome: Dribble and pass an object such as a basketball or soccer ball to a moving receiver (Throw, catch, and kick to self or a partner)

Agree: (no comment)

Evidence Outcome: Demonstrate ability to adapt and adjust movement skills to changing conditions such as rising and sinking while twisting or using different rhythms

Agree: (no comment)

Evidence Outcome: Jump and land for height and distance using mature form

Agree: (no comment)

Evidence Outcome: Use a variety of manipulatives to throw to a moving target, making the needed adjustments for skill improvement

Agree: (no comment)

Evidence Outcome: Create a rhythmic routine to music, including gymnastics, creative dance, or jump rope

Agree: (no comment)

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

Agree: (no comment)

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

Agree: (no comment)

Evidence Outcome: Distinguish and describe the similarities and differences of manipulative skills such as basketball and soccer dribbling or overhand and underhand

Agree: (no comment)

Evidence Outcome: Demonstrate efficient patterns of striking with and without an implement

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

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

Disagree: I think these are the tactics we use to get students to become better movers, but it does not line up with strategies or tactics.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Use peer assessment tools to recognize and evaluate the critical elements of movement in a variety of physical activities

Agree: (no comment)

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

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 2. Physical and Personal Wellness

GLE: 1. Explain how the health-related fitness components are used to improve physical fitness

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Identify and demonstrate flexibility exercises for major muscle groups

Agree: (no comment)

Evidence Outcome: Identify health related components of fitness and demonstrate an exercise that positively impacts each component

Agree: (no comment)

Evidence Outcome: Measure and record personal heart rate before, during, and after moderate to vigorous exercise

Agree: (no comment)

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

Agree: (no comment)

Evidence Outcome: Explain the benefits of having good cardiovascular endurance

Agree: (no comment)

Evidence Outcome: Distinguish healthy and balanced meals and snacks designed to enhance the performance of physical activities

Agree: (no comment)

Colorado Essential Skills and Science and Engineering Practices:

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Analyze opportunities for participating in physical activity and actively engage in teacher-directed and independent activities.

Agree: (no comment)

(PG Feedback) Agree:

Standard: 3. Social Emotional Wellness

GLE: 1. Assess and take responsibility for personal behavior and stress management

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Act in a safe and healthy manner when confronted with negative peer pressure during physical activity

Agree: (no comment)

Evidence Outcome: Set a personal goal to improve a skill, and work toward that goal

Agree: (no comment)

Evidence Outcome: Describe and demonstrate responsible behavior and decision-making while participating in physical activity

Agree: (no comment)

Evidence Outcome: Demonstrate respect for the person who is officiating

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 4. Prevention and Risk Management

GLE: 1. Demonstrate knowledge of safe practices in a physical activity setting

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree:

Evidence Outcome: Explain safety considerations prior to participation in lead-up games (invasion, net/wall, target, and fielding/run-scoring games)

Agree: (no comment)

Evidence Outcome: Demonstrate the safe use of rackets, bats, and other long-handled implements

Agree: (no comment)

Evidence Outcome: Differentiate between safe and unsafe participation and environment

Agree: (no comment)

Evidence Outcome: Display safe and responsible behavior while engaging in fitness activities

Agree: (no comment)

Evidence Outcome: Develop with an instructor's help the safety rules for physical education

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Physical Education Fifth Grade

Standard: 1. Movement Competence and Understanding

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

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree:

Evidence Outcome: Throw and catch objects such as basketballs, footballs, or frisbees, and demonstrate both accuracy and force

Comment: Change the wording to a variety of objects

Neutral: There is a lot of skill disparity, so subjectivity needs to be employed.

Evidence Outcome: Punt a ball dropped from the hands at a target

Agree: (no comment)

Neutral: There is a lot of skill disparity, so subjectivity needs to be employed.

Evidence Outcome: Dribble a ball (by hand or foot) while preventing another person from stealing the ball

Comment: Demonstrates defensive dribbling strategies with the hands and feet

Agree: (no comment)

Evidence Outcome: Volley an object continuously with a partner

Agree: (no comment)

Neutral: There is a lot of skill disparity, so subjectivity needs to be employed.

Evidence Outcome: Strike an object consecutively in a competitive or cooperative game

Comment: Strike a ball repeatedly with or without equipment in a game or sport.

Neutral: There is a lot of skill disparity, so subjectivity needs to be employed.

Evidence Outcome: Demonstrate correct steps and patterns for dance. (e.g. square, folk, modern, contemporary)

Neutral: For a variety of dance styles.

Agree: (no comment)

Evidence Outcome: Perform a short or long rope jump routine to music with a partner or small group

Disagree: The music requirement makes it really difficult for students to practice and present this in a meaningful way...can they create a routine without the music requirement?

Agree: (no comment)

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

Neutral: Can we take out the smooth transitions or clarify what that means?

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: Could not agree more with #1 of this section!

Inquiry Questions:

Comment: How might dance and rhythmic activities support your success in other sports and physical activities?

Agree: (no comment)

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

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Combine skills to competently participate in a variety of activities such as manipulative skills and traveling to score in soccer, hockey, or basketball

Agree: (no comment)

Evidence Outcome: Select appropriate practice options based on the similarities and differences between two skills

Agree: (no comment)

Evidence Outcome: Select appropriate drills that enhance learning and performing a selected activity

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 3. Understand why feedback can improve performance

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Analyze and correct errors in throw, catch, hand dribble, foot dribble, striking a ball, and volley, and demonstrate control and accuracy

Agree: (no comment)

Evidence Outcome: Analyze and correct errors in nonlocomotor and locomotor movements

Agree: (no comment)

Evidence Outcome: Analyze and use basic offensive and defensive strategies, and apply rules in modified games and activities

Agree: (no comment)

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

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 2. Physical and Personal Wellness

GLE: 1. Demonstrate understanding of skill-related components of fitness and how they affect physical performance

Agree: (no comment)

(PG Feedback) Agree: I have read all of the standards revisions and moving standards to different grade levels. I agree with all of the work and want to thank the committee for their time and innovation to assist alignment and developmental appropriateness. Dawn

(PG Feedback) Agree:

Evidence Outcome: Identify and demonstrate exercises that are used to develop agility, balance, coordination, power, reaction time, or speed

Agree: (no comment)

Evidence Outcome: Create a plan using the six skill-related components to improve performance in a chosen activity

Disagree: (no comment)

Agree: (no comment)

Evidence Outcome: Differentiate between health related components and skill related components

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Colorado Essential Skills and Meaning Making:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Set personal goals for improving health-related fitness

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Explain how the five health-related fitness components (body composition, cardiovascular endurance, flexibility, muscular endurance, and muscular strength) affect ability to participate normally in everyday activities

Agree: (no comment)

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

Agree: (no comment)

Evidence Outcome: Develop short term and long term fitness goals

Agree: (no comment)

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

Agree: (no comment)

Evidence Outcome: Identify activities that will help to improve cardio-respiratory, muscular endurance, muscular strength, flexibility, and body composition

Agree: (no comment)

Evidence Outcome: Accurately take a pulse at rest and during exercise

Agree: (no comment)

Evidence Outcome: Identify the components of the FITT principle (frequency, intensity, time, type)

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 3. Social Emotional Wellness

GLE: 1. Identify personal activity interests and abilities, and take responsibility for individual and team performance

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Accept responsibility for one's own performance without blaming others

Disagree: (no comment)

Agree: (no comment)

Evidence Outcome: Develop confidence in self and others in a physical activity setting

Agree: (no comment)

Evidence Outcome: Try new activities and connect hard work and practice to success

Agree: I have enjoyed reading all of the revisions. Thank you for your hard work

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Work cooperatively and productively in a group

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Establish and accomplish goals in both cooperative and competitive activities

Agree: (no comment)

Evidence Outcome: Identify and define the role of each participant in a group physical activity

Agree: (no comment)

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

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 4. Prevention and Risk Management

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

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Identify and participate in safe warm-up and cool-down activities

Agree: (no comment)

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

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Follow the rules of activities to maintain safe playing conditions

Agree: (no comment)

Evidence Outcome: Describe safe and unsafe practices for a variety of physical activities

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Physical Education Sixth Grade

Standard: 1. Movement Competence and Understanding

GLE: 1. Demonstrate beginning skills for a variety of activities, games, and sports.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Volley an object repeatedly with a partner, using the forearm pass.

Agree: (no comment)

Evidence Outcome: Strike a ball continually against a wall and with a partner, using a paddle for the forehand stroke and backhand stroke.

Agree: add racquet to it. "paddle/racquet"

Agree: (no comment)

Evidence Outcome: Strike an object consistently, using a body part so that the object travels in the intended direction at the desired height.

Agree: (no comment)

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

Agree: (no comment)

Agree: (no comment)

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

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.

Agree: I agree with everything except the word "relationships". I do not know what that means. Can that be taken out or replaced with a different word?

Agree: (no comment)

Evidence Outcome: Combine motor skills to play a lead-up or modified game.

Disagree: Seems too repetitive compared to the other EO.

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Colorado Essential Skills and Meaning Making:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Participate in activities that require problem-solving, cooperation, and team building.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Participate in initiative and cooperative activities.

Neutral: "Participate in initiative and cooperative activities" does not provide enough detail on what the outcome is looking for. It does not make sense to me. Can we go a level above "participate"? Right now it is too similar to EO b (which I like).

Agree: (no comment)

Evidence Outcome: Cooperates with a small group of classmates during activities, game play or team-building activities.

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Disagree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 3. Demonstrate beginning strategies for a variety of activities, games, or sports.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Use basic understanding of the knowledge of strategies in activity settings such as moving to open space to receive a pass or intercepting an object.

Agree: (no comment)

Evidence Outcome: Analyze and correct errors in movement patterns, and provide and use feedback from a peer or instruction technology.

Agree: It is good but I think it can be broken into two separate EO. I think analyzing should be its own EO. Students using that feedback in activity should be the next one.

Agree: (no comment)

Evidence Outcome: Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy, and teach the game to another person.

Agree: Good EO but the sentence does not flow very well grammatically. I also think defensive strategy should be included with offensive.

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Neutral: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 2. Physical and Personal Wellness

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

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Correctly differentiate the body's response to physical activities of various exercise intensities

Agree: (no comment)

Evidence Outcome: Record and analyze food consumption for one day, and make a plan to replace foods with healthier choices

Agree: I would get rid of the "one day" part. That seems to be too specific for an EO. Leave the time range up to the teacher/student. Everything else is great.

Neutral: (no comment)

Evidence Outcome: Explain why dehydration impairs temperature regulation and physical and mental performance

Neutral: (no comment)

Evidence Outcome: Determine appropriate cardiovascular training zone

Agree: Could you add more than just "determine"?

Agree: (no comment)

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

Agree: (no comment)

Evidence Outcome: Identify, select, and participate in activities designed to improve self-diagnosed areas for improvement in health-related fitness components

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Engage in moderate to vigorous physical activity at the target heart rate for a minimum of 60 minutes per day

Agree: (no comment)

Evidence Outcome: Accurately identify activities that are aerobic and anaerobic

Agree: (no comment)

Evidence Outcome: Determine the intensity of personal physical activity using the concept of perceived exertion.

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Recognize how health-related and skill-related fitness components contribute to a health-enhancing lifestyle that embraces

Agree: (no comment)

(PG Feedback) **Agree:**

Evidence Outcome: Monitor the intensity of one's heart rate during physical activity.

Agree: Could you add "and self-assess" after the word "monitor"?

Agree: (no comment)

Evidence Outcome: Identify target heart rate.

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Explain how the six skill-related fitness components (agility, balance, eye-hand coordination, power, speed, reaction time) affect ability to enhance participation in activities.

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Develop and describe short-term and long-term fitness goals as they relate to improving health-related or skill-related components

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Identify activities that utilize enhanced skill-related components of fitness.

Agree: (no comment)

Evidence Outcome: Compare results of fitness testing with research-based standards for self-improvement.

Agree: I agree that students need to compare their fitness tests with something but I am confused what you mean by "research-based standards for self-improvement".

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Neutral: (no comment)

Colorado Essential Skills and Meaning Making:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

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

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Participate in self-selected activities that require muscular strength and endurance.

Agree: Can you include all five components of fitness? Especially since cardio, body comp and flexibility are not mentioned in the other EO.

Agree: (no comment)

Evidence Outcome: Strive to attain fitness goals through participation in physical activity of individual choosing.

Agree: (no comment)

Evidence Outcome: Identify where individuals can engage in regular physical activity to meet their personal fitness goals

Disagree: (no comment)

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 3. Social Emotional Wellness

GLE: 1. Recognize diverse skill performance in self and in others and how diversity affects activities, games, and sport participation.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Evaluate individual responsibility in group efforts.

Agree: (no comment)

Evidence Outcome: Accepts differences among classmates in physical development, maturation and varying skill levels.

Agree: (no comment)

Evidence Outcome: Participate in activities that address diversity with individuals of various skill levels.

Agree: (no comment)

Evidence Outcome: Exhibits responsible social behavior by cooperating with classmates, demonstrating inclusive behaviors.

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Acknowledge and accommodate individual differences in others' physical abilities in small-group activities.

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Learning Experience and Transfer:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Choose to participate cooperatively and productively in group and individual physical activities

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Help others with physical activity challenges.

Agree: (no comment)

Evidence Outcome: Contribute ideas, and listen to the ideas of others in cooperative problem-solving activities.

Agree: (no comment)

Evidence Outcome: Officiate an activity, game, or sport.

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Demonstrate conflict resolution behavior in socially appropriate ways.

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Demonstrate cooperation skills by establishing rules and guidelines for resolving conflicts.

Disagree: (no comment)

Agree: (no comment)

Evidence Outcome: Problem solves with a small group of classmates during adventure activities, game play or team-building activities.

Neutral: Seems too similar to EO d.

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Colorado Essential Skills and Meaning Making:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Standard: 4. Prevention and Risk Management

GLE: Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Identify proper safety equipment for various physical activities.

Agree: (no comment)

Evidence Outcome: Describe and demonstrate the correct form to push, pull, and lift heavy objects.

Agree: (no comment)

Evidence Outcome: Identify appropriate footwear and clothing for safe participation in various activities

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Create a list or poster that describes safety rules while participating in physical activities, with or without the help of an instructor.

Neutral: (no comment)

Neutral: (no comment)

Evidence Outcome: List the benefits and risks of following and not following safety rules associated with physical activity.

Agree: (no comment)

Evidence Outcome: Use physical activity and fitness equipment appropriately and safely, with the teacher's guidance.

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Colorado Essential Skills and Meaning Making:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

Physical Education Seventh Grade

Standard: 1. Movement Competence and Understanding

GLE: 1. Combine the critical elements of movement and skills concepts

Agree: (no comment)

Neutral: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree:

Evidence Outcome: Design and perform movement sequences that combine traveling, balancing, and weight transfer into smooth, flowing sequences with changes in direction, speed, and flow.

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Cooperate with another student to create, develop, and refine movement routines based on a theme.

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Create a game, movement, dance, or sport with a group.

Agree: (no comment)

Agree: (no comment)

Agree: I like that it has many choices for students.

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.

Agree: (no comment)

Agree: (no comment)

Neutral: (no comment)

Evidence Outcome: Analyze movement patterns, and correct errors.

Agree: (no comment)

Agree: (no comment)

Neutral: Too vague

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

Agree: (no comment)

Neutral: (no comment)

Evidence Outcome: Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.

Agree: (no comment)

Disagree: (no comment)

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Agree: Move 2 to #1, as I feel it is the most important.

Inquiry Questions:

Disagree: (no comment)

Neutral: (no comment)

GLE: 2. Demonstrate beginning offensive and defensive strategies for individual and team physical activities and sports.

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Neutral:

Evidence Outcome: Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.

Agree: (no comment)

Agree: (no comment)

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.

Disagree: (no comment)

Agree: (no comment)

Agree: Again, I believe that evidence outcomes need to be worded so that our students can understand them.

Evidence Outcome: Reduces open space by using locomotor movements in combination with movement concepts.

Agree: (no comment)

Neutral: I get what you are saying here but it is worded in a weird way. If this was posted for a non-PE teacher to read, I do not think they would know what is being taught that day.

Agree: This should be worded so that a 12 year old can understand it.

Evidence Outcome: Reduces open space on defense by staying close to the opponent as he/she nears the goal.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Uses a variety of passes, pivots and fakes; give and go to create open space.

Agree: (no comment)

Agree: PERFECT!

Agree: (no comment)

Evidence Outcome: Selects an effective defensive play based on the situation.

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Transitions from offense to defense or defense to offense quickly.

Agree: (no comment)

Agree: It is worded weird. Could it simply say "transitions quickly between offense and defense during game play"

Agree: (no comment)

Evidence Outcome: Creates open space in net or wall games by varying force and directions and by moving opponent from side to side.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Selects offensive shot based on opponent's location.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Agree: I'd love to see individual sports added to this, as they are easier for our students to participate in when they are adults.

Inquiry Questions:

Agree: (no comment)

Agree: (no comment)

Standard: 2. Physical and Personal Wellness

GLE: 1. Understand and apply principles of physical fitness to create a personal fitness plan and set personal physical fitness goals.

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree: YESSSS ! I AGREE , THANK YOU FOR SAYING THAT WE SHOULD ENHANCE PHYSICAL FITNESS

(PG Feedback) Agree:

(PG Feedback) Agree:

Evidence Outcome: Explain the principles of physical fitness (S.P.O.R.T.); Specificity, overload, reversibility, progression, tedium.

Neutral: (no comment)

Evidence Outcome: Incorporate the F.I.T.T. Principle into a fitness plan.

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Create an individual physical activity portfolio.

Agree: (no comment)

Neutral: (no comment)

Evidence Outcome: Identify elements that comprise an age-appropriate fitness plan, according to an individual's age, level of fitness and goals.

Agree: (no comment)

Evidence Outcome: Identifies and incorporates self-selected activities that are enjoyable into one's personal fitness plan.

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Neutral: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: (no comment)

GLE: 2. Demonstrates fitness knowledge and skills that maintain a health-enhancing lifestyle, while actively engaging in the participation of lifetime physical activities.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Maintains involvement in a physical activity, twice a week, outside physical education class.

Agree: (no comment)

Evidence Outcome: Engages in a variety of strength and endurance fitness activities.

Agree: (no comment)

Evidence Outcome: Participates in a variety of lifetime dual and individual sports, martial arts, or aquatic activities.

Agree: (no comment)

Evidence Outcome: Identify moderate to vigorous muscle and bone strengthening physical activities.

Agree: (no comment)

Evidence Outcome: Distinguish between health-related and skill-related fitness.

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Design a warm-up and cool-down regime for a self-selected physical activity.

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Inquiry Questions:

Agree: Why the emphasis on stretching?

Standard: 3. Social Emotional Wellness

GLE: 1. Demonstrate inclusiveness in and out of classroom settings

Evidence Outcome: Make suggestions to the instructor on how to modify a game to allow all members with varying skill abilities to participate.

Agree: (no comment)

Physical Education Eighth Grade

Standard: 1. Movement Competence and Understanding

GLE: 1. Demonstrate competency in a variety of motor skills and movement patterns.

Agree: (no comment)

Neutral: (no comment)

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

Evidence Outcome: Use a variety of motor skill patterns to create a movement routine.

Neutral: Seems easier than the 7th grade EO that is similar to this one. 8th grade should have more to it than 7th grade.

Agree: (no comment)

Neutral: (no comment)

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

Disagree: (no comment)

Neutral: (no comment)

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

Agree: (no comment)

Neutral: (no comment)

Evidence Outcome: Integrate information from other subject matter into a movement activity or routine.

Neutral: (no comment)

Disagree: (no comment)

Evidence Outcome: Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help to learn another physical activity.

Agree: (no comment)

Neutral: (no comment)

Neutral: (no comment)

Evidence Outcome: Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance.

Neutral: (no comment)

Neutral: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Disagree: (no comment)

Components of a Physically Literate Individual:

Agree: (no comment)

Agree: (no comment)

Inquiry Questions:

Neutral: (no comment)

Neutral: (no comment)

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

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Diagram and demonstrate basic offensive and defensive skills and strategies in games and sports.

Agree: (no comment)

Evidence Outcome: Apply locomotor, nonlocomotor, and manipulative skills to games and sports.

Neutral: (no comment)

Evidence Outcome: Diagram, explain, and justify offensive and defensive strategies in net/wall, target, invasion, and fielding/run scoring games.

Neutral: (no comment)

Evidence Outcome: Develop and teach a game that incorporates designated offensive and defensive space, a penalty system, and a scoring system.

Agree: (no comment)

Standard: 2. Physical and Personal Wellness

GLE: 1. Identify areas for growth and design personal goals utilizing assessment and program planning concepts.

Comment: Personal goals should include being able to use SMART goals. Is this the design of personal goals that we want to continue to use, no matter if it is for fitness assessments or life goals?

(PG Feedback) **Neutral:**

Physical Education High School

Standard: 1. Movement Competence and Understanding

GLE: 1. Engage in a variety of lifelong physical activities at a competent level

Agree: (no comment)

(PG Feedback) **Agree:**

Evidence Outcome: Combine and apply movement patterns from simple to complex to participate successfully in activities such as aquatic, rhythms/dance, combatives, outdoor adventure activities, and a variety of lifelong sports and games (Level1)

Agree: (no comment)

Evidence Outcome: Explain and demonstrate offensive, defensive and transitional strategies in lifelong sports and games. (Level 1)

Agree: (no comment)

Evidence Outcome: Identify muscles in the body and how they relate to a variety of physical activity and human movement. (Level 1)

Agree: (no comment)

Evidence Outcome: Explain and apply the skill-related components that enhance performance levels in activities such as; aquatic, rhythms/dance, combatives, outdoor adventure activities, and lifelong sports and games (Level 2)

Agree: (no comment)

Evidence Outcome: Explain and demonstrate training practices that have the greatest impact on improvement of skill acquisition and performance in a variety of lifelong activities (Level 2)

Agree: (no comment)

Colorado Essential Skills and Real-World Application:

Agree: (no comment)

Agree: The students participate successfully in a wide range of physical activities over the course of their education. This will only work if the student takes a PE class each year they are in high school.

Components of a Physically Literate Individual:

Agree: (no comment)

Agree: A strong foundation in physical education prepares an individual for a lifetime of physical activity. So why cutback on PE requirements?

Inquiry Questions:

Agree: (no comment)

GLE: 2. Recognize how movement concepts affect brain development

Evidence Outcome: Describe how exercise enhances brain development and academic success (Level 1)

Agree: Exercise enhances brain development and academic success. So physical activity can improve test scores? Why cutback on PE requirements?

Components of a Physically Literate Individual:

Agree: There is a lot of research stating that exercise will reduce anxiety, depression, obesity, diabetes, and cardiovascular disease.

Inquiry Questions:

Agree: How can movement facilitate or enhance learning in other disciplines? If the PE staff does their job, then movement will enhance academics.

Standard: 2. Physical and Personal Wellness

GLE: 2. Examine resources to maintain lifelong health and wellness

Evidence Outcome: Monitor physical activity through the use of fitness based technology such as; pedometers, heart-rate monitors, and other fitness devices (Level 1)

Neutral: To acquire technology costs money. Budgets are lower every year. Class sizes are larger, so some students share equipment.

Components of a Physically Literate Individual:

Agree: (no comment)

Standard: 3. Social Emotional Wellness

GLE: 1. Demonstrate collaboration, cooperation, and leadership skills

Agree: (no comment)

GLE: 2. Demonstrate responsible behavior in group settings

Agree: (no comment)

Standard: 4. Prevention and Risk Management

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

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)

Neutral: budget for equipment is a concern time management in a PE class is a concern, especially since there is a cutback in credits for PE so some students have limited classes to choose from

Components of a Physically Literate Individual:

Neutral: Is this the school's responsibility?

Inquiry Questions:

Neutral: Is this the schools responsibility?