

An Evaluation of the Colorado Academic Standards in Comprehensive Health and Physical Education in Comparison with High-Quality State, National, and International Standards

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An Evaluation of the Colorado Academic Standards in Comprehensive Health and Physical Education in Comparison with High-Quality State, National, and International Standards

Colorado state law mandates the review and revision of state academic standards every six years; the next scheduled review is to be completed by July 1, 2018. To prepare for this scheduled review, the Colorado Department of Education (CDE) contacted WestEd to conduct an independent evaluation of its Comprehensive Health and Physical Education standards in relation to respected sets of referents at the state, national, and international levels. Specifically, trained WestEd content experts were asked to benchmark the Colorado Academic Standards in Comprehensive Health and Physical Education (PE) to the following:

- State of Washington Health and Physical Education Standards (2016)
- National Health Education Standards (NHES, 2007)
- Singapore Health and Physical Education Syllabi (2007 and 2006, respectively)

Outcomes from this study are intended to provide the CDE with information about the degree of overlap—as well as areas of difference—among its standards and the referents in these content areas. In this report, we describe the criteria used for determining this information and present findings, by content area.

I. Expertise of Reviewers

This evaluation study was conducted by a team of experts from WestEd’s Standards, Assessment, and Accountability Services (SAAS) program. This team was directed by Dr. Carole Gallagher, who has been overseeing studies of alignment, crosswalk studies, and standards evaluations for more than a decade. Her experience has supported efforts of state education agencies in more than 20 states. Her doctorate is in Educational Psychology, with a Masters in Guidance Counseling and a BA in English with a Comprehensive Health minor. Formerly a state education agency assessment team member, during her 12 years at WestEd she has been formally trained to implement studies of this scope and complexity for the purposes of federal peer review, the collection of public comment or stakeholder input, and state teacher-led content reviews. Dr. Gallagher conducted the training of content experts for this study and reviewed all findings prior to presentation in this report.

Dr. Gallagher’s analytic team included two content experts who independently applied the evaluation criteria, one with particular expertise in science and one with a background in health and physical education. Each has experience evaluating standards at the elementary and secondary levels. Each has at least five years of experience in developing and evaluating state content standards, most recently in relation to the expectations in rigorous college- and career-ready standards such as the Next Generation Science Standards (NGSS). Each has worked on projects in which state-specific standards are benchmarked against assessment frameworks (e.g., NAEP, NGSS), other states’ standards, and national

and international standards. All content analysts received training in applying the evaluation protocol and were monitored for calibration at two key points in time following training.

The content analysts were supported by staff members who collected the sets of state, national, and international standards; developed data collection materials; monitored progress; and oversaw the reconciliation of any discrepancies that emerged across content experts and the assignment of consensus decisions for all ratings. With oversight from the content analysts and Dr. Gallagher, they compiled the findings in each content area, developed summary tables, and prepared the draft report for Dr. Gallagher’s review. One editor/proofreader provided feedback to improve the final report. To ensure error-free results, quality control checks also were completed by the WestEd content analysts.

II. Sources of Data, Methods, and Procedures

All referent standards were accessed from publicly available websites. As previously described, these include (a) the State of Washington Health and Physical Education Standards (2016); (b) the National Health Education Standards (NHES, 2007); and (c) the Singapore Health and Physical Education Syllabi (2007 and 2006, respectively). Each is provided as a separate attachment with this report. Table 1 provides information about the Colorado standards and each referent, including the grades covered and the unit of analysis for this study.

Table 1. Description of Standards Evaluated for This Study

| Standards | Grades | Unit of Analysis | Notes |
|--|---------------------|---|---|
| Colorado Academic Standards in Comprehensive Health and PE | P-8 and High School | Grade-level expectation (GLE) and High School expectation (HSE) Separate GLEs and HSEs for Health and for PE Standards are the topical organization of the content area | <ul style="list-style-type: none"> • Focus: prepare students to function optimally as students, global citizens, and workers who demonstrate personal responsibility for their health and fitness through an active, healthy lifestyle that fosters a lifelong commitment to wellness • 3 standards are Health/PE: Physical and Personal Wellness, Emotional and Social Wellness, and Prevention and Risk Management • 4 standards are Health: Nutrition, Healthy Relationships, Access to Reliable Health Information and Services, and Communication • 1 standard is PE (Movement Competence and Understanding) • Includes 21st Century skills and readiness competencies |

| Standards | Grades | Unit of Analysis | Notes |
|--|---|--|---|
| State of Washington Health Standards | Grade spans: P-2, 3-5, 6-8, and 9-12 | Grade-level outcome (GLO) 8 Health Standards are broad statements that subsume the GLOs | <ul style="list-style-type: none"> Focus: what students will need to know and be able to do through their life to enhance and protect their health and well-being Comprised of extensive content areas, including development of the knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health-enhancing goals |
| State of Washington PE Standards | K-12 Grades K-5, 6-8, and HS Years 1 and 2 | Grade-level outcome (GLO) 5 PE standards are broad statements that subsume the GLOs | <ul style="list-style-type: none"> Focus: preparing students to enhance and protect their health and well-being throughout their lives Domains: the development of knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health-enhancing goals 5 broad PE standards are identical to those in the NHES Reflects content from Society for Health and Physical Education (SHAPE) America's National Standards. |
| National Health Education Standards (NHES) | Grade spans: P-2, 3-5, 6-8, 9-12 | Performance indicator (PI) 8 standards are broad statements that subsume the PIs | <ul style="list-style-type: none"> Focus: to establish, promote, and support health-enhancing behaviors for students in all grade levels. Expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health Framework for curriculum development and selection, instruction, and student assessment in health education |
| Singapore Health Syllabi | Levels P1-P6: comparable to Grades P-5, but ELOs organized by Lower Primary (P-2) and Upper Primary (3-5) | Expected learning objective (ELO) 8 themes are broad statements that subsume the ELOs | <ul style="list-style-type: none"> Focus: providing students with knowledge and skills to manage their health and care about the health of others and the environment Dimensions: Physical Health, Environment and Your Health, and Emotional and Psychological Health Content emphasizes health messages advocated by the Health Promotion Board. |

| Standards | Grades | Unit of Analysis | Notes |
|--------------------------------------|--|--|---|
| Singapore Physical Education Syllabi | Levels P1-P6: comparable to Grades P-5, but ELOs organized by Lower Primary (P-2) and Upper Primary (3-5) Secondary level Pre-university level | Expected learning objective (ELO) 6 objectives that subsume the ELOs Content expectations for movement concepts and fundamental skills (P1-4 only) | <ul style="list-style-type: none"> • Focus: to develop students' motor and games skills and equip them with the knowledge, skills, and attitudes to pursue and enjoy a physically active and healthy lifestyle • Dimensions: Fundamental Movements, Educational Gymnastics, Dance, Games, Health & Fitness Management, Athletics/Track & Field, Swimming, and Other Physical Activities • ELOs organized into stages: Primary, Secondary, and Pre-university; within are expectations for what students should know/be able to do by the end of Primary 2, 4, and 6; Secondary 2 and 4/5; and Pre-university 2/3 |

To complete this study, WestEd’s content analysts applied a modified Webb-based protocol for systematically examining the nature and strength of relationships between each Colorado Health and PE GLE and the corresponding units of analysis in each of the referent sets.¹ The key steps in this process were intended to address the research questions described below.

- 1. Breadth of Content:** *To what extent do the Colorado GLEs in Health and Physical Education align with one or more GLOs in the Washington standards, PIs in the national standards, and ELOs in the international standards? Overall, in the content areas of health and physical education, did differences emerge in the degree of overlap between the Colorado GLEs and the sets of referent standards (state, national, or international)?*
- 2. Depth of Content and Overall Rigor:** *To what extent do the Colorado GLEs in Health and Physical Education align with the expectations for cognitive complexity called for by the GLOs, PIs, and ELOs in the state, national, and international standards? Did differences emerge in terms of the degree to which each of the four sets of standards describe challenging content for students in any one grade or content area? Overall, to what degree does the rigor of the Colorado Comprehensive Health and Physical Education Standards match the rigor of each of the referent standards?*

¹ Webb, N. L. (1999). *Alignment of science and mathematics standards and assessments in four states* (Research Monograph No. 18). Washington, DC: Council of Chief State School Officers.

Webb, N. L. (2002). *An analysis of the alignment between mathematics standards and assessments for three states*. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.

Webb, N. L. (2007). Issues related to judging the alignment of curriculum standards and assessments. *Applied Measurement in Education, 20*, 7–25.

3. Coherence: *Overall, to what extent do the Colorado Comprehensive Health and Physical Education Standards align with the coherence found in each of the referent sets of standards? Did differences emerge in the ways in which the content appears to be sequenced across grades?*

To answer Research Question 1, WestEd content analysts systematically compared each Colorado GLE in Health and PE GLE to the GLOs in the Washington standards, the PIs in the NHES, and the ELOs in the Singapore syllabi. Content analysts searched in each set for a GLO/PI/ELO that matched the Colorado GLE in terms of the content (a concept or skill) articulated or embedded in each or in terms of the intent of the standard in relation to expectations for students. Information collected during this step provides evidence of categorical concurrence, or the degree to which each referent GLO/PI/ELO describes expectations that are similar to those in the Colorado GLE. The categorical concurrence dimension also examines the strength of the relationship between each GLE and GLO/PI/ELO match, based on the extent to which the same or consistent categories of content appeared in the two matched units of analysis. Using the definitions below, content analysts rated each match as *strong* or *partial*. If no GLO/PI/ELO in the referent set was matched with a particular Colorado GLE, a rating of *no alignment* was assigned.

- **Strong:** The expectations embedded in the matched Colorado GLE and referent GLO/PI/ELO are fundamentally alike or one or more central ideas appears in both. A referent standard does not need to address *all* of the skills included in a particular Colorado GLE to be rated as a *strong* match.
- **Partial:** The expectations embedded in the matched Colorado GLE and referent GLO/PI/ELO are similar but in a superficial, tangential, or incomplete way. A rating of *partial* frequently is associated with a mismatch between the level of specificity or detail that characterizes the types of statements used in one set of standards and the level of specificity or detail that is used in another set of standards.
- **No Alignment:** The Colorado GLE does not address the content in a GLO, PI, or ELO in the referent set of standards.

Content analysts created summaries of the numbers of Colorado Health and PE standards with *strong*, *partial*, and *no alignment* matches for each of the three referents.

To answer Research Question 2, content analysts examined the level of cognitive rigor and depth of knowledge called for by the sum of the Colorado GLEs as compared to each of the referent sets of standards. Their decisions were supported by reference to the depth of knowledge (DOK) rating system associated with the Webb methodology that provides general guidance about the continuum of depth:

- **Recall (Level 1):** Standards at this level call for students to recall a fact, definition, procedure, or piece of information. Common examples are expecting students to be able to identify key words or phrases in text or complete a simple or familiar task.

- **Basic Application (Level 2):** Standards at this level call for students to use a skill or concept. Common examples are expecting students to be able to follow a multi-step procedure, draw a conclusion, or make a decision that demonstrates comprehension or processing of concepts.
- **Strategic Thinking (Level 3):** Standards at this level call for students to demonstrate deep content knowledge and engage in abstract thinking. Common examples are expecting students to be able to reason, develop a plan, use evidence to justify a response, follow a sequence of steps, or apply prior knowledge in a new context.
- **Extended Thinking (Level 4):** Standards at this level call for students to demonstrate complex reasoning processes, higher-order thinking, and deep conceptual understanding. Common examples are expecting students to be able to conduct an investigation or process multiple conditions or elements of a problem or task, often through a multi-stage activity.

WestEd content analysts also considered the findings about the degree of concurrence between each set of standards; in many cases, the rationale for a partial alignment was a mismatch in depth-of-content coverage. They used this information to draw conclusions about cross-grade similarities and differences in the degree of rigor that characterized each of the four sets of standards.

To answer Research Question 3, WestEd content analysts considered ratings for the previous two research questions and synthesized this information to draw conclusions about cross-grade similarities and differences in the degree of coherence that characterized each of the four sets of standards. In particular, they were looking for evidence in each set of standards that the content was delivered in a reasonable and coherent manner and sequence.

Findings from the five research questions are reported by content area in Section III (Health) and Section IV (Physical Education). The content analysts’ consensus worksheets are provided in Appendix A.

Decision Rules

As part of WestEd’s commitment to use of research-supported practices for crosswalk and benchmarking work, content analysts develop and document decision rules as necessary to ensure that procedures are transparent, systematic, and replicable. This process promotes consistency over time by each content analyst and across analysts in their interpretation of the language and structure of standards text and in application of the rating protocol. Four decision rules emerged during this study and were applied by content analysts:

Decision Rule 1: Multiple Matches. In some instances, a Colorado standard aligned to multiple standards in any one referent set. In such instances, content analysts recorded the *strong* match(es) and did not continue to look for additional *partial* matches.

Decision Rule 2: Final Rating with Multiple Matches. To ensure a full and complete description of the nature and degree of alignment, final calculations of the percentage of Total Alignment include both *strong* and *partial* ratings.

III. Summary of Findings: *Comprehensive Health*

Research Question 1—Breadth of Content: *To what extent do the Colorado GLEs in Health align with one or more GLOs in the Washington standards, PIs in the national standards, and ELOs in the international standards? Overall, in the content area of Health, did differences emerge in the degree of overlap between the Colorado GLEs and the sets of referent standards (state, national, or international)?*

Table 2 provides the numbers and percentages of Colorado GLEs in health that were found to align to one or more GLOs for the state of Washington. For each GLE-GLO match, we also report whether that alignment was *strong* or *partial*.

Table 2. Numbers and Percentages* of Colorado Health GLEs Aligned to the Washington Health GLOs, by Grade

| Grade | Number of CO GLEs | Strong Alignment | | Partial Alignment | | No Alignment | |
|--------------|-------------------|------------------|-----|-------------------|------|--------------|-----|
| Preschool | 2 | 0 | 0% | 2 | 100% | 0 | 0% |
| Kindergarten | 6 | 3 | 50% | 2 | 33% | 1 | 17% |
| Grade 1 | 5 | 4 | 80% | 1 | 20% | 0 | 0% |
| Grade 2 | 6 | 5 | 83% | 1 | 17% | 0 | 0% |
| Grade 3 | 6 | 3 | 50% | 2 | 33% | 1 | 17% |
| Grade 4 | 8 | 5 | 63% | 2 | 25% | 1 | 13% |
| Grade 5 | 9 | 5 | 56% | 3 | 33% | 1 | 11% |
| Grade 6 | 9 | 5 | 56% | 3 | 33% | 1 | 11% |
| Grade 7 | 9 | 5 | 56% | 4 | 44% | 0 | 0% |
| Grade 8 | 11 | 6 | 55% | 3 | 27% | 2 | 18% |
| High School | 19 | 14 | 74% | 4 | 21% | 1 | 5% |
| <i>Total</i> | 90 | 55 | 61% | 27% | 30% | 8 | 9% |

*Percentages are rounded to the nearest whole number.

Across all grades, 91% of Colorado’s GLEs in Health are strongly or partially aligned with the GLOs in the Washington standards for Health. In each K–12 grade, at least half of the Colorado GLEs are strongly aligned to the Washington GLOs. In Grades 2 and 7, 100% of the GLEs were strongly or partially aligned to the Washington GLOs. The degree of alignment also was high in High School; 95% of the GLEs for that grade span were strongly or partially aligned to the GLOs for that grade span. The highest percentages of no alignment to any Washington GLO were in Grades K (17%), 3 (17%), and 8 (18%). The two Colorado Preschool GLEs in Health are partially aligned, rather than strongly aligned, to the GLOs for that grade level.

Table 3 provides the numbers and percentages of Colorado GLEs in Health that were found to align to one or more PE PIs in the NHES. For all GLE-PI matches, we also report whether that alignment was *strong* or *partial*.

Table 3. Numbers and Percentages* of Colorado Health GLEs Aligned to the NHES PIs, by Grade

| Grade | Number of CO GLEs | Strong Alignment | | Partial Alignment | | No Alignment | |
|--------------|-------------------|------------------|-----|-------------------|------|--------------|-----|
| Preschool | 2 | 0 | 0% | 2 | 100% | 0 | 0% |
| Kindergarten | 6 | 1 | 17% | 4 | 67% | 1 | 17% |
| Grade 1 | 5 | 4 | 80% | 1 | 20% | 0 | 0% |
| Grade 2 | 6 | 1 | 17% | 3 | 50% | 2 | 33% |
| Grade 3 | 6 | 1 | 17% | 5 | 83% | 0 | 0% |
| Grade 4 | 8 | 2 | 25% | 4 | 50% | 2 | 25% |
| Grade 5 | 9 | 2 | 22% | 2 | 22% | 5 | 56% |
| Grade 6 | 9 | 3 | 33% | 4 | 44% | 2 | 22% |
| Grade 7 | 9 | 1 | 11% | 2 | 22% | 6 | 67% |
| Grade 8 | 11 | 3 | 27% | 0 | 0% | 8 | 73% |
| High School | 19 | 7 | 37% | 4 | 21% | 8 | 42% |
| <i>Total</i> | 90 | 25 | 28% | 31 | 34% | 34 | 38% |

*Percentages are rounded to the nearest whole number.

Across all grades, 62% of the Colorado GLEs in Health are strongly or partially aligned to the NHES PIs for Health. Across grades, however, great disparities emerged in the degree of overlap with the PIs for this referent. For example, the percentages of no alignment ranged from a high of 73% in Grade 8 to a low of 0% in Grades P, 1, and 3. In Grades 5, 7, and 8, over half of the GLEs in Health at each grade were rated as having no PI to which it aligned in the NHES. Grade 1 had a substantially higher percentage (80%) of GLEs that were strongly or partially aligned to the NHES PIs for Health.

Table 4 provides the numbers and percentages of Colorado GLEs in Health that were found to align to one or more of the Singapore ELOs in Health. For each GLE-ELO match, we also report whether that alignment was *strong* or *partial*.

Table 4. Numbers and Percentages* of Colorado Health Standards Aligned to the Singapore Health ELOs, by Grade

| Grade | Number of CO GLEs | Strong Alignment | | Partial Alignment | | No Alignment | |
|--------------|-------------------|------------------|------------|-------------------|------------|--------------|------------|
| | | Count | Percentage | Count | Percentage | Count | Percentage |
| Preschool | 2 | 2 | 100% | 0 | 0% | 0 | 0% |
| Kindergarten | 6 | 4 | 67% | 2 | 33% | 0 | 0% |
| Grade 1 | 5 | 4 | 80% | 1 | 20% | 0 | 0% |
| Grade 2 | 6 | 2 | 33% | 1 | 17% | 3 | 50% |
| Grade 3 | 6 | 4 | 67% | 2 | 33% | 0 | 0% |
| Grade 4 | 8 | 3 | 38% | 1 | 13% | 4 | 50% |
| Grade 5 | 9 | 5 | 56% | 2 | 22% | 2 | 22% |
| Grade 6 | 9 | 0 | 0% | 4 | 44% | 5 | 56% |
| Grade 7 | | N/A | | N/A | | N/A | |
| Grade 8 | | N/A | | N/A | | N/A | |
| High School | | N/A | | N/A | | N/A | |
| Total | 51 | 24 | 47% | 13 | 25% | 14 | 27% |

*Percentages are rounded to the nearest whole number. Total does not equal 100 due to rounding.

Across grades Preschool-6 (grades in Singapore Health Syllabus), 72% of Colorado’s 51 GLEs in Health for those grades are either strongly or partially aligned to the Singapore ELOs for Health in those grades. In terms of individual grades, the highest percentages of strongly aligned GLEs were in Preschool (100%) and Grade 1 (80%). The highest percentages of no alignment were in Grades 2 (50%), 4 (50%), and 6 (56%).

Summary of Findings for Research Question 1, Breadth in Health Standards

Overall, differences did emerge in the breadth of content coverage across the four sets of standards in Health. Key findings are as follows:

- *Washington GLOs in Health.* In terms of breadth, content analysts found that the GLEs in the Colorado Health standards closely corresponded with the Washington Health Standards; 91% of all Colorado GLEs were found to strongly or partially align to the GLOs in those standards.
- *NHES PIs in Health.* Overall, 62% of the Colorado GLEs were rated as strongly or partially aligned to the NHES. WestEd content analysts noted that the NHES PIs frequently were found to be less specific than the matched Colorado GLEs. In addition, alignment between the GLEs and NHES PIs at Grades 5 and 7-High School is weaker due to the lack of specific content focus in many of the NHES for sexual health.
- *Singapore ELOs in Health.* The overall percentage of *strong* and *partial* alignments was 72% for the Singapore ELOs in Health as compared to the Colorado GLEs. It is important to note that this analysis included only Grades Preschool-6 as the Singapore syllabi in Health address only the lower and upper primary grades.

Research Question 2—Depth of Content and Overall Rigor: *To what extent do the Colorado Health GLEs align with the expectations for cognitive complexity called for by the GLOs, PIs, and ELOs in the state, national, and international standards? Did differences emerge in terms of the degree to which each of the four sets of standards describe challenging content for students in any one grade or content area? Overall, to what degree does the rigor of the Colorado Standards in Health match the rigor of each of the referent standards in Health?*

A high level of cognitive complexity was embedded in the Colorado GLEs for Health. Specific comparative information about the grade-level depth of knowledge and overall rigor noted by the content analysts is provided below.

- Depth and rigor relative to the Washington GLOs for Health.** The depth-of-knowledge expectations embedded in the GLEs in the Colorado Health standards are similar to those in the Washington Health GLOs in most grades (pre-K, 1-4, 6, and 8). They are mostly similar in Grades K, 5, and High School, where only one GLE-GLO match was flagged by the WestEd content analysts for a depth mismatch; in all three grades, the Washington GLO was more rigorous than the matched Colorado GLE. In Grade 7, however, content analysts noted that in three of the nine GLE-GLO matches (33%), the Washington GLO was more rigorous than the matched Colorado GLE. Because the Colorado standards in Health also show close alignment to the Washington standards in Health in terms of breadth of content overlap, this finding suggests strong overall correspondence between the two sets of standards in both breadth and rigor.
- Depth and rigor relative to the NHES in Health.** The depth-of-knowledge expectations embedded in the Colorado GLEs in Health are closely aligned to those in the Health PIs for the NHES. Only two instances emerged where a WestEd content analyst noted a mismatch in depth between the GLE and the aligned PI, one in grade 6 and one in Grade 4. Overall, the content analysts found strong correspondence between the rigor of the Colorado standards in Health and the NHES PIs in Health. As noted for Research Question 1, however, the two sets of standards were less similar in terms of breadth.
- Depth and rigor relative to the Singapore syllabi for Health.** The depth-of-knowledge expectations embedded in the GLEs in the Colorado Health standards are more rigorous than those articulated in ELOs in the Singapore syllabi for Health. At Grades Preschool-6, the content analysts noted that the Singapore ELOs found to match with particular Colorado GLEs were written to a lower level of cognitive complexity (DOK 1) than were the corresponding GLEs. Of the 37 matches (*strong* or *partial*) with a Colorado GLE, 17 (46%) were linked to a notation from the content analysts that the Singapore ELO did not reach the depth of knowledge level reached by the Colorado GLE. Most of these (14, 82%) were associated with GLEs in grades 3-6. The Singapore ELOs tend to use verbs that are characteristic of DOK level 1 and are written as definitive statements, with few verbs to indicate use or application (characteristic of DOK level 2) or performance (e.g., “describe” or “explain”). The lack of depth at each grade level and

lower level of rigor overall is interesting as the Singapore ELOs in Health tend to be more narrowly focused on specific aspects of health.

Research Question 3—Coherence. *Overall, to what extent do the Colorado Standards in Health align with the coherence found in each of the referent sets of standards in Health? Did differences emerge in the ways in which the content appears to be sequenced across grades?*

The Colorado GLEs for Health guide teachers with a coherent plan for prioritizing what students should know and be able to do at each grade. The WestEd content analysts considered this specific sequence of instruction in comparison with the other state, national, and international standards for Health. A summary of their cross-grade syntheses of information is provided below.

- Coherence relative to the Washington GLOs for Health.** Across all grades, content analysts noted similarities in the grades at which content appeared in the grade-specific Colorado GLEs and in the grades in which it appeared in the grade-specific Washington GLOs. In nearly all grades, for matched GLEs, content analysts found at least one on-grade level match in the Washington GLOs; the exceptions were in Grades Preschool (two GLEs only aligned to GLOs for Grade K), 2 (three GLEs only aligned to GLOs for Grade 3), 8 (two GLEs only aligned to GLOs for Grade 7), and High School (one GLE only aligned to a GLO for Grade 8). One content analyst noted that primary discrepancies were in the timing for instruction of the content sexual health, safety, and substance abuse. As 91% of the Colorado GLEs were found to align to at least one Washington GLO, these exceptions are a small minority of the total of all GLE-GLO matches. Given the strong evidence of reasonable organization and structure in both sets of standards, the Colorado GLEs in Health and the Washington GLOs in Health appear synchronized in terms of coherence.
- Coherence relative to the NHES in Health.** Overall, 38% of the 90 Colorado GLEs did not align to an NHES Health PI at any grade. The NHES are broader in scope, allocating a single standard to nearly all aspects of health, so a great deal of content is subsumed within that standard. Given that these national standards set expectations in Grades 2, 5, 8, and 12, however, all of those GLEs found to match with a PI did align to those benchmarks. While these two sets of standards appear to be different in important ways in terms of breadth and rigor, they are closely synchronized in terms of strong organization and coherence.
- Coherence relative to the Singapore syllabi for Health.** The Singapore syllabi for Health are organized into Lower Primary and Upper Primary groups. All of the Colorado Health GLEs in Grades P-2 found to align to a Singapore Health ELO were rated as on-grade-level (Lower Primary) and all GLEs in Grades 3-6 found to align to a Singapore ELO were rated as on-grade-level (Upper Primary). It appears that the content that does overlap across the two sets of standards is delivered in a sequence that is broadly synchronized. Overall, evidence of content coherence and a reasonable, overarching structure and organization emerged across both sets of standards.

IV. Summary of Findings: *Physical Education*

Research Question 1—Breadth of Content: *To what extent do the Colorado GLEs in Physical Education align with one or more GLOs in the Washington standards, PIs in the national standards, and ELOs in the international standards? Overall, in the content area of Physical Education, did differences emerge in the degree of overlap between the Colorado GLEs and the referent standards (state, national, or international)?*

The PE standards in the NHES are identical to those for the state of Washington, though Washington extends the standards to include grade-level expectations in its GLOs. If a GLO is found to align to a GLE, it may be assumed that the broader standard subsuming it also aligns. For this reason, findings are provided for the two together. Table 5 provides the numbers and percentages of Colorado GLEs in PE that were found to align to one or more NHES standards/Washington GLOs. For each GLE-GLO match, we also report whether that alignment was *strong* or *partial*.

Table 5. Numbers and Percentages* of Colorado GLEs in Physical Education Aligned to NHES Standards/Washington GLOs in Physical Education, by Grade

| Grade | Number of CO GLEs | Strong Alignment | | Partial Alignment | | No Alignment | |
|--------------|-------------------|------------------|------|-------------------|-----|--------------|-----|
| Preschool | 4 | 4 | 100% | 0 | 0% | 0 | 0% |
| Kindergarten | 5 | 4 | 80% | 1 | 20% | 0 | 0% |
| Grade 1 | 7 | 6 | 86% | 0 | 0% | 1 | 14% |
| Grade 2 | 7 | 4 | 57% | 2 | 29% | 1 | 14% |
| Grade 3 | 5 | 1 | 20% | 3 | 60% | 1 | 20% |
| Grade 4 | 6 | 2 | 33% | 3 | 50% | 1 | 17% |
| Grade 5 | 9 | 4 | 44% | 5 | 56% | 0 | 0% |
| Grade 6 | 9 | 6 | 67% | 1 | 11% | 2 | 22% |
| Grade 7 | 4 | 3 | 75% | 1 | 25% | 0 | 0% |
| Grade 8 | 5 | 3 | 60% | 0 | 0% | 2 | 40% |
| High School | 11 | 9 | 82% | 2 | 18% | 0 | 0% |
| <i>Total</i> | 72 | 46 | 64% | 18 | 25% | 8 | 11% |

*Percentages are rounded to the nearest whole number.

Across all grades, 89% of the Colorado GLEs in PE are strongly or partially aligned with the NHES/Washington GLOs for PE. In Preschool and in Grades K, 5, 7, and High School, 100% of the GLEs are strongly or partially aligned to the GLOs in the two sets of referent standards. In Grades 3-5, at least half of the GLE-GLO matches were rated as partial. The highest percentage of no alignment was in Grade 8, where 40% of the GLEs did not match with any GLO in the referent sets of standards.

Table 6 provides the numbers and percentages of Colorado GLEs in PE that were found to align to one or more ELOs in the Singapore Syllabi. For all GLE-ELO matches, we also report whether that alignment was *strong* or *partial*.

Table 6. Numbers and Percentages* of Colorado Physical Education GLEs Aligned to the Singapore Physical Education ELOs, by Grade

| Grade | Total Number of CO Items | Strong Alignment | | Partial Alignment | | No Alignment | |
|--------------|--------------------------|------------------|------------|-------------------|------------|--------------|------------|
| | | Count | Percentage | Count | Percentage | Count | Percentage |
| Preschool | 4 | 2 | 50% | 0 | 0% | 2 | 50% |
| Kindergarten | 5 | 5 | 20% | 0 | 0% | 4 | 80% |
| Grade 1 | 7 | 3 | 43% | 0 | 0% | 4 | 57% |
| Grade 2 | 7 | 2 | 29% | 0 | 0% | 5 | 71% |
| Grade 3 | 5 | 1 | 20% | 0 | 0% | 4 | 80% |
| Grade 4 | 6 | 1 | 17% | 3 | 50% | 2 | 33% |
| Grade 5 | 9 | 4 | 44% | 1 | 11% | 4 | 44% |
| Grade 6 | 9 | 3 | 33% | 2 | 22% | 4 | 44% |
| Grade 7 | 4 | 2 | 50% | 1 | 25% | 1 | 25% |
| Grade 8 | 5 | 1 | 20% | 3 | 60% | 1 | 20% |
| High School | 11 | 5 | 45% | 3 | 27% | 3 | 27% |
| Total | 72 | 25 | 35% | 13 | 18% | 34 | 47% |

*Percentages are rounded to the nearest whole number. Total does not sum to 100% due to rounding.

Across all grades, 53% of Colorado’s 72 PE GLEs are strongly or partially aligned with the Singapore ELOs in PE. The percentages of *strong* and *partial* alignment were at or above 50% in the P-6 grades of Preschool (50%), Grade 4 (77%), and Grades 5 and 6 (66%). The percentages of *strong* and *partial* GLE-ELO alignment increase in the later grades, with 75% in Grade 7, 80% in Grade 8, and 72% in High School. The percentages of no alignment with any PE ELO were highest in Grades K-3; in both K and 3, only 20% of the PE GLEs were rated as strongly or partially aligning to a Singapore ELO in PE.

Summary of Findings for Research Question 1, Breadth in Physical Education

Overall, differences did emerge in the breadth of content coverage across the four sets of standards for PE. Key findings are as follows:

- *NHES Standards/Washington GLOs in Physical Education.* In terms of breadth, content analysts found that the PE GLEs in the Colorado Academic Content Standards closely corresponded with the NHES standards/Washington GLOs; 89% of all PE GLEs were found to strongly or partially align to the GLOs in the referent standards. In Preschool and Grades K, 5, 7, and High School, 100% of the GLEs were found to strongly or partially align to the GLOs in those standards. The content analysts noted that several concepts (e.g., space; speed, direction, and force) are included in the Colorado GLEs in PE that are not included to the same extent in the NHES standards/Washington GLOs. The Colorado GLEs also include content for injury prevention and brain health in the lower grades, while the NHES standards/Washington GLOs includes this content at the middle and High School grades. Finally, the NHES standards/Washington GLOs

include nutrition and nutritional requirements for physical activity, and these topics are not addressed in the Colorado standards.

- *Singapore ELOs in Physical Education.* The degree of correspondence in breadth of content coverage was lower (53% with *strong* or *partial* alignments) for the Singapore ELOs in PE than for the other referents. The degree of content overlap was lowest in Grades K and 3, where only 20% of the PE GLEs aligned to a Singapore ELO in PE. The degree of overlap increased in later grades, with percentages of GLEs strongly or partially aligned to an ELO ranging from 80% in Grade 8 to 73% in High School. The content analysts noted that the Colorado GLEs include specific information about the social and interactive skills needed to perform physical activities (e.g., “cooperation,” “leadership,” “feedback”); this information is missing in the Singapore standards. Singapore standards do include nutrition, however, which is not included in the Colorado standards. Finally, the Singapore ELOs for PE include swimming and dance, two specific activities not addressed in the Colorado GLEs for PE.

Research Question 2—Depth of Content and Overall Rigor: *To what extent do the Colorado GLEs in Physical Education align with the expectations for cognitive complexity called for by the Physical Education GLOs, PIs, and ELOs in the state, national, and international standards? Did differences emerge in terms of the degree to which each of the four sets of standards describe challenging content for students in any one grade or content area? Overall, to what degree does the rigor of the Colorado Standards in Physical Education match the rigor of each of the referent standards in Physical Education?*

Evidence of challenging expectations for students was embedded in the Colorado GLEs for PE. Specific comparative information about the grade-level depth of knowledge and overall rigor noted by the content analysts is provided below.

- ***Depth and rigor relative to the NHES Standards/Washington GLOs for Physical Education.*** The depth-of-knowledge expectations embedded in the GLEs in the Colorado Health GLEs are similar to those in the NHES standards/Washington PE GLOs, though the NHES standards/Washington GLOs are more specific in terms of the types of skills that are required (e.g. “rhythmic or manipulative: overhand throw, foot pass/kick, balance”). Only two GLE-GLO matches were flagged by the WestEd content analysts for a depth mismatch, one at Pre-school and one at Kindergarten; in both cases, the GLO was rated as more rigorous than the matched GLE. Because the Colorado GLEs in PE also show close alignment to the NHES standards/Washington GLOs in PE in terms of breadth of content overlap, this finding suggests strong overall correspondence between the two sets of standards in both breadth and rigor.
- ***Depth and rigor relative to the ELOs in the Singapore Physical Education syllabi.*** The depth-of-knowledge expectations embedded in the Colorado GLEs for PE appear more challenging than those articulated in the PE ELOs in the Singapore syllabi. No particular mismatches in depth were noted by the content analysts, and unlike the findings for Health, that effect extended through the secondary grades as well. It is important to note, however, that a relatively lower percentage

of GLE-ELO matches were identified overall (53% as opposed to the 89% for the NHES standards/Washington GLOs in PE), and content analysts provided a depth mismatch flag only for matched standards. In general, the Singapore ELOs for PE are largely knowledge-based (e.g., “identify,” “demonstrate”) while the Colorado GLEs contain a mix of knowledge- and performance-based (e.g., “explain,” “analyze”) standards. Overall, the content analysts found the Singapore ELOs for PE to be somewhat less rigorous than the Colorado GLEs for PE.

Research Question 3—Coherence: *Overall, to what extent do the Colorado Physical Education Standards align with the coherence found in each of the referent sets of standards in physical education? Did differences emerge in the ways in which the content appears to be sequenced across grades?*

The Colorado GLEs for PE guide teachers with a coherent plan for prioritizing what students should know and be able to do at each grade. The WestEd content analysts considered this specific sequence of instruction in comparison with the other state, national, and international standards for PE. A summary of their cross-grade syntheses of information is provided below.

- Coherence relative to the NHES Standards/Washington standards for Physical Education.** In PE, one or more of the NHES standards/Washington GLOs in Grades Preschool and 1-5 were written to cover a narrower area of content than were the Colorado GLEs, resulting in a particular GLE aligning to multiple GLOs. In addition, in Grades 1, 4, and 5, at least one content sequence mismatch was noted. Nonetheless, across all grades, the WestEd content analysts noted similarities in the grades at which content appeared in the grade-specific Colorado GLEs and in the grades in which that content appeared in the grade-specific NHES standards/Washington GLOs. In all but three grades, content analysts found at least one on-grade level match in the NHES standards/Washington GLOs; the exceptions were in Preschool (all four GLEs aligned to K), Grade 5 (one GLE aligned only at Grade 4), and Grade 8 (one GLE aligned only at Grade 5). As 89% of the Colorado GLEs in PE were found to align to at least one NHES standard/Washington GLO, these exceptions are a small minority of the total of all GLE-GLO matches. Given the similarities in structure and organization that emerged, the two sets of standards appear synchronized in terms of coherence.
- Coherence relative to the Singapore syllabi for Physical Education.** The Singapore standards in PE are organized into three groups: Primary, Secondary, and Pre-University. Overall, almost half (47%) of the 72 Colorado GLEs did not align to a Singapore ELO at any grade, and the GLEs were found to cover the PE content more broadly and deeply. Of the 53% that did match, however, all Colorado GLEs in Grades P-6 were rated as on-grade level (Primary), all GLEs in Grades 7 and 8 were rated as on-grade level (Secondary), and all GLEs for High School were rated as on-grade level (Pre-university). Two specific flags for sequence mismatch were noted, one in Grade 5 and one in Grade 6. Overall, however, both sets of standards are reasonably organized, and it appears that the content in the Singapore PE syllabi that does overlap with the Colorado GLEs for PE is broadly synchronized with that of Colorado in terms of coherence.

V. Summary and Considerations for the Colorado Department of Education

Summary of Findings for Health

Overall, differences did emerge in the breadth of content coverage across the four sets of Health standards. The Colorado GLEs in Health were strongly aligned to the Washington GLOs in Health (91% strongly or partially aligned) and moderately aligned to the NHES PIs in Health (62% strongly or partially aligned) and the Singapore ELOs in Health (72% strongly or partially aligned). This pattern continued for depth of grade-specific content and overall rigor; while the Colorado GLEs in Health overall were found to present a high level of cognitive challenge to students at all grades, the depth-of-knowledge expectations embedded in the GLEs in the Colorado Health standards were most similar to those in the Washington Health GLOs but also aligned to those in the Health PIs for the NHES. The depth-of-knowledge expectations embedded in the Colorado GLEs, Washington GLOs, and NHES PIs all were more rigorous than those for the ELOs in the Singapore syllabi for Health.

Finally, the Colorado GLEs for Health guide teachers with a coherent plan for prioritizing what students should know and be able to do at each grade. Across all grades, content analysts noted strong similarities in the structure, organization, and sequence of content between the Colorado GLEs in Health and the Washington GLOs. Similarities in content structure, organization, and sequence were somewhat evident in the NHES standards for Health, but each of the NHES PIs generally are broader in scope and organized by grade span. The Singapore syllabi for Health were least similar to the Colorado GLEs in terms of structure (e.g., large grade bands in Lower and Upper Primary and no Secondary ELOs in Health), but the 72% of Health GLEs in Grades P-6 found to align to a Singapore ELO were rated as on-grade-level matches. Overall, evidence of content coherence and a reasonable, overarching structure and organization emerged across all sets of Health standards.

Summary of Findings for Physical Education

Similarly, differences emerged in the breadth of content coverage across the four sets of standards for PE. WestEd content analysts found that the PE GLEs in the Colorado Comprehensive Health and Physical Education Standards closely corresponded with the NHES standards/Washington GLOs (89% of all GLEs were found to be strongly or partially aligned), though they did not fully overlap in all topical areas. As was the case in Health, the degree of correspondence with the Colorado GLEs in terms of breadth was lower (53% with *strong* or *partial* alignments) for the Singapore ELOs; the GLEs and ELOs also had differences in the topical areas covered in PE. In addition, the challenging expectations for students embedded in the Colorado GLEs for PE were more strongly apparent in the NHES standards/Washington PE GLOs than in the Singapore ELOs for PE, and the two sets of state standards also were more synchronized in terms of coherence.

Closing Comments

It may be expected that grade-level standards for two states will be more similar than those for sets of either national or international standards. The sets of state standards share a common purpose; both are



excellence in research development, and service

designed to provide teachers with the priorities for instruction each year and a sequence that enables the systematic progression in what students know and can do in Health and PE. Even so, the two sets of state standards do have differences in what is addressed, particularly in Grades K, 3, and 8 in Health and in Grades 3, 6, and 8 in PE.

Appendix A-1: Content Analysts' Consensus Worksheet, HEALTH

| Grade | GLE # | CO GLE Text-Health | WA GLO Match | WA State Notes | NHES Match | NHES Notes | Singapore ELO Match | Singapore Notes |
|-------|--------|--|---|---|--------------------------------------|--|---|---|
| PS | PS.2.1 | Develop self-management skills and personal hygiene skills to promote healthy habits | H1.W2.Ka (partial) | WA GLO is to recognize basic hygiene practices, not to develop management skills to promote healthy habits. | 1.2.1 (partial); 7.2.1 (partial); | The PIs are broader statements; no single PI contains hygiene, but rather "healthy habits." | PH.3, PH 5, E.6 content: LP.PH.PG.iii, iv, v, vi, viii; LP.PH.FG.i, ii, iii; LP.E.GAD.ii (partial), iii (partial) | The ELOs are less rigorous than the GLE. Frequently, one GLE subsumes the content of many ELOs. The ELOs here require only that students know that good hygiene reduces the spread of germs, good foods are required for good health, and some habits lead to poor health, but do not have a standard that asks students to synthesize this information into a self-management plan. |
| PS | PS.4.1 | Identify ways to be safe while at play | H1.Sa1.Ka (partial); H1.Sa1.Kb (partial); H1.Sa1.Kc (partial) | WA standards relate to injury prevention in many circumstances that extend beyond safety only at play. | 1.2.4 (partial); 7.2.1 (partial) | 1.2.4 includes ways to prevent common childhood injuries, which likely involves ways to be safe and avoid accidents while at play. 7.2.1 includes healthy practices to maintain personal health, which includes the more narrow ways to be safe at play. The CO GLE is more specific. | E.1, E.2, E.3 content: LP.E.PA.i, ii; UP.EYH.WS.ii (partial) | Matched ELOs are less rigorous than CO GLE and the content lists things to avoid when playing in several areas. Water safety is at UP, but applies to this standard. |
| K | K.2.1 | Identify the major food groups and the benefits of eating a variety of foods | H1.N1.Ka, H1.N1.Kb | | 1.2.1 (partial) | The CO GLE is more specific. 1.2.1 covers a very broad range of healthy behaviors that affect personal health. | PH.3 content: LP.PH.FG.ii; LP.PH.ER.ii | |

| Grade | GLE # | CO GLE Text-Health | WA GLO Match | WA State Notes | NHES Match | NHES Notes | Singapore ELO Match | Singapore Notes |
|-------|-------|--|---------------------------------|--|---|--|--|---|
| K | K.2.2 | Explain how personal hygiene and cleanliness affect wellness | H1.W2.Ka (partial); H1.W2.Kb | | 7.2.1 (partial); 7.2.2 (partial); 1.2.3 (partial) | The CO GLE is more specific. 7.2.1 covers a very broad range of healthy practices and behaviors to maintain or improve personal health and 7.2.2 covers a broad range of behaviors that avoid or reduce health risks. | PH.6, content: LP.PH.GHH.i; LP.PH.GHP.i | |
| K | K.3.1 | Exhibit understanding that one's actions impact others | none | The WA GLOs do not include this aspect at Kindergarten. At grade 4, students explain how expression of emotion affects others (H4.So4.4a), but the rigor of this GLO is greater than that for the CO GLE at K. At grade 1, H1.So4.1b is related to this CO GLE. | 1.2.2 (partial) | | EPH.2, EPH.5 (partial), E.4, E.6 Content: LP.PH.GHH.v, vi; LP.E.GAD.ii, iii; LP.PH.HDS.i (partial); LP.EPH.CO.iii (partial) | ELOs focus on actions related to health and disease transmission, whereas CO GLE also includes social and mental impacts. |
| K | K.4.1 | Identify the importance of respecting the personal space and boundaries of self and others | H1.SE6.Kd (partial) | The WA GLOs requires students to recognize that people have the right to refuse giving or receiving unwanted touch. | none | | EPH.5 (partial) content: LP.EPH.PFA.i, ii, iii, iv; LP.EPH.ME.iii (partial) | Content of ELO EPH: PFA relates to inappropriate touching (physical/sexual abuse) and covers a narrower range of the GLE. Content of ELO ME is broader than the GLE that includes respecting personal space to create sense of belonging. |
| K | K.4.2 | Explain safe behavior as a pedestrian and with motor vehicles | H1.Sa1.Kb | | 1.2.1 (partial); 7.2.1 (partial); 7.2.2 (partial) | | E.1, E.2, E.3 content: LP.E.RS.i (partial),ii | Content of RS.i relates to causes of road accidents, which are related to rules to follow for road safety in RS.ii. DOK of 1 , no explanation of why each rule is important. |

| Grade | GLE # | CO GLE Text-Health | WA GLO Match | WA State Notes | NHES Match | NHES Notes | Singapore ELO Match | Singapore Notes |
|-------|-------|--|--|--|-----------------|------------|--|--|
| K | K.4.3 | Demonstrate effective communication skills in unsafe situations | H1.Sa3.K (partial); H1.Sa3.K (partial) | The WA GLO for H1.Sa3 relates to emergency situations in the context of first aid, rather than the general "unsafe situations." Skill of avoiding violent situations does not enter the standards until Grade 4. | 4.2.3; 4.2.4 | | EPH.6 (partial), EPH.7 (partial) content: LP.EPH.MEM.ii (partial); LP.EPH.PFA.v (partial); LP.EPH.CWO.i,i i,iii (partial) | Matched ELOs are focused on communication of skills in general - but can be applied to unsafe situations - but are much broader than CO GLE. |
| 1 | 1.2.1 | Eating a variety of foods from the different food groups is vital to promote good health | H1.N1.1a (partial); H1.N1.1b (partial); H1.N1.1c (partial); H1.N4.1 (partial); H1.N5.1 (partial) | Many of the WA GLOs can be combined to present the idea that food from multiple groups is important for health, but no single standard contains this information. | 1.2.1 (partial) | | PH.3 content: LP.PH.FG.ii; LP.PH.DG.i, iii, iv; LP.PH.ER.ii, iii, iv | ELO does not reach depth or breadth of the GLE. |
| 1 | 1.2.2 | Demonstrate health enhancing behaviors to prevent unintentional injury or illness | H1.W3.1a; H1.Sa1.2a (partial) | Injury and disease are contained in two different sections of the WA Health standards. | 7.2.1, 7.2.2 | | PH.6 content: LP.PH.GHH.ii,iii ,iv,v,vi; LP.PH.GHP.i,ii; LP.PH.EC.ii; LP.PH.AYT.iii; LP.PH.TCT.iii; LP.E.PA.ii, LP.E.GAD.ii, LP.E.MBD.iv | ELO is more specific than the broader GLE. |
| 1 | 1.3.1 | Demonstrate how to express emotions in healthy ways | H1.So4.1a | | 4.2.1 | | EPH.4 content: LP.EPH.MEM.i (partial) | ELO does not include healthy ways to express emotions, only that positive and negative emotions should be managed. |

| Grade | GLE # | CO GLE Text-Health | WA GLO Match | WA State Notes | NHES Match | NHES Notes | Singapore ELO Match | Singapore Notes |
|-------|-------|---|---|--|-------------------------------------|---|--|---|
| 1 | 1.3.2 | Identify parents, guardians, and other trusted adults as resources for information about health | H3.W5.1 | | 3.2.1; 3.2.2 | | EPH.7 (partial) content: LP.EPH.SE.iii (partial) | Content of this ELO lists adults as sources of help with issues of abuse (inappropriate touching) and lists relationships with family and adults as part of building self esteem, but not as a general health resource. |
| 1 | 1.4.1 | Demonstrate strategies to avoid hazards in the home and community | H1.Sa1.1a (partial); H1.Sa1.2a (partial); H1.Sa1.3a | WA standards focus on identification of safety hazards in the community at grade 2. In grade 3, the focus shifts to identification of ways to prevent injuries in school, home, and community. | 7.2.1; 7.2.2 | NS PIs focus on behaviors rather than strategies. | E.1, E.3 content: LP.E.PA.i, ii; LP.E.RS.ii; LP.E.SPP.i | A combination of several ELOs is needed to reach the breadth of the GLE. Each ELO represents a narrow band of the much broader GLE. |
| 2 | 2.2.1 | Identify eating behaviors that contribute to maintaining good health | H1.N1.2a; H1.N1.2b; H1.N1.2c; H1.N4.2 | | 1.2.1 (partial); 7.2.1 (partial) | PIs are broad standards that cover a wide range of topics. Language indicates healthy practices and behaviors for personal health. | PH.3content: LP.PH.FG.i, ii; LP.PH.DG.iii, iv; LP.PH.ER.1, iii, iv | |
| 2 | 2.2.2 | Recognize basic childhood chronic diseases | H1.W3.3b ; H1.W3.3c | WA focus is on ways to prevent disease transmission at grade 2. At grade 3, students identify common chronic diseases and explain how common childhood diseases are treated. | 1.2.3 (partial); 5.2.1 (partial) | PIs include knowing when health-related decisions are needed and ways to prevent communicable diseases, but no specific standard on recognizing chronic childhood diseases. | none | The intent of the GLE is not addressed in the ELOs. |

| Grade | GLE # | CO GLE Text-Health | WA GLO Match | WA State Notes | NHES Match | NHES Notes | Singapore ELO Match | Singapore Notes |
|-------|-------|---|---------------------------------|--|-------------------------------------|---|---|--|
| 2 | 2.4.1 | Identify the dangers of using tobacco products and being exposed to second hand smoke. | H1.Su2.2; H1.Su3.2 | Combination of two WA GLOs - understand effects of tobacco and identify benefits of being tobacco-free are needed to equate to the breadth of the CO standard. | 7.2.1 (partial); 7.2.2 (partial) | PIs have healthy behaviors and practices to maintain health and avoid/reduce health risks, but nothing specific to tobacco. | none | Tobacco use is only mentioned in UP content, but dangers of its use are not included in the ELOs. |
| 2 | 2.4.2 | Identify safe and proper use of household products | H1.Sa1.3a | Ways to prevent injuries at home is not covered until Grade 3 in WA standards and the GLOs are much broader than that for the CO GLE. | none | 7.2.1 and 7.2.2 are loosely related. | none | The intent of the GLE is not addressed in the ELOs. |
| 2 | 2.4.3 | Explain why bullying is harmful and how to respond appropriately | H8.So5.2; H4.So5.1 (partial) | Grade 1 focuses on listing ways to respond to bullying and teasing, Grade 2 focuses on strategies to intervene when someone is being bullied or teased. | none | Related to 4.2.3, but the PI focuses on ways to respond rather than understanding why bullying is harmful. | EPH.9 (partial), EPH.10 (partial) content: LP.EPH.CO.iii (partial) | ELOs do not include appropriate responses to bullying, but do require knowledge of how bullying is harmful and ways to avoid conflict. Bullying is specifically mentioned in the content for LP. |
| 2 | 2.4.4 | Demonstrate interpersonal communication skills to prevent injury or to ask for help in an emergency or unsafe situation | H1.Sa2.3a (partial) | WA standard focuses on getting help from adults in emergency situations. | 4.2.4; 5.2.2 (partial) | | EPH.7 content: LP.EPH.PFA.vi (partial), vii (partial) | |

| Grade | GLE # | CO GLE Text-Health | WA GLO Match | WA State Notes | NHES Match | NHES Notes | Singapore ELO Match | Singapore Notes |
|-------|-------|--|--|---|--|--|--|---|
| 3 | 3.2.1 | Demonstrate the ability to make and communicate appropriate food choices | H1.N1.3a; H1.N1.3c (partial); H1.NH4.2 | WA GLOs require higher knowledge of nutrients and specific nutrients required for healthy meal. They do not include "communicate" as part of their standards. | 7.2.1 (partial) | PIs do not include standards specific to diet, but rather a very broad standard that includes demonstrating healthy practices and behaviors to maintain health. This includes appropriate food choices. | PH.3, PH.4, PH.5 content: UP.PH.HD.1,ii,i ii,iv,v,vi, | Several ELOs are needed to address the GLE. Each ELO represents a narrower band of the broader GLE, and at a lower level of rigor . ELOs do not require communication of appropriate food choices. |
| 3 | 3.3.1 | Utilize knowledge and skills to treat self and others with care and respect | H4.Se6.3b (partial); H7.So3.3 (partial); H1.So4.1b (partial); H1.So4.3b (partial) | WA standards do not include a specific GLO about self care and treating others with respect at Grade 3. At Grade 1, students recognize importance to others' feelings, and stress and stress management at Grade 3. | 1.5.2 (partial); 7.5.1 (partial); 7.5.2 (partial); | No PI with a focus on care and respect for self and others, but rather broader PIs that focus on healthy behaviors and practices. The CO GLE has aspects that align with parts of three different PIs that cover a much broader range of topics . | EPH.4 (partial); EPH.9 (partial) content: UP.EPH.SM.iv, vii (partial); UP.EPH.RDP.iii (partial) | The ELOs address ways to treat people in the content at LP. Treating self is covered under self esteem at a lower level of depth, and breadth than the GLE. |
| 3 | 3.3.2 | Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others | H4.W6.3a (partial); H4.W6.2b (partial); H4.So4.3b (partial) | WA standards include interpersonal communication skills throughout, and no single GLO focuses on those skills to promote positive interactions - these aspects are contained in many WA GLOs. | 4.5.1; 4.5.2; 4.5.3 | | EPH.8 content: UP.EPH.RDP.ii (partial), iii (partial) | ELO is lower in level of depth than GLE and narrower in scope. The RDP content does not require demonstration, but knowing that positive relationships are important. |

| Grade | GLE # | CO GLE Text-Health | WA GLO Match | WA State Notes | NHES Match | NHES Notes | Singapore ELO Match | Singapore Notes |
|-------|-------|--|-------------------|--|---|---|--|--|
| 3 | 3.4.1 | Examine the dangers of using tobacco products or being exposed to second hand smoke. | H1.Su2.3 | | 8.5.1 (partial) | No PI includes a focus on examination of dangers of tobacco. 8.5.1 is a broad category in which students give accurate information about health issues and provides partial alignment to the narrower CO GLE . Also a weak relationship with 7.5.3 (demonstrate behaviors that reduce health risks). | PH.6 (partial) content: UP.PH.SHH.i, iii. iv; UP.EPH.MPI.v (partial) | The ELO is narrower in scope than the GLE, and at a lower rigor level . |
| 3 | 3.4.2 | Describe pro-social behaviors that enhance healthy interactions with others | none | No single WA GLO aligns to the CO GLE. The aspects of the GLE are spread throughout the WA GLOs. | 8.5.2 (partial); 4.5.1 (partial) | | EPH.8, EPH.10 content: UP.EPH.RDP.ii (partial), iii (partial) | ELOs focus on different ways to interact, but the content focus on relationships during puberty is at a lower level of depth and narrower in scope than CO GLE. |
| 3 | 3.4.3 | Identify ways to prevent injuries at home, in school, and in the community | H1.Sa.3a | | 1.5.3 (partial); 7.5.2 (partial); 7.5.3 (partial) | All PIs are much broader than the CO GLE . 1.5.3 is partial as it asks for ways in which safe and healthy schools and communities promote health, while 7.5.2 and 7.5.3 encompass responsible personal health behaviors and those to avoid or reduce health risks. | E.1, E.2, E.3 content: UP.E.WS.ii; UP.E.FS.ii (also LP.E. PA.ii | All three ELOs share content with the GLE. The ELOs are artificially split across LP and UP, and are not coherent . |
| 4 | 4.2.1 | Demonstrate the ability to set a goal to enhance personal nutrition status | H6.N6.4 (grade 4) | WA GLO is to develop a plan to achieve a healthy eating goal is present at grade 4. | 6.5.1 | PI is to set a personal health goal, which is broader than the GLE. | none | ELO requires that students know how to eat healthy, not to set a goal to enhance nutrition. |

| Grade | GLE # | CO GLE Text-Health | WA GLO Match | WA State Notes | NHES Match | NHES Notes | Singapore ELO Match | Singapore Notes |
|-------|-------|---|--|---|-------------------------------------|--|--|---|
| 4 | 4.2.2 | Examine the connection between food intake and physical health | H1.N1.4c; H1.N5.4c | | 1.5.1 (partial); 7.5.2 (partial) | PIs 1.5.1 and 7.5.2 are broad standards that encompass many aspects of healthy behaviors and health, which should include diet. | PH.2, PH.3 content: UP.PH.HD.1.iv, v,vii, viii | Two ELOs are needed to fully address the GLE. Each ELO also has a lower expectation for rigor . Not all aspects of CO GLE are represented by these ELOs. |
| 4 | 4.2.3 | Explain that the dimensions of wellness are interrelated and impact personal health | H1.W1.4 (partial) | WA GLOs are to identify the dimensions of health and are at a lower rigor level than the CO GLE . | 1.5.1 (partial) | PI is below the rigor of GLE as it requires students to describe the relationship rather than explain. PI is much broader than that for the GLE. | EPH.1 (partial). EPH.3 (partial) content: UP.EPH.SM (partial); UP.EPH.EHA (partial) | ELOs do not make the connection to personal health, but content statement does include focus on wellness. |
| 4 | 4.3.1 | Identify the positive behaviors that support relationships | none | WA standards include this aspect throughout many standards, including in Wellness (W), Safety (Sa), Sexual Health (Se), and Social Emotional Health (So). | none | GLE is related to several PIs, but no specific standard addresses positive behaviors that support relationships. 1.5.3, 2.5.2, 4.5.1, and 4.5.2 somewhat related but do not meet criteria for partial. | EPH.8, EPH.9 (partial) content: UP.EPH.RDP.iii ; LP.EPH.CO.II (partial) | Several ELOs are needed to address the GLE, but still are less rigorous than the GLE . |
| 4 | 4.3.2 | Comprehend concepts related to stress and stress management | H1.So.3.4 a; H1.So3.4b ; H1.So3.4c | | 7.5.1 (partial) | 7.5.1 broadly addresses "responsible personal health behaviors" and is not specific to stress or stress management. These two health issues are related to responsible health. | EPH.4 content: UP.EPH.SM.i,ii, iii, iv, v, vi, vii; UPH.EPH.EHA.i , ii | Several content statements are needed to address the GLE. The ELO is broader than the standard, and less rigorous . Not all aspects of CO standard are represented the ELOs. |
| 4 | 4.4.1 | Identify positive and negative uses for medicines | H1.Su1.4a | | none | | none | The intent of the GLE is not addressed in the ELOs. |

| Grade | GLE # | CO GLE Text-Health | WA GLO Match | WA State Notes | NHES Match | NHES Notes | Singapore ELO Match | Singapore Notes |
|-------|-------|--|--|--|----------------------------------|---|--|---|
| 4 | 4.4.2 | Demonstrate the ability to use interpersonal communication skills to avoid using tobacco | H4.Su3.4 (partial) | The WA GLO focuses on how to ask for help to avoid tobacco and other substances, but does not include demonstration of interpersonal communication skills. | 7.5.3 (partial) | GLE is specific to tobacco; PI is broad to all behaviors that reduce risk. | none | ELOs do not mention tobacco. Content statements direct students not to engage in peer pressure to smoke, but do not require demonstration of skills to avoid tobacco. |
| 4 | 4.4.3 | Demonstrate skills necessary to prevent a conflict from escalating to violence | H4.W6.4; H1.Sa3.4a | WA GLO H4.W6.4 is much broader as it centers around strategies to manage or resolve conflict. H1.Sa3.4a is explaining how violent situations can be avoided. The two GLOs together match the CO GLE. | 4.5.3 | | none | The intent of the GLE is not addressed in the ELOs. |
| 5 | 5.2.1 | Demonstrate the ability to engage in healthy eating behaviors | H5.N1.5 (partial); H3.N3.5 (partial); H1.N5.5b (partial) | The WA nutrition GLOs at grade 5 have greater rigor than CO GLE as they are specific to reading nutrition labels, analyzing journals to create balanced meal plans, and how eating in moderation promotes health. | 1.5.1 (partial); 7.5.2 (partial) | Broad PI that covers all aspects of health, including diet. | PH.3, PH.4, PH.5 content: UP.PH.HD.i,ii,iii,iv,v,vi,vii,viii | Several ELOs align to the GLE. Each content statement represents a narrow band of the much larger CO standard, and at a lower rigor level . |
| 5 | 5.2.2 | Explain the structure, function, and major parts of the human reproductive system | H1.Se1.5 | At grade 5, WA GLO is to understand functions of reproductive systems. | none | | none | The intent of the GLE is not addressed in the ELOs. |

| Grade | GLE # | CO GLE Text-Health | WA GLO Match | WA State Notes | NHES Match | NHES Notes | Singapore ELO Match | Singapore Notes |
|-------|-------|--|--|--|------------|---------------------------|--|--|
| 5 | 5.2.3 | Describe the physical, social, and emotional changes occurring at puberty | H7.Se2.5; H1.Se2.4a | At grade 5, WA standards identify ways to manage the changes, at grade 4, students understand the changes. | none | | PH.1 content: UP.PH.P.i,ii,iii; UP.EPH.Epi, ii; UP.EPH.EHA.i,i i;UP.EPH.RDP.i ,ii,iii | Several content statements are needed to address the GLE. Each SS represents a narrow band of the broader GLE, and at a lower rigor level . |
| 5 | 5.2.4 | Demonstrate interpersonal communication skills needed to discuss personal health problems to establish and maintain personal health and wellness | H4.W6.5 | WA GLO is to demonstrate appropriate interpersonal skills, but not specific to discussing personal health problems. | 4.5.4 | | none | The intent of the GLE is not addressed in the ELOs. |
| 5 | 5.2.5 | Comprehend concepts, and identify strategies to prevent the transmission of disease | H1.W3.5a (partial); H1.W3.4a (partial); H1.W3.3a (partial) | WA standards build from knowing how pathogens enter the body in grade 3, to ways to prevent life-threatening diseases at grade 4, to the relationship between disease prevention and quality of life at grade 5. | none | Loosely related to 7.5.1. | E.4, E.5, E.6 content: UP.E.FBD.i, ii, iii; UP.E.PTD.i,ii,iii ,iv | Several ELOs focus on environmental pollution as a way to prevent diseases. Content statements are limited and focus on food and mosquito-borne diseases, and hygiene to prevent the spread of diseases. |
| 5 | 5.3.1 | Analyze internal and external factors that influence mental and emotional health | none | There is no single WA GLO that encompasses the CO GLE. Rather, aspects of the GLE are spread across a broad range of WA GLOs from several Core Ideas. | none | | EPH.1 (partial) content: UP.EPH.EHA.i (partial),ii (partial) | These topics are covered in content statements under Stress Management and Emotional Health in Adolescents, but no ELO has the intent of the GLE to analyze the factors. |

| Grade | GLE # | CO GLE Text-Health | WA GLO Match | WA State Notes | NHES Match | NHES Notes | Singapore ELO Match | Singapore Notes |
|-------|-------|--|--------------------------------------|---|--|---|--|---|
| 5 | 5.4.1 | Access valid information about the effects of tobacco use and exposure to second-hand smoke, and prescription and over-the-counter drugs | H3.Su1.5a (partial); H1.Su2.4 | Identification of reliable information about tobacco and other substances is grade 5 in WA, but describing the effects of tobacco and other substances is at grade 4. | 3.5.2 | PI is broader , about accessing all health information; GLE is specific to harmful substances. | E.3 (partial) content: UP.PH.SHH.i, ii, iii, iv, v | The ELOs are narrower and less rigorous than the GLE. Several content statements are needed to address the GLE. |
| 5 | 5.4.2 | Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying | H8.So5.5; H4.Sa3.5; H4.So5.4 | Advocating for self and others to prevent bullying, harassment, and intimidation is H8.So5.5 and describing effective communication skills to prevent violent situations is H4.Sa3.5. At grade 4, students demonstrate appropriate response to bullying or teasing. | 4.5.1; 4.5.2; 4.5.3; 4.5.4 (all partial) | PI covers the ability to use interpersonal communication skills in different situations. | EPH.1 (partial), EPH.8, EPH.10 | |
| 5 | 5.4.3 | Demonstrate basic first aid and safety procedures | H1.Sa2.5; H1.Sa2.4b (partial) | The WA GLO is broader than the CO GLE, requiring students to respond to emergency situations. Understanding basic first aid is covered in grade 4 (partial). | none | | E.3content: UP.E.SFA.i | ELO addresses appropriate responses - the content statements include "proper procedures" but not if simple awareness or ability to demonstrate is required. |
| 6 | 6.2.1 | Access valid and reliable information, products, and services to enhance healthy eating behaviors | H3.N1.6 (partial); H3.W4.6 (partial) | WA GLO H3.N1.6 is to understand differences between reliable and unreliable sources of nutrition. H3.W4.6 requires describing situations where expert health resources and services are needed. | 3.8.2; | 3.8.2 is not specific to healthy eating, but does address accessing trustworthy health information. | PH.3 (partial) content: UP.PH.HD.i,ii,iii,iv,v,vi,vii,viii | ELO is below the rigor of the GLE and does not require knowing or accessing resources to improve eating habits. |

| Grade | GLE # | CO GLE Text-Health | WA GLO Match | WA State Notes | NHES Match | NHES Notes | Singapore ELO Match | Singapore Notes |
|-------|-------|--|---------------------------------------|--|-----------------|---|---|--|
| 6 | 6.2.2 | Access valid and reliable information regarding qualities of healthy family and peer relationships | H3.W4.6 (partial); H3.So4.6 (partial) | Both WA GLOs have to do with accessing resources for support in difficult situations. | 3.8.2 | 3.8.2 is not specific to healthy family and peer relationships, but does address accessing trustworthy health information. | none | ELOs do not indicate where to access valid and reliable information on healthy families or peer relationships, only that students know how emotion affect others. |
| 6 | 6.2.3 | Comprehend the relationship between feelings and actions | none | There is no single WA GLO that encompasses the CO GLE. Rather, aspects of the CO GLE are spread across a broad range of GLOs from several Core Ideas. | none | The CO GLE is related to several PIs, but no specific PI addresses connection between feelings and actions | none | No ELOs align. Content statements contain information that there is a relationship between some feeling and actions, but nothing about comprehending the relationship between the two. |
| 6 | 6.2.4 | Analyze how positive health behaviors can benefit people throughout their life span | H6.W7.6 (partial); H2.W2.6 (partial) | There is no single WA GLO that encompasses the CO GLE. Rather, aspects of the CO GLE are spread across a broad range of GLOs from several Core Ideas. | none | Loosely related to behaviors for health, but no long-term analysis is required by PIs. | none | ELOs do not extend to lifetime. |
| 6 | 6.3.1 | Understand how to be mentally and emotionally healthy | H1.So6.6c | The WA GLO is more rigorous and has greater depth and breadth than the CO standard. Aspects of the CO GLE are spread across a broad range of GLOs from several Core Ideas. | 1.8.2 (Partial) | PI requires description of the interrelationship among emotions, intellectual, physical and social health in adolescence; this is more specific than the GLE. | none | ELOs and content statements provide some information on stress management, but not generally how to be mentally and emotionally healthy. |
| 6 | 6.4.1 | Analyze the factors that influence a person's decision to use or not use alcohol and tobacco | H2.Su1.6; H2.W3.6; H2.W3.6 | Beginning in Grade 5, WA students are expected to describe how family, school, community, peers, media, and technology influence decisions with regard to alcohol and tobacco. | 5.8.1 (partial) | 5.8.1 is lower in rigor than the GLE ("identify") and broader . Also related to, but not aligned with concepts found in 2.8.3; 2.8.4; 2.8.5; 2.8.6, 2.8.7, 2.8.8; | EPH.11 (partial) content: UP.PH.SHH.i, ii, iii, iv, v; UP.EPH.MPI.iii (partial), v (partial) | The ELO does not reach the rigor of the GLE at grade 7. No factors are analyzed, but rather an understanding that tobacco is harmful to health. |

| Grade | GLE # | CO GLE Text-Health | WA GLO Match | WA State Notes | NHES Match | NHES Notes | Singapore ELO Match | Singapore Notes |
|-------|-------|--|------------------------------------|--|-------------------------------------|--|--|---|
| 6 | 6.4.2 | Demonstrate the ability to avoid alcohol, tobacco, and other drugs | H1.Su3.6; H7.Su3.6; H8.Su3.6 | | 7.8.3 | | EPH.11 (partial) content:UP.EPH.MPI.vi (partial) | No ELOs require the ability to demonstrate ability to avoid harmful substances. |
| 6 | 6.4.3 | Demonstrate self-management skills to reduce violence and effectively participate in violence prevention | H1.Sa1.6 (partial); H4.Sa3.6 | | 4.8.2 (partial); 4.8.3 (partial) | | none | ELOs do not align. Content statements focus on Protection from Abuse (sexual), but not in ways to reduce violence or participate in violence prevention. |
| 6 | 6.4.4 | Demonstrate ways to advocate for safety, and prevent unintentional injuries | H1.Sa1.6 | Much of the content of the CO GLE is covered at grades 2-5 (mismatch in sequence of instruction). | 8.8.3 (partial) | | E.1 (partial), E.3 (partial) content: UP.E.WS; UP.E.FS; LP.E.PA, LP.E.RS (all partial) | All content statements from LP and UP together constitute some of the content of the CO GLE. ELOs are not at the same level of rigor, and lack coherence . |
| 7 | 7.2.1 | Analyze factors that influence healthy eating behaviors | H2.N6.7; H2.W3.7 (partial) | | 1.8.1 (partial); 1.8.3 (partial) | Several PIs relate to the GLE, but each focuses on one factor (e.g., family, environment, culture, peers) that affects overall health, rather than on factors that influence healthy eating. | | |
| 7 | 7.2.2 | Demonstrate the ability to make healthy food choices in a variety of settings | H3.N3.7 (partial) | WA standard is focused on reading nutrition facts and labels for healthy choices. | 7.8.2 (partial) | 7.8.2 is a broad standard incorporating health practices to improve/maintain health. | | |

| Grade | GLE # | CO GLE Text-Health | WA GLO Match | WA State Notes | NHES Match | NHES Notes | Singapore ELO Match | Singapore Notes |
|-------|-------|--|------------------------------|--|------------|---|---------------------|-----------------|
| 7 | 7.2.3 | Compare and contrast healthy and unhealthy relationships (family, peer, and dating) | H1.Se7.7d (partial) | The WA GLO is more rigorous and broader than the CO GLE. Aspects of the GLE are spread across a broad range of GLOs from several Core Ideas. | none | | | |
| 7 | 7.2.4 | Analyze the internal and external factors that influence sexual decision-making and activity | H2.W3.7 (partial) | The WA GLO is analyzing the factors that affect health decisions - there is no single GLO in which factors affecting only sexual activity decision-making are analyzed at grade 7. | none | NHES have several standards related to the CO standard, but each NHES focuses on one factor (e.g., family, environment, culture, peers) affects overall health, rather than a single "factors" standard on sexual activity. | | |
| 7 | 7.2.5 | Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS) | H1.Se4.7b ; H3.Se4.7 | The WA GLOs are more rigorous than the CO GLEs as HIV/AIDS and STDs were first introduced in Grade 5. | none | No specific PI addresses STDs/STIs. Loosely related to 1.8.5 and 1.8.8. | | |
| 7 | 7.3.1 | Demonstrate effective communication skills to express feelings appropriately | H4.W5.7 | The WA GLO is more rigorous than the CO GLE | 4.8.1 | | | |
| 7 | 7.3.2 | Develop self-management skills to prevent and manage stress | H1.So3.7 (partial); H7.So3.7 | Focus is on self management skills. | | | | |

| Grade | GLE # | CO GLE Text-Health | WA GLO Match | WA State Notes | NHES Match | NHES Notes | Singapore ELO Match | Singapore Notes |
|-------|-------|--|--|---|------------|---|---------------------|-----------------|
| 7 | 7.4.1 | Analyze the consequences of using alcohol, tobacco and other drugs | H1.Su2.7 | | none | Loosely related to 1.8.7, 1.8.8, 1.8.9. | | |
| 7 | 7.4.2 | Demonstrate safety procedures for a variety of situations | H7.Sa1.7 (partial) | WA GLO explains the importance of being responsible for promoting safety and avoiding/reducing injury. | none | No alignment to a specific PI, but the GLE is somewhat related to general concepts addressed by some PIs. | | |
| 8 | 8.2.1 | Describe the physical, emotional, mental, and social benefits of sexual abstinence, and develop strategies to resist pressures to become sexually active | H1.Se4.7a (partial); H1.Se4.6a | WA GLOs define abstinence and explain why it is the safest method of birth control, no other benefits are included. | none | No alignment to a specific PI, but the GLE is somewhat related to general concepts addressed by some PIs. | | |
| 8 | 8.2.2 | Analyze how certain behaviors place one at greater risk of HIV/AIDS, sexually transmitted diseases (STDs), and unintended pregnancy | H7.W2.7a (partial); H7.W2.7b (partial) | WA wellness standards are much broader than CO GLE as they focus on lifestyle factors to prevent communicable and non-communicable diseases. WA sexual health standards focus on appropriate prevention methods to reduce risk, not on “risky behaviors”. | none | No alignment to a specific PI, but the GLE is somewhat related to general concepts addressed by some PIs. | | |

| Grade | GLE # | CO GLE Text-Health | WA GLO Match | WA State Notes | NHES Match | NHES Notes | Singapore ELO Match | Singapore Notes |
|-------|-------|---|--|---|------------|---|---------------------|-----------------|
| 8 | 8.2.3 | Describe the signs and symptoms of HIV/AIDS, and other sexually transmitted diseases (STDs) | none | WA GLOs focus on methods to prevent transmission at grade 7 and use of information that is medically accurate about STDs. | none | | | |
| 8 | 8.2.4 | Promote and enhance health through disease prevention | H7.W2.8a (partial); H7.W2.8b (partial) | WA disease prevention standards are broader than the CO GLE. | none | No alignment to a specific PI, but the GLE is somewhat related to general concepts addressed by some PIs. | | |
| 8 | 8.3.1 | Access valid school and community resources to help with mental and emotional health concerns | H3.W4.8; H3.So6.8 | | 3.8.2 | | | |
| 8 | 8.3.2 | Internal and external factors influence mental and emotional health | H1.So6.8a H7.W2.8b (partial) | In addition, aspects of the GLE are found in other WA PIs in different Core Ideas, including sexual health, safety, and wellness. | none | No alignment to a specific PI, but the GLE is somewhat related to general concepts addressed by some PIs. | | |
| 8 | 8.4.1 | Analyze influences that impact individuals' use or non-use of alcohol, tobacco, and other drugs | H2.Su1.8 | | none | No alignment to a specific PI, but the GLE is somewhat related to general concepts addressed by some PIs. | | |
| 8 | 8.4.2 | Access valid sources of information about alcohol, tobacco, and other drugs | H3.Su1.8 | | 3.8.2 | PI is much broader than the CO GLE. | | |

| Grade | GLE # | CO GLE Text-Health | WA GLO Match | WA State Notes | NHES Match | NHES Notes | Singapore ELO Match | Singapore Notes |
|-------|--------|--|---|--|------------------------------------|---|---------------------|-----------------|
| 8 | 8.4.3 | Demonstrate decision-making skills to be alcohol, tobacco, and drug-free | H7.Su3.8a ; H7.Su3.8b ; H8.Su4.8 (partial) | | none | No alignment to a specific PI, but the GLE is somewhat related to general concepts addressed by some PIs. | | |
| 8 | 8.4.4 | Analyze the factors that influence violent and non-violent behavior | H1.Sa3.8a (partial); H7.W3.8 (partial) | WA H1.Sa3.8a analyzes cause and effects of violence on individuals, families, and communities, rather than comparing factors affecting violent and nonviolent behavior. WA H7 analyzes how values, media, and technology influence health behaviors. | none | No alignment to a specific PI, but the GLE is somewhat related to general concepts addressed by some PIs. | | |
| 8 | 8.4.5 | Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior | H1.Sa3.8b (partial); H8.Su3.8 (partial); H8.So5.8 (partial) | WA H1 addresses how bystanders can reduce aggressive/violent behavior; H8.Su relates to creating drug-free messages for school; H8.So5 relates to advocating for bully-free schools and communities. | 8.8.3 | | | |
| HS | HS.2.1 | Analyze the benefits of a healthy diet and the consequences of an unhealthy diet | H1.N1.HS; H7.N4.HS (partial); H1.N5.HS | | 1.12.8 (partial); 1.12.9 (partial) | No PI specifically addresses diet, but many PIs analyze how healthy or unhealthy decisions affect health. | | |

| Grade | GLE # | CO GLE Text-Health | WA GLO Match | WA State Notes | NHES Match | NHES Notes | Singapore ELO Match | Singapore Notes |
|-------|--------|---|--|--|---|--|---------------------|-----------------|
| HS | HS.2.2 | Analyze how family, peers, media, culture, and technology influence healthy eating choices | H2.W3.HS | | 2.8.1 (partial); 2.8.2 (partial); 2.8.3 (partial); 2.8.5 (partial); 2.8.6 (partial) | The PIs are much broader and cover much more than just how these factors affect healthy eating. PIs also ask students to describe how each group affects health. | | |
| HS | HS.2.3 | Demonstrate ways to take responsibility for healthy eating | H7.N4.HS | WA GLO is more rigorous as it requires balance of caloric expenditure to control weight in healthy manner. | none | No alignment to a specific PI, but the GLE is somewhat related to general concepts addressed by some PIs. | | |
| HS | HS.2.4 | Use a decision-making process to make healthy decisions about relationships and sexual health | H1.Se5.Ha (partial); H1.Se5.Hb (partial); H5.W6.HS (partial) | WA GLOs are more narrowly focused than the CO GLE. | none | No alignment to a specific PI, but the GLE is somewhat related to general concepts addressed by some PIs. | | |
| HS | HS.2.5 | Support others in making positive and healthful choices about sexual activity | none | The WA standards do not have a GLO linking sexual health and supporting others in decision-making about sexual issues. | 8.12.2 | The PI is broader than the GLE. | | |
| HS | HS.2.6 | Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly | H2.W3.HS H2.W2.Ha H2.W2.Hb | | none | No alignment to a specific PI, but the GLE is somewhat related to the concepts covered in some PIs. Loosely related to 1.12.3, 1.12.5, 1.12.8, 1.12.9, 2.12.3, 2.12.4, 2.12.5. | | |

| Grade | GLE # | CO GLE Text-Health | WA GLO Match | WA State Notes | NHES Match | NHES Notes | Singapore ELO Match | Singapore Notes |
|-------|--------|--|---|----------------|---|------------|---------------------|-----------------|
| HS | HS.3.1 | Analyze the interrelationship of physical, mental, emotional, and social health | H1.W1.HS | | 1.12.3 | | | |
| HS | HS.3.2 | Set goals, and monitor progress on attaining goals for future success | H6.W7.HS | | 6.8.2; 6.12.2; 6.12.3; 6.12.4 | | | |
| HS | HS.3.3 | Advocate to improve or maintain positive mental and emotional health for self and others | H8.So4.HS (partial); H8.So6.HS (partial) | | 6.12.1 (partial); 6.12.4 (partial); 7.12.2 (partial); 8.12.3 (partial) | | | |
| HS | HS.4.1 | Comprehend concepts that impact individuals' use or nonuse of alcohol or other drugs | H1.Su1.Ha H7.Su3.8b | | none | | | |
| HS | HS.4.2 | Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs | H1.Su.Ha H1.Su2.Hb | | none | | | |

| Grade | GLE # | CO GLE Text-Health | WA GLO Match | WA State Notes | NHES Match | NHES Notes | Singapore ELO Match | Singapore Notes |
|-------|--------|--|--|--|---|------------|---------------------|-----------------|
| HS | HS.4.3 | Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs | H7.Su3.8b | This content is covered before HS in WA (e.g., Grades 5, 6, 7, and 8). This signals a mismatch in the sequence of instruction . | 4.12.2; 7.12.3 (partial) | | | |
| HS | HS.4.4 | Develop self-management skills to improving health by staying tobacco, alcohol, and drug-free | H6.Su3.HS | The WA GLOs require students to predict short and long-term effects of drug-free lifestyles. | none | | | |
| HS | HS.4.5 | Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence | H2.Sa3.HS | | 2.12.1 (partial); 2.12.2 (partial); 2.12.4 (partial); 2.12.7 (partial) | | | |
| HS | HS.4.6 | Analyze the underlying causes of self-harming behavior, harming others and steps involved in seeking health | H1.So6.Ha H1.So6.Hb (partial); H1.So6.Hc (partial) | | none | | | |

| Grade | GLE # | CO GLE Text-Health | WA GLO Match | WA State Notes | NHES Match | NHES Notes | Singapore ELO Match | Singapore Notes |
|-------|---------|--|---|---|-----------------------------|---|---------------------|-----------------|
| HS | HS.4.7 | Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them | H3.W4.HS (partial); H3.So6.Ha (partial) | WA GLOs do not specify where to find strategies to deal with violence specifically, or the specific effects/consequences. | none | No alignment to a specific PI, but the GLE is somewhat related to general concepts addressed by some PIs. | | |
| HS | HS.4.8 | Access valid information and resources that provide information about sexual assault and violence | H3.Se4.HS (partial); H1.Se6.Ha (partial); H1.Se6.Hb (partial); H3.Se6.HS (partial) | | 3.12.2(partial); 3.12.5 | Pis are broader than the CO GLE. | | |
| HS | HS.4.9 | Demonstrate verbal and nonverbal communication skills and strategies to prevent violence | H7.Sa3.HS | | 4.12.1 (partial); 4.12.3 | | | |
| HS | HS.4.10 | Advocate for changes in the home, school, or community that would increase safety | H8.Sa1.8 | Advocating for safety and injury prevention is covered in grade 8 in WA standards. | 8.12.3 | PI is broader than the CO GLE. | | |

Appendix A-2: Content Analysts' Consensus Worksheet, PHYSICAL EDUCATION

| Grade | GLE # | CO GLE Text- PE | NHES Standard/WA GLO Match | NHES/WA Notes | Singapore ELO Match | Singapore Notes |
|-------|--------|---|---|--|---------------------|--|
| PS | PS.1.1 | Travel in a variety of directions using basic locomotor skills, and demonstrate understanding of personal and general space | PE.1.1.Kb; PE2.1.K | Space and balance are components of two different GLOs (1 and 2). | FM.P.2; EG.P.2 | |
| PS | PS.1.2 | Demonstrate balance | PE1.3.K | GLOs require static balance on different bases of support. | FM.P.2; EG.P.2 | |
| PS | PS.2.1 | Recognize the positive feelings experienced during and after physical activity | PE5.2.K | | none | |
| PS | PS.4.1 | Apply safe practices, rules, and procedures | PE4.1.K; PE4.5.K | The GLOs are for K, and are at a higher level of rigor than for PS. | none | |
| K | K.1.1 | Demonstrate body and spatial awareness through safe movement | PE2.1.K; PE2.3.K | | FM.P.2; EG.P.2 | Fundamental Movement ELO at the end of Primary 2 lists "spatial awareness" and "body awareness" as movement concepts for Primary 1 to 4. |
| K | K.1/2 | Locate the major parts of the body | PE3.7.Ka (partial); PE3.7.Kb (partial) | The GLOs relate structure and function of body systems and senses to their related body parts. Both statements are of higher rigor than the CO GLE. | none | It is unclear if the "with body parts" listed under "Relationships" in the "Movement Concepts" for Fundamental Movements Primary 1 to 4 requires that students locate body parts, or simply that body parts are used for locomotion. |
| K | K.2.1 | Understand that physical activity increases the heart rate, making the heart stronger | PE3.3.K; | | none | |

| Grade | GLE # | CO GLE Text- PE | NHES Standard/WA GLO Match | NHES/WA Notes | Singapore ELO Match | Singapore Notes |
|-------|-------|--|--|---|---------------------|---|
| K | K.3.1 | Demonstrate respect for self, others, and equipment | PE.4.3.K; PE.4.4.Ka; PE4.1.K | | none | |
| K | K.3.2 | Demonstrate the ability to follow directions | PE4.2.Kb; PE4.5.K | | none | |
| 1 | 1.1.1 | Demonstrate basic locomotor and non-locomotor skills, and rhythmic and cross-lateral movements | PE1.1.1; PE1.2.1; PE1.5.1; | | FM.P.2; EG.P.2 | |
| 1 | 1.1.2 | Demonstrate fundamental manipulative skills | PE1.6.1a-b; PE1.7.1; PE1.8.1a-b; PE1.9.1, PE1.10.1, PE1.11.1, PE1.12.1, PE1.13.1, PE1.14.1, PE1.15.1a-b | Each manipulative skill is contained in its own GLO and each skill is specified in the GLOs. The GLOs are more narrowly focused than the broader GLE; several GLOs are needed to comprise the GLE. | FM.P.2 | |
| 1 | 1.1.3 | Establish a beginning movement vocabulary | PE3.1.1 | | none | |
| 1 | 1.2.1 | Identify the body's normal reactions to moderate and vigorous physical activity | none | Different levels of activity are not covered at this grade. | none | |
| 1 | 1.3.1 | Work independently and with others to complete work | PE4.4.1a; PE4.4.2a | Working independently is grade 2, working with others is grade 1 (sequence mismatch). | none | |
| 1 | 1.3.2 | Follow the rules of an activity | PE4.2.1 | | none | Related to standard FM.P.2 but not specifically included in any standard. |
| 1 | 1.4.1 | Develop movement control for safe participation in games and sports | PE2.1.1; PE2.3.1 | | G.P.2 | |

| Grade | GLE # | CO GLE Text- PE | NHES Standard/WA GLO Match | NHES/WA Notes | Singapore ELO Match | Singapore Notes |
|-------|-------|---|--|--|--------------------------|-----------------|
| 2 | 2.1.1 | Demonstrate the elements of movement in combination with a variety of locomotor skills | PE2.2.2; PE1.1.2b; PE1.2.2 | | FM.P.2; EG.P.2 | |
| 2 | 2.1.2 | Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements | PE1.3.2, PE1.4.2, PE2.2.2, PE1.1.2a | GLOs include these aspects in many separate GLOs because they are more narrowly focused than the broader GLE. | FM.P.2; EG.P.2 | |
| 2 | 2.1.3 | Use feedback to improve performance | PE4.2.2 (partial) | GLO is to listen respectfully to feedback from peers, but no GLO includes improving from feedback. | none | |
| 2 | 2.2.1 | Recognize the importance of making the choice to participate in a wide variety of activities that include locomotion, non-locomotion, and manipulation of objects outside of physical education class | PE5.5.2; PE3.1.2 | | none | |
| 2 | 2.2.2 | Identify good brain health habits | none | | none | |
| 2 | 2.3.1 | Demonstrate positive and helpful behavior and words toward other students | PE4.3.2; PE4.4.2a | | none | |
| 2 | 2.4.1 | Apply rules, procedures, and safe practices to create a safe school environment with little or no reinforcement | PE4.5.2 (partial) | GLO requires students to follow rules and take responsibility for following rules. | none | |
| 3 | 3.1.1 | Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports | PE1.1.3b; PE1.2.3 | | FM.P.4; EG.P.4; G.P.4 | |

| Grade | GLE # | CO GLE Text- PE | NHES Standard/WA GLO Match | NHES/WA Notes | Singapore ELO Match | Singapore Notes |
|-------|-------|---|---|--|---------------------|---|
| 3 | 3.1.2 | Perform movements that engage the brain to facilitate learning | none | This CO GLE is unclear. It suggests that cognitive abilities improve as a direct result of physical activity, but nearly any activity will engage the brain and facilitate learning. Taken literally, the GLE indicates that students perform physical activity, and, based on the wording, do not need to be aware of the movement's effect on cognition. | none | See notes about this GLE in comment for NHES/WA . |
| 3 | 3.2.1 | Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing | PE3.3.3 (partial); | GLOs describe components of health-related fitness. Benefits of physical activity are found at grade 2 in the GLOs. | none | |
| 3 | 3.2.2 | Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues | PE3.7.3 (partial) | GLOs describe connections between muscular and skeletal system at grade 3. Grade 2 is structure and function of circulatory and respiratory systems. | none | |
| 3 | 3.3.1 | Demonstrate positive social behaviors during class | PE5.3.3 (partial); PE4.2.3 (partial); PE4.3.3 (partial); PE4.4.3a(partial); PE4.4.3b(partial) | GLOs are more narrowly focused than the broader GLE, so several GLOs are needed to comprise the GLE. | none | |

| Grade | GLE # | CO GLE Text- PE | NHES Standard/WA GLO Match | NHES/WA Notes | Singapore ELO Match | Singapore Notes |
|-------|-------|--|--|---|---------------------|--|
| 4 | 4.1.1 | Identify the major characteristics of mature locomotor, non-locomotor, manipulative, and rhythmic skills | All statements in standard 1 align to the CO standard: PE1.1.4a-b; PE1.2.4; PE1.3.4, PE1.4.4; PE1.5.4; PE1.6.4a-b; PE1.7.4a-b; PE1.8.4; PE1.9.4a-b; PE1.10.4a-c; PE1.11.4; PE1.12.4; PE1.13.4a-b; PE1.14.4; PE1.15.4a-b | Standards and GLOs require demonstration of or application of mature locomotor, non-locomotor, manipulative, and rhythmic skills rather than identification of characteristics. GLOs are more narrowly focused than the broader GLE. | FM.P.4; EG.P.4; | |
| 4 | 4.1.2 | Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills | PE4.3.4 (partial) | GLO is not specific to mature locomotor and manipulative skills. | none | |
| 4 | 4.2.1 | Explain how the health-related components of fitness affect performance when participating in physical activity | PE3.3.4a (partial); PE3.1.4 (partial); PE3.3.4b (partial); PE3.4.4 (partial) | GLOs do not require explanation, but recognition. | HFM.P.4 (partial) | Students select physical activities to maintain a healthy lifestyle. |
| 4 | 4.2.2 | Recognize the relationship between healthy nutrition and exercise | PE3.8.4b; PE3.6.4 | | none | |
| 4 | 4.2.3 | Recognize the benefits derived from regular, moderate, and vigorous physical activity | none at grade 4; PE3.1.5 at grade 5 | Off-grade match only. | HFM.P.4 (partial) | Students understand benefits of physical activity, but not specific levels of intensity. |

| Grade | GLE # | CO GLE Text- PE | NHES Standard/WA GLO Match | NHES/WA Notes | Singapore ELO Match | Singapore Notes |
|-------|-------|--|---|--|---------------------|--|
| 4 | 4.4.1 | Identify and describe the benefits, risks, and safety factors associated with regular participation in physical activity | PE3.4.4 (partial); | Risks and safety factors are not included in the PE GLOs at lower grades. | HFM.P.4 (partial) | The ELO requires selecting a physical activity and performing it safely to maintain healthy lifestyle. |
| 5 | 5.1.1 | Demonstrate mature form for all basic locomotor, non-locomotor, manipulative, and rhythmic skills | All statements in Standard 1 align: PE1.1.5a-b; PE1.2.5; PE1.3.5, PE1.4.5; PE1.5.5; PE1.6.5; PE1.7.5a-c; PE1.8.5; PE1.9.5; PE1.10.5; PE1.11.5; PE1.12.5; PE1.13.5a-b; PE1.14.5; PE1.15.5a-b | GLOs are more specific for each type of skill, and the manipulative skills (throwing, catching, kicking, etc.) are identified and specified in each standard. | EG.P.6; ATF.P.6 | There are no ELOs for Fundamental movement beyond Primary 4 (sequence mismatch). |
| 5 | 5.1.2 | Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills | PE3.6.5 (partial) | GLOs do not specify to learn/develop motor skills, although this is implied. | A.P.6 | |
| 5 | 5.2.1 | Understand and apply basic principles of training to improving physical fitness | PE3.6.4 | | HFM.P.6 | |
| 5 | 5.2.2 | Demonstrate understanding of skill-related components of fitness and how they affect physical performance | PE3.4.5 (partial) | These GLOs do not specify relating the components of fitness to affect on physical performance. | HFM.P.6 (partial) | ELO requires understanding of FITT principles. |
| 5 | 5.2.3 | Connect the health-related fitness components to the body systems | PE3.7.5; PE3.3.5b | | none | |

| Grade | GLE # | CO GLE Text- PE | NHES Standard/WA GLO Match | NHES/WA Notes | Singapore ELO Match | Singapore Notes |
|-------|-------|--|--|---|---------------------|--|
| 5 | 5.3.1 | Assess and take responsibility for personal behavior and stress management | PE4.1.5 (partial) | Stress management is not covered in GLOs in PE - found in the Health standards only. | none | |
| 5 | 5.3.2 | Choose to participate cooperatively and productively in group and individual physical activities | PE3.6.5; PE5.3,5 (partial) | | none | Related to G.P.6, but this ELO does not include choice of participation, but ability to play games. |
| 5 | 5.3.3 | Identify personal activity interests and abilities | PE5.2.5 (partial) | GLOs require analysis of how self-expression and enjoyment relate to activity. | none | Related to G.P.6, but this ELO does not include interests - only abilities to perform in multiple physical activities (e.g., games). |
| 5 | 5.4.1 | Understand and utilize safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation | PE4.5.5 (partial) | This GLO is somewhat vague and does not specify if injury prevention is addressed at the elementary grades. Injury prevention is specifically mentioned beginning in grade 6. | HFM.P.6 | |
| 6 | 6.1.1 | Demonstrate beginning strategies for a variety of games and sports | PE1.12.6; PE1.13.6; PE1.1.6 through PE1.11.6 | GLOs PE1.12 and 1.13 describe a general technique for basic skills in individual performance and outdoor activity; GLOs PE1.1.6, PE1.2.6, and PE1.3.6 through PE1.11.6 are all skills specific to sports. | G.P.6 | |
| 6 | 6.1.2 | Participate in activities that require problem-solving, cooperation, skill assessment, and teambuilding | PE5.3.6; PE4.4.6; | GLOs do not specify problem-solving or skill assessment, but do imply cooperation and teambuilding. | none | These concepts are not included until secondary in the ELOs. They are related to games, but not specifically included in the primary content (sequence mismatch). |
| 6 | 6.1.3 | Use information from a variety of resources to improve performance | None | GLOs do not include resources to improve performance. | HFM.P.6 (partial) | The ELO focuses on FITT principles only. |
| 6 | 6.2.1 | Set personal goals for improving health-related fitness | PE3.10.6 | | HFM.P.6 | |

| Grade | GLE # | CO GLE Text- PE | NHES Standard/WA GLO Match | NHES/WA Notes | Singapore ELO Match | Singapore Notes |
|-------|-------|--|------------------------------------|---|-----------------------|---|
| 6 | 6.2.2 | Demonstrate the ability to perform self-paced cardiovascular endurance activities | PE3.7.6 | GLO does not specify self-paced. | HFM.P.6 (partial) | This ELO does not include demonstrating the ability to self-pace, but requires the knowledge necessary to do one. |
| 6 | 6.2.3 | Identify opportunities in school and in the community for regular participation in physical activity to enhance physical fitness | PE3.2.6 (partial) | GLO requires students to self-select and participate in activities outside of PE. | none | |
| 6 | 6.3.1 | Recognize diverse skill performance in others and how that diversity affects game, activity, and sport participation | none | | none | |
| 6 | 6.3.2 | Work cooperatively and productively in a group | PE4.1.6; PE4.2.6; PE4.3.6 | | none | Included at secondary levels and pre-university (sequence mismatch). |
| 6 | 6.4.1 | Demonstrate knowledge of safe practices in a physical activity setting | PE4.5.6 | | S.P.6 | Safety is only included in swimming in the ELOs. |
| 7 | 7.1.1 | Combine the critical elements of movement and skills concepts | Standard 1 - PE1.x.7; PE | NHES standard/GLO requires that students demonstrate competency in a variety of motor skills and movement patterns. | EG.S.2 | |
| 7 | 7.3.1 | Develop strategies to communicate ideas and feelings | PE4.1.7 (partial); 4.3.7 (partial) | GLOs are focused on responsible social behavior and accepting/ providing feedback. | G.S.2 (partial) | Games concepts include identifying problems and creating possible solutions to overcome those problems. It is not clear if those problems are physical or social. |
| 7 | 7.3.2 | Demonstrate inclusiveness in and out of classroom settings | PE4.1.7 | GLO is broader than the GLE. | none | |
| 7 | 7.4.1 | Implement safety procedures in the utilization of space and equipment | PE4.5.7; PE2.10.7 | | S.P.6; S.S.5; HFM.S.2 | ELOs include safety for swimming (water safety), and ability to design a safe program for fitness. |

| Grade | GLE # | CO GLE Text- PE | NHES Standard/WA GLO Match | NHES/WA Notes | Singapore ELO Match | Singapore Notes |
|-------|--------|---|---|--|-----------------------------------|--|
| 8 | 8.1.1 | Demonstrate knowledge of principles and concepts for effective rhythmic motor development | none at grade 8; PE1.5.5 (Grade 5) | Creating and demonstrating routine using rhythmic skills is stressed at elementary grades in these GLOs. At secondary grades, playing games and sports that have components of rhythm are stressed, but no GLOs are specific to rhythm. The GLOs under movement and rhythm in Standard 2 applies only to motion (Newton's Laws) and not specifically rhythm. | D.S.2 (partial); EG.S.2 (partial) | The Dance ELO requires choreographing a simple dance sequence - this implies ability to have rhythmic motor development. The EG ELO requires performance of rhythmically long sequences. |
| 8 | 8.1.2 | Understand and apply game strategies to physical activities and sports | Standard 1 - PE1.1.8 through PE1.11.8; Standard 2 - PE2.1.8 through PE2.9.8 | | G.S.2 | |
| 8 | 8.2.1 | Identify the personal, physiological, and fitness benefits of participating in a variety of physical activities | PE3.4.8a, PE3.8.8; | | HFM.S.2 (partial) | Personal and physiological benefits are implied, but not specifically stated. |
| 8 | 8.2.2 | Identify preferences for lifetime physical activity | PE5.2.8a-b | | HFM.S.2 (partial) | Lifetime not specified. |
| 8 | 8.2.3 | Determine one's responsibility for developing skills, acquiring knowledge, and achieving fitness | none | GLOs do not include personal responsibility for activity, but instead focus on achieving fitness. | none | |
| HS | HS.1.1 | Participate at a competent level in a variety of lifelong physical activities | PE5.2.HS1; PD5.2.HS2; PE4.1.HS1 | | none | |

| Grade | GLE # | CO GLE Text- PE | NHES Standard/WA GLO Match | NHES/WA Notes | Singapore ELO Match | Singapore Notes |
|-------|--------|--|--|--|---------------------|---|
| HS | HS.1.2 | Understand the cognitive impact of movement | PE3.1.HS2 (partial) | The CO GLE is somewhat vague; on what does movement impact? Assumed focus is on the connection between physical activity and the enhanced activity on vestibular and cerebellar systems which tends to improve cognition and learning. | none | |
| HS | HS.1.3 | Apply rules, principles, problem-solving skills, and concepts to traditional and nontraditional movement settings | PE4.2.HS1, 2; PE4.3.HS1 | | G.PU.3 (partial) | Indicates that problems should be identified and solutions created. |
| HS | HS.2.1 | Establish goals based on fitness assessment data, and develop, implement, achieve, and monitor an individual health and fitness plan | PE3.8.HS1, 2; PE3.5.HS1a-c, 2a-b; PE3.6.HS2; PE2.4.HS1, 2; PE2.3.HS1, 2; PE3.4.HS2 | | HFM.PU.3 | |
| HS | HS.2.2 | Identify community resources to maintain lifelong physical activity | PE3.2.HS1, 2 (partial); PE3.3.HS2 (partial) | GLOs do not specify community resources, rather evaluate activities that can be pursued in the local environment. | HFM.PU.3 | Identifies WHO as resource. |
| HS | HS.2.3 | Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education | PE3.4.HS1, 2; PE3.7.HS1, 2; PE5.2.HS1, 2 | | HFM.PU.3 | |
| HS | HS.3.1 | Demonstrate respect for individual differences in physical activity settings | PE4.3.HS2b | | G.PU.3 | |

| Grade | GLE # | CO GLE Text- PE | NHES Standard/WA GLO Match | NHES/WA Notes | Singapore ELO Match | Singapore Notes |
|-------|--------|--|--------------------------------|---------------|---------------------|---|
| HS | HS.3.2 | Demonstrate collaboration, cooperation, and leadership skills | PE4.3.HS1; PE4.3.HS2a | | G.PU.3 (partial) | ELO includes decision-making skills; identifying problems and creating solutions, but does not specify collaboration and leadership skills. |
| HS | HS.3.3 | Demonstrate responsible behavior in group settings | PE4.2.HS2; PE4.3.HS1, 2a-b; | | G.PU.3 | |
| HS | HS.4.1 | Understand the risks and safety factors that may affect participation in physical activity | PE3.3.HS1; PE4.4.HS1, 2 | | HFM.PU.3 (partial) | ELO requires understanding of appropriate and safe lifestyle management program. |
| HS | HS.4.2 | Demonstrate knowledge of safety and emergency response procedures | PE4.4.HS1 | | none | |

Singapore Health Key

- LP = Lower Primary
- UP = Upper Primary

Singapore PE Key

- P = Primary
- S = Secondary
- PU = Pre-university
- Content Areas: FM (Fundamental Movement), G (Games), D (Dance), EG (Educational Gymnastics), HFM (Health, Fitness, and Management), TF (Track & Field), A (Athletics), and S (Swimming)

Washington Health Key

- Physical Health (PH) Content Areas: PG (Physical Growth), FG (Food and Growth), DG (Diet and Growth), ER (Eating Right), EGH (Ensuring Growth Health), PC (Physical Change), P (Puberty), HD (Healthy Diet), GHH (Good Hygiene Habits), CHF (Cleanliness of Hands and Feet, GHP (Good Hygiene Practices), PH (Personal Hygiene), EC (Eye Care), AYP (About Your Teeth), TCT (Taking Care of Teeth, FYT (Food and Your Teeth, POH (Effects of Poor Oral Hygiene, GD (Gum Disease), OPT (Other Problems Affecting Teeth)
- Environment and Your Health (E) Content Areas: PA (Preventing Accidents), RS (Road Safety), WS (Water Safety), FS (Fire Safety), SPP (Safety in Public Places), SFA (Simple First Aid), GAD (Germs and Diseases), FBD (Food-Borne Diseases, HDS (How Diseases are Spread, PTD (Preventing Spread of Transmissible Diseases, MBD (Mosquito-Borne Diseases, WM (Waste Matter), WP (Water Pollution), AP (Air Pollution)
- Emotional and Psychological Health (EPH) Content Areas: ME (My Emotions), MME (Managing My Emotions), SE (Self-Esteem, SM (Stress Management), EP (Entering Puberty), EHA (Emotional Health in Adolescents), PFA (Protection from Abuse), CO (Caring for Others), CWO (Conflict with Others), RDP (Relationships during Puberty), MPI (Managing Peer Influence)