

Overview of Changes Comprehensive Health & Physical Education Standards

Principles of the Standards Review Process

The Colorado Model Content Standards revision process was informed by these guiding principles:

- Begin with the end in mind; define what prepared graduates need in order to be successful using 21st century skills in our global economy.
- Align K-12 standards with early childhood expectations and higher education.
- Change is necessary.
- Standards will be deliberately designed for clarity, rigor, and coherence.
- There will be fewer, higher, and clearer standards.
- Standards will be actionable.

Notable Changes to the Colorado Model Content Standards in Physical Education

The most evident changes to the Colorado standards are an expansion of the content area to include health education with the new name of “Comprehensive Health and Physical Education,” and a change from grade-band expectations (K-4, 5-8, and 9-12) to grade-level specific expectations through eighth grade and high school as a group (9-12). These are explained here in addition to other changes that are apparent upon comparison of the Colorado Model Content Standards and the revised standards adopted in December 2009.

1. Expansion of the physical education standards to include health education.

In December 2008, the State Board of Education voted to include the concepts of health and wellness together with the physical education standards.

With the expansion, the principle of fewer standards was adjusted for this content area. Prior to the revision process, physical education had only three standards, and health education had none. The draft of the new standards contains three shared standards, plus one specific to physical education.

The name of “Comprehensive Health and Physical Education” was recommended after the development of the draft standards as it represented the concept of a preK-12th grade approach to both Health and Physical Education.

2. Intentional opportunities for integration of health and physical education concepts and skills.

The subcommittees in physical education and health worked within and across content areas. The purpose was to create a viable document for P-12 with a special emphasis on integration of health and physical education across all grades. Intentional opportunities for alignment and integration were created in three of the four standards.

3. Intentional differentiation of health and physical education specific concepts and skills.

While the coordinated, interdisciplinary approach was emphasized, there were two “big idea” areas that were content-specific to either health or physical education.

4. Impact of standards articulation by grade level through eighth grade.

The original Colorado Model Content Standards for physical education were designed to provide districts with benchmarks of learning at grades 4, 8, and 12. The standards revision subcommittee was charged with providing more a specific learning trajectory of concepts and skills across grade levels from preschool to eighth grade. Articulating standards by grade level in each area affords greater specificity (clearer standards) in describing the learning path across levels (higher standards), while focusing on a few key ideas at each grade level (fewer standards).

5. Articulation of high school standards.

High school standards are not articulated by grade level, but by standard. This is intended to support district decisions about best to design curriculum and courses, whether through an

integrated approach, a traditional course sequence, or alternative approaches. The high school standards delineate what all high school students should know and be able to do in order to be well prepared for any postsecondary option and lifelong health and wellness. The individual standards are not meant to represent a course or a particular timeframe. All high school students should be able to reach these rigorous standards within four years. Students with advanced capability may accomplish these expectations in a shorter timeframe, leaving open options for study of other advanced physical and health disciplines.

6. Integration of P-2 Council's recommendations.

The subcommittees integrated the P-2 building blocks into the K-12 standards, aligning expectations to a great degree. Important concepts and skills are defined clearly across these foundational years, detailing expectations to a much greater extent for teachers and parents.

7. Standards are written for mastery.

The proposed revisions to standards define mastery of concepts and skills. Mastery means that a student has facility with a skill or concept in multiple contexts. This is not an indication that instruction at a grade-level expectation begins and only occurs at that grade level. Maintenance of previously mastered concepts and skills and scaffolding future learning are the domain of curriculum and instruction – not standards.

8. Intentional integration of technology use, most notably at the high school level.

The use of appropriate technology allows students access to concepts and skills in ways that mirror the 21st century lifestyle and workplace.

9. Use of national standards for health and physical education varies in how they were incorporated into the standards template.

The national health education standards are written as skills and were used as references for evidence outcomes. The national physical education standards are written as goals and were used as references for grade level expectations.

Below is a quick guide to other changes in the Physical Education standards:

Area		Summary of changes	
Area	Previous standards	Revised Standards	
Number of standards	Colorado has three standards in physical education and none in health education.	The proposal is to combine and create four standards in comprehensive health and physical education. Three are shared, and physical education has one specific to the content area.	
Names of standards	<p>Students demonstrate competent skills in variety of physical activities and sports.</p> <p>Students demonstrate competency in physical fitness.</p> <p>Students demonstrate the knowledge of factors important to participation in physical activity.</p>	<p>Standard 1: Movement Competence and Understanding (physical education specific)</p> <p>Standard 2: Physical and Personal Wellness</p> <p>Standard 3: Emotional and Social Wellness</p> <p>Standard 4: Prevention and Risk Management</p>	
Integration of 21st century and postsecondary workforce readiness skills	<ul style="list-style-type: none"> • Not deliberately addressed in original document. 	<ul style="list-style-type: none"> • A design feature of the revision process. • Intentionally integrated into evidence outcomes. 	
P-2	<ul style="list-style-type: none"> • Standards articulated for grade band beginning with kindergarten. • Benchmarks articulated by grade band of K-4, with most geared to upper grades. 	<ul style="list-style-type: none"> • Pre-K included. • Grade level expectations articulated for each elementary grade. • Clear expectations articulated for grades P-2. 	
Number of grade level expectations	Average of six benchmarks per grade span.	Average of four grade level expectations per grade level (P-8) and high school.	