Utah State Board of Education

Physical Education PK-12 Standards Review Committee Report

June 5, 2025

Standards Review Committee Members

House of Representatives Nominees	Senate Nominees	State Board of Education Nominees
Jennifer Ngatuvai Cheyna Palmer *Annett Streadbeck Bill Campbell	Alexis Ence *Garrett Cammans *Katie Lyman Alysia Ducuara	Erick Hennesy Jason Soto *Ryan Zimmerman Nathan Thomas Tim Best Jamie Hafey-Francke Jenny Grosh Patricia Rojas Katie Hopkins

**Invited to participate, but did not attend the meetings*

The Standards Review Committee was established through legislation to review the current core standards. The committee is charged with submitting comments and recommendations to the Utah State Board of Education regarding changes to existing standards per the Utah State Board of Education's approved Standards Revision Process and Utah Code 53E-4-203. This committee met on March 13, 2025, and March 19, 2025, and reached a consensus regarding Physical Education Standards revisions.

The Standards Review Committee for Physical Education Standards has reviewed the current standards and is prepared to report on the recommendations of these standards to the Utah State Board of Education. At this time, the Standards Review Committee recommends the following actions to be taken in the revision of these standards, as well as asking the writing committee to use the essential standards as a guide:

Elementary (Preschool-6th)

Add:

- Introduction Section: Include Physical Activity Guidelines for School-Aged Children and Adolescents and American Heart Association Recommendations for Physical Activity in Adults and Kids in the standards introduction sections relating to recommendations for the amount of physical activity students get each day and the importance of strength/resistance training. Journal of American Medicine, Youth Resistance Training: Updated Position Statement Paper From the National Strength and Conditioning Association
- More outdoor recreation standards in PK-6
- Identify opportunities and community resources/programs/partners that can support students moving and fitness outside of school settings (e.g., community sports and recreation center opportunities and resources).
- Safety Standards/Programs-Biking, Aquatic, Gun Safety, Active Transportation
- Include information about the science of the importance of movement and health in the introduction sections of the standards for younger grades. Include science knowledge relating to why health and fitness are important in older grade levels.
- Make 6th-grade standards flexible for students in elementary and middle school levels.

Delete:

- Be thoughtful of the quantity of standards that are to be taught in one school year's time.
- Don't include specific teaching cues or motor performance language.

Emphasize:

- Science behind the exercise. **Why** should students be active?
- Skill progression through all grade levels. **What** skills are necessary?
- Emphasize the benefits of exposing students to being outside for recreation.
- The importance of movement for student health and well-being.
- Standards progress something doable at home without expensive equipment. Identify opportunities and community resources/programs/partners that can support students moving and fitness outside of school settings (e.g., community sports and recreation center opportunities and resources). **Where**?
- Improvement in personal goals and recognition of improvement.
- Weight-inclusive approach.

Clarify:

- Be thoughtful of the number of standards that are to be taught in one school year's time.
- The writing committee should focus on the vertical alignment of standards across core strands from PreK through 12th grade. Ensure the core strands are clear and consistent across grade levels.

Secondary (6th-12th)

Add:

- Introduction Section: Include Physical Activity Guidelines for School-Aged Children and Adolescents and American Heart Association Recommendations for Physical Activity in Adults and Kids in the standards introduction sections relating to recommendations for the amount of physical activity students get each day and the importance of strength/resistance training. Journal of American Medicine, Youth Resistance Training: Updated Position Statement Paper From the National Strength and Conditioning Association
- More outdoor recreation standards in middle and high school.
- Identify opportunities and community resources/programs/partners that can support students moving and fitness outside of school settings (e.g., community sports and recreation center opportunities and resources).
- Safety Standards/Programs-Biking, Aquatic, Gun Safety, Active Transportation
- Include information about the science of the importance of movement and health in the introduction sections of the standards for younger grades. Include science knowledge relating to why health and fitness are important in older grade levels.
- Make 6th-grade standards flexible for students in elementary and middle school levels.

Delete:

- Reduce the number of standards for each grade level.
- Cut down the standards in Individual Lifetime Activities.
- Differentiate the standards in Fitness for Life, Lifetime Activities, and Participation, Skills, and Techniques. Too much overlap.

Emphasize:

- Science behind the exercise. **Why** should students be active?
- Skill progression through all grade levels. **What** skills are necessary?
- Focus on skills and knowledge that are assessable across all P.E. standards. Identify ways students can demonstrate mastery of identified skills at different grade levels
- Emphasize the benefits of exposing students to being outside for recreation.
- The importance of movement for student health and well-being.
- Standards progress something doable at home without expensive equipment. Identify opportunities and community resources/programs/partners that can support students moving and fitness outside of school settings (e.g., community sports and recreation center opportunities and resources). **Where**?
- Improvement in personal goals and recognition of improvement.
- Weight-inclusive approach.
- Intentional overlap between Physical Education and Health standards (e.g., nutrition, environmental safety).

- The writing committee should focus on the vertical alignment of standards across core strands from PreK through 12th grade. Ensure the core strands are clear and consistent across grade levels.

Clarify:

- Be thoughtful of the number of standards that are to be taught in one school year's time. (Under Delete and Clarify).
- The writing committee should focus on the vertical alignment of standards across core strands from PreK through 12th grade. Ensure the core strands are clear and consistent across grade levels.

Policy Recommendation
The Standards Review Committee requests that the Utah State Board of Education also consider the following recommendations, which are based on the opinion of committee members for policy changes.

- *Make a requirement for daily Physical Education at all levels- maybe 30 minutes? (CDC recommendations-60 minutes per day.)*

Nonconsensus Recommendations
The Standards Review Committee has no recommendations where a consensus was not reached.

Upon Board consideration and direction, staff will incorporate Board recommendations into drafts of the standards before requesting public comment and hearings.