

This document tracks the Board Member Feedback and the

Midnight. Due: August 13, 2026

at work writing the new Physical Education standards and have reached step 7 in the writing
your feedback for the standards on each tab below. On each tab, there are columns with your

7.13.26 Board Draft of Physical Education Standards

Instructions: Please provide any specific feedback you have

Overall Feedback

Please share feedback for the Strands.

District 1: Jennie Earl

No excuses, but I hope these are coherent both in content and grammar. Thank you for working on the standards and I look forward to viewing the next draft. I tried to give example language on many of the word changes.

Please share any general feedback for the overall PE Standards draft. (Compliments and Suggestions)

1. Roles and safety should say "included" instead of "e.g." 2. Consider using the the word equipment instead of objects in Manipulative skills. 3. We reference throughout in the Cooperation and teamwork sections, self-management strategies. What are we thinking this would look like? 4, I am hung up on consisttent. I wonder if effective is a better word here. The reason you practice is to become consistent but that takes longer than can usually be done in a class for most students especially trying new skills or sports. 5. I am not a fan of new education lingo that may not be understood by the general "physical literacy" is one of those terms. 6. Why don't we do any proper warm-ups or cool-downs in the elementary grades. 7. Can we discuss the harms associated with lack of movement and or why excessive technology use leads to adverse effects on the human body and social relationships? 8. #.2.1 at ever grade level is too long and filled with too many concepts. 9. The recommended change to 6.3.1. is a perfect example focused on personal responsiblity that could be replicated throughout the differnt grade levels. 10. 8.4.3 self-management strategies wondering if these appropriate examples could be included in other grades so educators are not veering into mental health theraputic practices. 11.

Feedback Split Out

1. Roles and safety should say "included" instead of "e.g."
2. Consider using the the word equipment
Cooperation and teamwork sections, self-effective is a better word here. The reason may not be understood by the general cool-downs in the elementary grades. with lack of movement and or why excessive filled with too many concepts.
perfect example focused on personal wondering if these appropriate examples

Writing Committee's Rationale

Updated based on the feedback

Updated based on the feedback

Updated, removed, or adapted based on the feedback

Team will include information in the skill guide and intro with a definition

Team applied in the safety standard throughout all grades

This is done in health but the team added tech to 6-12 standards.

Team modified based on feedback in younger grades

Team utilized information from this standard in the goal setting standards
is ok. We can adjust back if needed.

Board

Instructions: Please provide any specific feedback

Introduction

District 1: Jennie Earl

Unchanged

Please share
any feedback
for the
Introduction
Page here.

You don't need this term. develop [physically](#)
Physical education is more than playing games, it is
Strand 3: Social Skills

Modified
Modified
Accepted

Writing Committee's Rationale

New Introduction

Old Introduction

Education. Using the definition of physical
context around physical literacy and its
Board recommendation.

Introduction

Physical education supports the development of physical literacy- the confidence, competence, knowledge, and motivation to engage in physical activity throughout life. Through developmentally appropriate learning experiences, students build movement skills, apply knowledge, develop confidence, and discover meaningful ways to be physically active. The Utah Physical Education Standards are designed to help students become capable and confident movers who have the skills and desire to choose an active lifestyle throughout their lives.

Why is Physical Education Important for Students? Physical education addresses the holistic development of students physically, socially, and mentally. The goal of physical education is to develop physically literate individuals who possess the knowledge, motor skills, dispositions, and behaviors to maintain healthy, active lifestyles throughout life. Taking care of our mind and body is critical to healthy functioning.

Board	Instructions: Please provide any specific		
Pre-K3	District 1: Jennie Earl	Modified,	Rationale
Standards	I think these should also be "explore" just	Modified	level with building the
P3.1.1			
P3.1.2			
P3.1.3			
P3.1.4	Not necessary strike in a controlled	Modified	pre-school with guidance
P3.1.5	Not necessary Remove	Modified	moving through general
P3.1.6			
P3.1.7			
Standards			
P3.2.1	Simplify 1,2,and 3 into one standard like:	Modified	added spatial awareness
P3.2.2	see above	Modified	Struck standard
P3.2.3	see above	Unchanged	
P3.2.4	Excellent		
P3.2.5	Excellent		
P3.2.6	too wordy. strike initial safe and		
P3.2.7	3.2.6 covers this. not necessary	Unchanged	line with legislative
Standards			
P3.3.1			
P3.3.2	remove not necessary	Unchanged	component of physical
P3.3.3			
Standards			
P3.4.1			
P3.4.2			
P3.4.3			

Standard Notation

Standard P3.1.1

Standard P3.1.2

Standard P3.1.3

Standard P3.1.4

Standard P3.1.5

Standard P3.1.6

Standard P3.1.7

Standard P3.2.1

Standard P3.2.2

Standard P3.2.3

Standard P3.2.4

Standard P3.2.5

Standard P3.2.6

Standard P3.2.7

Standard P3.3.1

Standard P3.3.2

Standard P3.3.3

Standard P3.4.1

Standard P3.4.2

Standard P3.4.3

Standards

and galloping in a safe environment.

Attempt initial balance and body control, transfer weight across different body parts with teacher guidance.

Attempt early rhythmic movement activities, including music and simple dance, with guidance, environment with guidance.

Attempt initial equipment manipulation skills while moving safely through general space.

Attempt initial striking skills with hands, feet, or objects in a controlled environment.

Attempt beginning jumping and landing over a line or a low object.

pathways, levels, and speeds with guidance.

movement activities.

with guidance.

Attempt initial strategies and tactics for chasing, fleeing, and dodging activities with guidance.

health and physical fitness.

procedures to help prevent injuries and keep the body and others safe.

activities (e.g., water safety, bicycle safety, and firearm safety).

participating with others with guidance.

activities with guidance.

List places in the community that provide opportunities to be physically active.

Develop coping skills and techniques to assist with managing behaviors and regulating emotions with guidance.

Explore how personal effort during physical activity helps improve active skills.

opportunities.

Board	specific feedback you have		
Pre-K 4	District 1: Jennie Earl	Modified,	Rationale
Standards			
P4.1.1			
P4.1.2			
P4.1.3			
P4.1.4			
P4.1.5	with guidance- too wordy	Accepted	
P4.1.6			
P4.1.7			
Standards			
P4.2.1		Modified	added spatial awareness
P4.2.2		Modified	removed
P4.2.3			
P4.2.4			
P4.2.5			
P4.2.6			
P4.2.7			
Standards			
P4.3.1			
P4.3.2	not necessary	Unchanged	component of physical
P4.3.3			
Standards			
P4.4.1			
P4.4.2			
P4.4.3			

Standard Notation

Standard P4.1.1

Standard P4.1.2

Standard P4.1.3

Standard P4.1.4

Standard P4.1.5

Standard P4.1.6

Standard P4.1.7

Standard P4.2.1

Standard P4.2.2

Standard P4.2.3

Standard P4.2.4

Standard P4.2.5

Standard P4.2.6

Standard P4.2.7

Standard P4.3.1

Standard P4.3.2

Standard P4.3.3

Standard P4.4.1

Standard P4.4.2

Standard P4.4.3

Standards

and galloping in a safe environment.

Explore emerging balance and body control, transfer weight across different body parts with teacher guidance.

Explore beginning rhythmic movement activities, including music and simple dance, with guidance.
controlled environment with guidance.

Explore emerging equipment manipulation skills while moving safely through general space.

Explore emerging striking skills with hands, feet, or objects in a controlled environment.

Explore improved jumping and landing over a line or a low object.

different pathways, levels, and speeds with guidance.

movement activities.

move with guidance.

Explore emerging strategies and tactics for chasing, fleeing, and dodging activities with guidance.

health and physical fitness.

established procedures to help prevent injuries and keep the body and others safe.

activities (e.g., water safety, bicycle safety, and firearm safety).

participating with others with guidance.

activities with guidance.

List places in the community that provide opportunities to be physically active.

Develop coping skills and techniques to assist with managing behaviors and regulating emotions with guidance.

Explore how personal effort during physical activity helps improve active skills.

opportunities.

Board		
Instructions: Please provide any specific feedback you have		
Kindergarten	District 1: Jennie Earl	Modified,
Standard	I am going to make a general statement about all of the	Modified
K.1.1	in a safe environment	Accepted
K.1.2	in a structured environment	Accepted
K.1.3	students will follow rhythmic activities or dance during a teacher-	Modified
K.1.4		Modified
K.1.5	in a controlled environment.	Modified
K.1.6	while moving safely through general space	Unchanged
K.1.7	in a controlled practice environment. Is this necessary?	Accepted
K.1.8	in a safe, controlled environment.	Accepted
K.1.9	with control in a controlled or teacher-supported environment.	Accepted
Standard		
K.2.1		
K.2.2		
K.2.3		
K.2.4	Excellent	
K.2.5	follow directions and established procedures to help	Modified
K.2.6	add "including" instead of e.g.	Accepted
Standard		
K.3.1		
K.3.2	in a variety of settings. —This just added more work for this	Accepted
K.3.3		Modified
K.3.4		
Standard		
K.4.1	Is this necessary when you consider all the other places we	Modified
K.4.2		
K.4.3		Modified

Writing Committee's Rationale	Standard Notation
Took this feedback across grade levels as feedback To match other grade level changes removed with control, coordination, and safety Beginning to teach students about spacial	Standard K.1.1 Standard K.1.2 Standard K.1.3 Standard K.1.4 Standard K.1.5 Standard K.1.6 Standard K.1.7 Standard K.1.8 Standard K.1.9
Removed standard it is in 2.6	Standard K.2.1 Standard K.2.2 Standard K.2.3 Standard K.2.4 Standard K.2.5 Standard K.2.6
Removed	Standard K.3.1 Standard K.3.2 Standard K.3.3 Standard K.3.4
We removed K.3.3	Standard K.4.1 Standard K.4.2
Matched 1st grade language feedback	Standard K.4.3

Standards

locomotor movements, including walking, running, jumping, sliding, transfer in structured environments.

teacher-guided rhythmic activities or dance.

throwing and catching with hands using proper form in a safe, controlled overhand throwing, and kicking objects with control, coordination, and general space, including dribbling with the hands or feet.

implements in a controlled practice environment.

hands in a safe, controlled environment.

applying fundamental movement patterns with control in a controlled or

safely within general space using different pathways, levels, and during a variety of movement activities to help the body move chasing, fleeing, and dodging activities to help the body move heart, muscles, and lungs to improve overall health and physical physical activity by following directions and established procedures management in physical and outdoor recreation activities (e.g.,

encouragement, maintaining fairness, showing inclusivity, and equipment, and participating with others in a variety of settings.

Demonstrate self-management strategies.

physically active.

behaviors and regulating emotions.

improvement process.

social awareness, and outdoor recreational opportunities.

Board	Instructions: Please provide any	
1st Grade	District 1: Jennie Earl	Modified,
Standard		
1.1.1	Demonstrate a variety of locomotor	Modified
1.1.2	Demonstrate balance, coordination,	Modified
1.1.3	participate in teacher-guided rhythmic	Modified
1.1.4	Demonstrate throwing and catching	Modified
1.1.5	develop manipulative skills by rolling,	Accepted
1.1.6	Demonstrate improved control of	Unchanged
1.1.7	Demonstrate striking skills with hands,	Modified
1.1.8	Demonstrate improving control when	Accepted
1.1.9	Demonstrate jumping skills in a variety	Modified
Standard		
1.2.1	Too much in this standard, I would	Accepted
1.2.2		
1.2.3	use of strategies and tactics in	Accepted
1.2.4	Excellent!	
1.2.5	follow directions and established	Modified
1.2.6	add including and remove e.g.	Accepted
Standard		
1.3.1	Can 1.3.1 and 1.3.2 bw combined and	Unchanged
1.3.2		
1.3.3		Modified
1.3.4		
Standard		
1.4.1	Is this necessary when you consider	Accepted
1.4.2	Great	Modified
1.4.3	This is in a couple of grade level	Accepted

Writing Committee's Rationale	Standard Notation
Confidence and competence are key	Standard 1.1.1
We removed "in a safe environment" as	Standard 1.1.2
The current standard allows for more	Standard 1.1.3
Safe and controlled environment has been	Standard 1.1.4
	Standard 1.1.5
Beginning to teach students about spacial	Standard 1.1.6
We removed "controlled practice	Standard 1.1.7
	Standard 1.1.8
"Controlled environment" has been	Standard 1.1.9
The team agreed with this	Standard 1.2.1
	Standard 1.2.2
The team agreed with this	Standard 1.2.3
	Standard 1.2.4
Removed standard it is in 2.6	Standard 1.2.5
The team changed the wording to	Standard 1.2.6
There is vertical alignment with the skills	Standard 1.3.1
	Standard 1.3.2
Removed based on 1.4.1 feedback	Standard 1.3.3
	Standard 1.3.4
The team agreed with this	Standard 1.4.1
	Standard 1.4.2
The team agreed with this	Standard 1.4.3

Standards

locomotor movements, including walking, running, jumping, sliding, hopping, galloping, environments.

rhythmic activities or dance.

with hands using proper form in a safe, controlled environment.

throwing, and kicking objects with control, coordination, and safety awareness in a

including dribbling with the hands or feet.

controlled practice environment.

controlled environment.

movement patterns with control in a controlled or teacher-supported environment.

general space using different pathways, levels, and spatial relationships to movement activities to help the body move efficiently, safely, and with control.

fleeing, and dodging activities to help the body move safely, change direction

muscles, and lungs to improve overall health and physical fitness.

following directions and established procedures to help prevent injuries and keep

physical and outdoor recreation activities (e.g., water safety, bicycle safety, and

maintaining fairness, showing inclusivity, and working to resolve conflicts.

participating with others in a variety of settings.

Demonstrate self-management strategies.

Identify places in the community that provide opportunities to be physically active.

regulating emotions.

process.

awareness, and outdoor recreational opportunities.

Board	Instructions: Please		
2nd Grade	District 1: Jennie Earl	Modified,	Writing Committee's Rationale
Standard			
2.1.1	in a safe environment.	Accepted	The team struck the wording.
2.1.2	in structured environments.	Accepted	The team struck the wording.
2.1.3	participate in teacher-	Modified	in the standard to read,
2.1.4	Demonstrate throwing and	Modified	by removing "with hands" to
2.1.5			
2.1.6		Modified	to match out feedback.
2.1.7	Is consistent the right word	Modified	practice environment" out of all the
2.1.8		Modified	to match feedback.
2.1.9	Remove consistent on this	Accepted	to match feedback.
Standard			
2.2.1	See 1.2.1	Accepted	grade levels.
2.2.2			
2.2.3	remove safely. General	Accepted	grade.
2.2.4	Love this		
2.2.5	following directions and	Modified	The team removed this standard.
2.2.6	Including versus e.g.	Accepted	to reflect Board recommendation.
Standard			
2.3.1	See other examples in	Accepted	with other grades.
2.3.2			
2.3.3			
2.3.4	Excellent		
Standard			
2.4.1	See 2.3.3 already taught	Modified	and deleted standard 2.3.3.
2.4.2	Excellent		
2.4.3	Social awareness? I don't	Modified	align with the First Grade

Standard Notation

Standard 2.1.1

Standard 2.1.2

Standard 2.1.3

Standard 2.1.4

Standard 2.1.5

Standard 2.1.6

Standard 2.1.7

Standard 2.1.8

Standard 2.1.9

Standard 2.2.1

Standard 2.2.2

Standard 2.2.3

Standard 2.2.4

Standard 2.2.5

Standard 2.2.6

Standard 2.3.1

Standard 2.3.2

Standard 2.3.3

Standard 2.3.4

Standard 2.4.1

Standard 2.4.2

Standard 2.4.3

Standard Description

walking, running, jumping, sliding, hopping, galloping, skipping, and leaping in a safe environment.
Demonstrate consistent balance, coordination, stretches, and weight transfer in structured environments, activities or dance.
form in a safe, controlled environment.
objects with control, coordination, and safety awareness in a controlled environment.
dribbling with the hands or feet.
practice environment.
environment.
fundamental movement patterns with control in a controlled or teacher-supported environment.

different pathways, levels, and spatial relationships to prevent collisions and support safe, efficient
help the body move efficiently, safely, and with control.
to help the body move safely, change direction efficiently, and avoid contact.
overall health and physical fitness.
established procedures to help prevent injuries and keep the body and others safe.
recreation activities (e.g., water safety, bicycle safety, and firearm safety).

showing inclusivity, and working to resolve conflicts.
variety of settings.
Demonstrate self-management strategies.
Identify places in the community that provide opportunities to be physically active.

Demonstrate coping skills and techniques to assist with managing behaviors and regulating emotions.
Set observable, short-term goals for skills and reflect on the improvement process.
recreational opportunities.

Board	Instructions: Please provide any specific	
3rd Grade	District 1: Jennie Earl	Modified,
Standard		
3.1.1	including outdoors, with ongoing skill	Accepted
3.1.2	in both structured and unstructured	Accepted
3.1.3	Actively participate in teacher-guided or student-	Modified
3.1.4	I Like this one	
3.1.5		
3.1.6		
3.1.7		
3.1.8	Is this standard meant to assist with the earlier	
3.1.9	Is this standard meant to assist with the earlier	
3.1.10	Is this standard meant to assist with the earlier	
Standard		
3.2.1		Modified
3.2.2	why do we need this standard if we have the	Unchanged
3.2.3	Good	
3.2.4	Can this be built into strand 1? I am not sure	Unchanged
3.2.5	Good	
3.2.6	Good	Modified
Standard		
3.3.1	Demonstrate respect by consistently exhibiting	Modified
3.3.2	Collaborate effectively in pairs or groups by	Accepted
3.3.3		Modified
3.3.4	could this be about opportunities and trying new	Modified
Standard		
3.4.1	perfect	
3.4.2	Excellent	
3.4.3	Not necessary. see 3.3.4	Modified

Writing Committee's Rationale Standard Notation

removed 3.1.8-3.1.10. Standard 3.1.1
recommendation and struck the Standard 3.1.2
recommendation and removed Standard 3.1.3
Standard 3.1.4
Standard 3.1.5
Standard 3.1.6
Standard 3.1.7
Standard 3.1.8
Standard 3.1.9
Standard 3.1.10

feedback Standard 3.2.1
other grade levels. Standard 3.2.2
Standard 3.2.3
the "components" of fitness such Standard 3.2.4
Standard 3.2.5
and added "including warm up, Standard 3.2.6

to simplify and reduce wording. Standard 3.3.1
recommendation. Standard 3.3.2
to align with the other grades. Standard 3.3.3
levels and adapted 3.4.3 Standard 3.3.4

Standard 3.4.1
Standard 3.4.2
with the other grade levels. Standard 3.4.3

Standard Description

skipping) in a variety of environments, including outdoors, with ongoing skill progression across grade environments.

rhythmic activities or dance.

and control.

adjusting speed and direction while interacting with stationary and moving partners in a variety of force, and accuracy.

and games, combining various footwork and advanced skills (e.g., varied jumps, landing mechanics,

Refine traveling (locomotor) skills with manipulative skills.

Use skill progressions to refine movement and adapt to increasingly complex activities.

Refine locomotor, non-locomotor, and manipulative skills in complex movement sequences.

awareness, to safely and efficiently navigate space and achieve controlled movement during a variety efficiently, safely, and with control.

space, and problem-solving in team challenges.

activities that develop each component.

and demonstrate appropriate warm-up and cool-down routines.

recreation activities (e.g., water safety, bicycle safety, and firearm safety).

showing good sportsmanship, and valuing all participants regardless of skill level to foster positive

to choose roles, solve problems, and offer encouragement and help in both indoor and outdoor

Demonstrate self-management strategies, including seeking and responding to feedback.

recognizing local opportunities for outdoor and community recreation.

activities and competition.

district-determined fitness assessments).

and outdoor recreational opportunities.

Board	Instructions: Please provide any specific		
4th Grade	District 1: Jennie Earl	Modified,	Rationale
Standard			
4.1.1	, including outdoors	Modified	recommended Board strike.
4.1.2	n both structured and unstructured	Accepted	language in the standard.
4.1.3	I can see "control and confidence" being more	Accepted	for control and confidence to
4.1.4	Great		
4.1.5	Great		
4.1.6	Great		
4.1.7	Great		
4.1.8	Great	Modified	grade
4.1.9	Great	Modified	grade
4.1.10	Great	Modified	grade
Standard			
4.2.1	too wordy and maybe covered up above	Modified	language to simplify and
4.2.2	Is this covered in strand 1?	Unchanged	aligns with the other grade
4.2.3	Great		
4.2.4	Maybe, I am still not sure what this looks like.	Unchanged	this standard with the
4.2.5	Excellent	Modified	wording in this standard.
4.2.6		Modified	including warm up, cool
Standard			
4.3.1	See 3.3.1	Modified	repeated throughout all 3
4.3.2	See 3.3.2		repeated throughout all 3
4.3.3			
4.3.4	See other standards like this.	Accepted	standard and aligned
Standard			
4.4.1	I feel like this is duplicated.	Accepted	
4.4.2			
4.4.3	Is this the same as 4.3.4?	Accepted	

Standard Notation

Standard 4.1.1
Standard 4.1.2
Standard 4.1.3
Standard 4.1.4
Standard 4.1.5
Standard 4.1.6
Standard 4.1.7
Standard 4.1.8
Standard 4.1.9
Standard 4.1.10

Standard 4.2.1
Standard 4.2.2
Standard 4.2.3
Standard 4.2.4
Standard 4.2.5
Standard 4.2.6

Standard 4.3.1
Standard 4.3.2
Standard 4.3.3
Standard 4.3.4

Standard 4.4.1
Standard 4.4.2
Standard 4.4.3

Standard Description

step, skipping) in a variety of environments, including outdoors, with ongoing skill progression in unstructured environments.

control and confidence.

distances with accuracy and control.

hands and feet, adjusting speed and direction while interacting with stationary and moving objects. Understand concepts of direction, force, and accuracy.

combining various footwork and advanced skills with rhythmic control.

Combine traveling (locomotor) skills with manipulative skills.

Use skill progressions to combine movements and adapt to increasingly complex activities.

Combine locomotor, non-locomotor, and manipulative skills in complex movement sequences.

awareness, to safely and efficiently navigate space and achieve controlled movement during a body move efficiently, safely, and with control.

space, and problem-solving in team challenges.

pacing, and identify activities that develop each component.

explain and demonstrate appropriate warm-up and cool-down routines.

outdoor recreation activities (e.g., water safety, bicycle safety, and firearm safety).

showing good sportsmanship, and valuing all participants regardless of skill level to foster a positive environment. Be kind to choose roles, solve problems, and offer encouragement and help in both indoor and outdoor activities.

Refine self-management strategies, including seeking and responding to feedback.

including recognizing local opportunities for outdoor and community recreation.

manage feelings during activities and competition.

be aligned with district-determined fitness assessments).

awareness, and outdoor recreational opportunities.

Board	Instructions: Please provide any specific		
5th Grade	District 1: Jennie Earl	Modified,	Rationale
Standard			
5.1.1	Why do we say including outdoors when we	Modified	removed. Additionally
5.1.2	in both structured and unstructured	Accepted	
5.1.3	Lead-with actively participation, with	Modified	Matched previous grade
5.1.4	objects or equipment?	Unchanged	The team used the term
5.1.5			
5.1.6			
5.1.7			
5.1.8			The team removed standards
5.1.9	"progressions and adapts" are adapts	Modified	The team removed standards
5.1.10			The team removed standards
Standard			
5.2.1	still uncertain how these differ from the	Modified	The team aligned this
5.2.2	still uncertain how these differ from the	Unchanged	This standard aligns with the
5.2.3	great		
5.2.4	great		
5.2.5	Choose activities and routines based on	Modified	The team updated this
5.2.6	including vs. e.g.	Modified	The team modified this
Standard			
5.3.1	3.3.1		
5.3.2	3.3.2		
5.3.3		Modified	The team removed this to
5.3.4	The wording on this standard feels about		The team removed this to
Standard			
5.4.1	is this a duplication from above?	Unchanged	
5.4.2			
5.4.3	Participate in and evaluate a varitey of	Modified	The team aligned this with

Standard Notation	Standard Description
Standard 5.1.1	with spring-and-step, skipping) in a variety of environments, including
Standard 5.1.2	both structured and unstructured environments.
Standard 5.1.3	or student-created rhythmic activities or dance.
Standard 5.1.4	distances with accuracy and control.
Standard 5.1.5	using hands and feet, adjusting speed and direction while interacting with
Standard 5.1.6	concepts of direction, force, and accuracy.
Standard 5.1.7	games, combining various footwork and advanced skills with fluency and
Standard 5.1.8	Apply traveling (locomotor) skills with manipulative skills.
Standard 5.1.9	increasingly complex activities.
Standard 5.1.10	movement sequences.
Standard 5.2.1	control, and spatial awareness, to safely and efficiently navigate space and
Standard 5.2.2	activities to help the body move efficiently, safely, and with control.
Standard 5.2.3	the use of open space, and problem-solving in team challenges.
Standard 5.2.4	including pacing, and identify activities that develop each component.
Standard 5.2.5	hydration, and sleep on physical activity and overall health, and explains and
Standard 5.2.6	in physical and outdoor recreation activities (e.g., water safety, bicycle
Standard 5.3.1	responsible and safe behaviors, following rules, showing good
Standard 5.3.2	and space, and communicating kindly to choose roles, solve problems, and
Standard 5.3.3	feedback.
Standard 5.3.4	physical activities, including recognizing local opportunities for outdoor and
Standard 5.4.1	manage feelings during activities and competition.
Standard 5.4.2	(Goals and data may be aligned with district-determined fitness
Standard 5.4.3	preferences, social awareness, and outdoor recreational opportunities.

Board	Instructions: Please provide any specific	Modified,	Rationale		
6th Grade	District 1: Jennie Earl	Modified,	Rationale	Standard Notation	Standard Description
Standard					
6.1.1	"with ongoing skill progression across grade	Modified	this wording change	Standard 6.1.1	jumping with spring-and-step, skipping) in a variety of environments, including
6.1.2	structured and unstructured environments.	Accepted	this change.	Standard 6.1.2	and unstructured environments.
6.1.3	Why use integrate?why not just actively	Modified	with the other grades	Standard 6.1.3	or student-created rhythmic activities or dance.
6.1.4	great			Standard 6.1.4	and distances with accuracy and control.
6.1.5	great			Standard 6.1.5	objects using hands and feet, adjusting speed and direction while interacting with
6.1.6	great			Standard 6.1.6	applying concepts of direction, force, and accuracy.
6.1.7	great			Standard 6.1.7	and advanced skills (e.g., jumps, hops, leaps, and rhythmic sequences) with
6.1.8	I keep thinking this standard should be in a	Modified	standard 8,9, and 10.	Standard 6.1.8	Integrate traveling (locomotor) skills with manipulative skills.
6.1.9	Similar to other standards		standard 8,9, and 10.	Standard 6.1.9	increasingly complex activities.
6.1.10	I think integrate works well here.		standard 8,9, and 10.	Standard 6.1.10	complex movement sequences.
Standard					
6.2.1	still not sure about safely being a focus. I	Modified	with the other grades.	Standard 6.2.1	body control, and spatial awareness, to safely and efficiently navigate space and
6.2.2				Standard 6.2.2	to help the body move efficiently, safely, and with control.
6.2.3	great			Standard 6.2.3	including the use of open space, and problem-solving in team challenges.
6.2.4	I like design a fitness plan. This allows for	Modified		Standard 6.2.4	fitness, including pacing, and identifies activities that develop each component.
6.2.5	I like this one	Accepted		Standard 6.2.5	of food, hydration, and sleep, and explain and demonstrate appropriate warm-up
6.2.6		Modified	"essential" and added	Standard 6.2.6	physical and outdoor recreation activities (e.g., water safety, bicycle safety, and
Standard					
6.3.1	Exemplify respect-by-consistently	Modified		Standard 6.3.1	following rules, showing good sportsmanship, and valuing all participants
6.3.2	Lead-collaboration effectively	Modified		Standard 6.3.2	and communicating kindly to choose roles, solve problems, and offer
6.3.3	What are these?	Accepted	original standard and	Standard 6.3.3	responding to feedback.
6.3.4	Fine with this at this age.			Standard 6.3.4	activities, including recognizing local opportunities for outdoor and community
Standard					
6.4.1	Consistently adapt using persistence when	Modified	the standard to align	Standard 6.4.1	challenges, and manage feelings during activities and competition.
6.4.2	celebrate maybe recognize		wording for	Standard 6.4.2	skill and fitness (Goals and data may be aligned with district-determined fitness
6.4.3	social awareness? What does this mean?	Modified	this standard to make	Standard 6.4.3	awareness, and outdoor recreational opportunities.
6.4.4			standard to bring		

Board	Instructions: Please provide any		
PE 7	District 1: Jennie Earl	Modified,	Writing Committee's Rationale
Standard			
7.1.1	Great		
7.1.2	Great		
7.1.3	Great		
7.1.4	Great		
Standard			
7.2.1	Great		
7.2.2	Great		
7.2.3	Great		
7.2.4	Great	Modified	took out essential and added including
Standard			
7.3.1	Great		
7.3.2	Great		
7.3.3	G		
7.3.4	combine 7.3.4, 7.3.6 and 7.3.7	Accepted	The team struck 7.3.7 and reworted
7.3.5	Good		
7.3.6			
7.3.7			
7.3.8	Great		
Standard			
7.4.1			
7.4.2	is long-term participation life-time	Accepted	The team accepted the word change.
7.4.3	Excellent		
7.4.4			
7.4.5	Demonstrate personal responsibility	Modified	The team agreed with the Board
7.4.7			The team added this technology

Standard Notation

Standard 7.1.1

Standard 7.1.2

Standard 7.1.3

Standard 7.1.4

Standard 7.2.1

Standard 7.2.2

Standard 7.2.3

Standard 7.2.4

Standard 7.3.1

Standard 7.3.2

Standard 7.3.3

Standard 7.3.4

Standard 7.3.5

Standard 7.3.6

Standard 7.3.7

Standard 7.3.8

Standard 7.4.1

Standard 7.4.2

Standard 7.4.3

Standard 7.4.4

Standard 7.4.5

Standard Description

movement, and/or locomotor skills.

Demonstrate appropriate form for health-related and skill-related fitness activities.

and implements), forehand/backhand strokes, volleys, dribbling, and/or shooting in practice tasks position, and transitioning between roles) in modified and game play across invasion, net/wall,

and effectiveness in physical activity.

advantages and respond to opponents.

and skill-related fitness, aerobic/anaerobic training, heart rate, major muscle groups, nutrition, outdoor recreation activities (e.g., water safety, bicycle safety, and firearm safety).

Communicate respectfully with peers during competitive physical activities.

Work cooperatively with peers to achieve shared goals in physical activity settings.

Follow rules, remain on task, and manage emotions appropriately during physical activity.

Encourage and include others to support participation in physical activity.

Respect differences in ability and experience among peers.

Demonstrate empathy and provide support to peers during physical activity.

Contribute to a safe, supportive, and inclusive physical activity environment.

Resolve conflicts and solve problems constructively with peers during physical activity.

enjoyment in physical activity.

participation.

apply feedback to improve performance.

activity both in and outside of physical education.

participation and respect for others.

Board	Instructions: Please provide any		
PE 8	District 1: Jennie Earl	Modified,	Rationale
Standard			
8.1.1	I dont love "consitstent". I wonder if	Accepted	The team rewrote the
8.1.2			
8.1.3	consistency—correct Technique	Accepted	The team reworded the
8.1.4	Great		
Standard			
8.2.1	Great		
8.2.2	Great		
8.2.3	Great		
8.2.4	include versus e.g.	Modified	The team aligned this
Standard			
8.3.1	Depelop strategies for Consistently	Modified	The team struck
8.3.2			
8.3.3	consistently remove. With changing		The team reworded the
8.3.4	consistently remove. Maybe combine	Modified	
8.3.5			The team removed
8.3.6	Remove duplicative suggested 8.3.5		The team removed
8.3.7	Remove duplicative suggested 8.3.5		The team removed
8.3.8	I still feel like 8th graders are in the	Modified	The team moved this
Standard			
8.4.1	Does independently in this section	Accepted	The team removed
8.4.2			
8.4.3			
8.4.4	This gives me a little glimpse into	Modified	The team modified this
8.4.5			Added
8.4.6			Added
8.4.7			Added

Standard Notation

Standard 8.1.1

Standard 8.1.2

Standard 8.1.3

Standard 8.1.4

Standard 8.2.1

Standard 8.2.2

Standard 8.2.3

Standard 8.2.4

Standard 8.3.1

Standard 8.3.2

Standard 8.3.3

Standard 8.3.4

Standard 8.3.5

Standard 8.3.6

Standard 8.3.7

Standard 8.3.8

Standard 8.4.1

Standard 8.4.2

Standard 8.4.3

Standard 8.4.4

Standard Description

rhythmic movement, and locomotor skills in both practice and game settings.

technique based on feedback.

implements), forehand/backhand strokes, volleys, dribbling, and shooting with consistency and transition play) across invasion, net/wall, target, and fielding activities.

and efficiency in a variety of physical activities.

effectively to opponents.

heart rate, major muscle groups, nutrition, stress, rest, and FITT Principles—to design, monitor, and recreation activities (e.g., water safety, bicycle safety, and firearm safety).

negative interactions among peers.

shared goals.

challenging or competitive situations.

practices within the group.

inclusive team culture.

prompting.

same.

problem-solving within the group.

and engagement, and use that understanding to make informed activity choices.

health goals, and lifelong fitness.

intentionally apply feedback to improve performance.

overcome barriers and sustain participation both in and outside of school.

Memeber Feedback that	Instructions: Please				
Fundamentals of Sport	Earl	Modified,	Rationale	Standard Notation	Standard Description
Standard					
FOS.1.1	Great			Standard FOS.1.1	jumping, changing direction) at a functional level of participation in game settings.
FOS.1.2	Great			Standard FOS.1.2	kicking) at a functional level of participation in modified and game settings.
FOS.1.3	Great			Standard FOS.1.3	game settings (e.g., agility, balance, coordination, power, reaction time, speed).
FOS.1.4	Great			Standard FOS.1.4	down stretching, stopping, pivoting, landing).
Strand					
FOS.2.1	Great			Standard FOS.2.1	analyze and improve performance of self and/or others using proper terminology and
FOS.2.2	Great			Standard FOS.2.2	Apply offensive tactics to create space, receive passes, and be in positions to score.
FOS.2.3	Great			Standard FOS.2.3	Apply defensive tactics to guard opponents, deny passes, and defend space.
FOS.2.4	Love this idea of			Standard FOS.2.4	perceived exertion) and adjust effort to experience recommended intensity related to
FOS.2.5				Standard FOS.2.5	Explain how health-related fitness impacts performance and overall wellness.
FOS.2.6		Modified	The team removed the	Standard FOS.2.6	Demonstrate proper warm-up, cool-down, and safe use of equipment.
FOS.2.7	include vs e.g.	Modified	The team combined 2.6 and	Standard FOS.2.7	and outdoor recreation activities (e.g., water safety, bicycle safety, and firearm safety).
Strand					
FOS.3.1	Great			Standard FOS.3.1	equipment, and space.
FOS.3.2	Great			Standard FOS.3.2	analyzing technique, encouragement, partnering, inclusion, etc.).
FOS.3.3	Great			Standard FOS.3.3	avoid confrontation, & demonstrate sportsmanship in collaborative and group settings.
FOS.3.4	Great			Standard FOS.3.4	contributing roles to promote positive team culture and work toward common goals.
FOS.3.5	Great			Standard FOS.3.5	in physical activity settings and practice appropriate personal responses (e.g., empathy,
Standard					
FOS.4.1		Modified	Removed outside of class to	Standard FOS.4.1	relevant personal needs: self-expression, social interaction, cultural connection, self-
FOS.4.2	This might be the spot	Accepted	The team accepted the	Standard FOS.4.2	high school (e.g., excessive technology use , motivation, personal interests, lifestyle,
FOS.4.3	that are personally	Modified	The team modified the	Standard FOS.4.3	selected physical activity that are personally relevant.
FOS.4.4				Standard FOS.4.4	incorporates consistent exercise and considers potential barriers and strategies that
FOS.4.5	What is this standard	Unchanged	The team added more	Standard FOS.4.5	efficacy toward goal achievement and reflect on strategies to develop or enhance
FOS.4.6			New goal added.		such as the Presidential Fitness Test to create and implement a fitness plan.
FOS.4.6			The team moved this down	Standard FOS.4.6	heart rate monitor, pedometers, fitness apps, etc.) and reflect on the effectiveness of the
FOS.4.7			The team moved this down	Standard FOS.4.7	community based on personal interests and reflect on the experience.
	I would love to see a	Modified	The team located this		

Board Member	Instructions: Please provide any		
Fitness For Life	District 1: Jennie Earl	Modified,	Rationale
Standard	These are great standards		
FFL.1.1			
FFL.1.2			
FFL.1.3			
FFL.1.4			
FFL.1.5			
Standard			
FFL.2.1			
FFL.2.2			
FFL.2.3			Modified
FFL.2.4			The team wanted to
FFL.2.5			
FFL.2.6			
FFL.2.7			
FFL.2.8	including	Modified	The standards team
Standard			
FFL.3.1	maybe adding in proper care of	Modified	The team modified the
FFL.3.2			
FFL.3.3			
FFL.3.4			
FFL.3.5			
Standard			
FFL.4.1	is there a way to specifically target	Accepted	The team wrote this request
FFL.4.2			Modified
FFL.4.3			Removed and rewrote ti
FFL.4.4			
FFL.4.5			

Standard Notation	Standard Description
Standard FFL.1.1	modes (e.g., running form, rowing, or high-intensity interval training (HIIT), etc.)
Standard FFL.1.2	movements (e.g., squat, hinge, push, pull).
Standard FFL.1.3	injury risk.
Standard FFL.1.4	time, power, speed) in various activity settings.
Standard FFL.1.5	environments, and equipment.
Standard FFL.2.1	muscle involvement) to regulate training intensity.
Standard FFL.2.2	implement, and adjust a personal fitness plan.
Standard FFL.2.3	and intensity.
Standard FFL.2.4	Evaluate the credibility of fitness information, trends, products, and media claims.
Standard FFL.2.5	and long-term health.
Standard FFL.2.6	aquatic settings, cycling, health status) and apply appropriate strategies or training
Standard FFL.2.7	overall wellness, and chronic disease prevention.
Standard FFL.2.8	and outdoor recreation activities. (water safety, bicycle safety, and firearm safety
Standard FFL.3.1	space, and diverse participant needs.
Standard FFL.3.2	correction, motivational encouragement, etc.) to enhance safety and movement
Standard FFL.3.3	problems in collaborative or group fitness settings.
Standard FFL.3.4	related to potential hazards and equipment maintenance.
Standard FFL.3.5	types, and physical preferences.
Standard FFL.4.1	meaningful, and growth-oriented.
Standard FFL.4.2	and progress tracking.
Standard FFL.4.3	modification, habit tracking) to support consistent activity participation.
Standard FFL.4.4	appropriately challenging to support lifelong engagement and personal wellness
Standard FFL.4.5	active.

Member Feedback

Instructions: Please provide any

Lifetime Activities

District 1: Jennie Earl

Modified,

Rationale

Outline

Standard

This is in essence the same class

standard for individual

LA.1.1

LA.1.2

LA.1.3

LA.1.4

LA.1.5

Standard

LA.2.1

LA.2.2

LA.2.3

LA.2.4

LA.2.5

LA.2.6

including versus e.g.

Modified

language to support

Standard

LA.3.1

LA.3.2

LA.3.3

LA.3.4

LA.3.5

Standard

LA.4.1

LA.4.2

LA.4.3

LA.4.4

LA.4.5

LA.4.6

Standard Notation

Outline

LA.1.1

LA.1.2

LA.1.3

LA.1.4

LA.1.5

LA.2.1

LA.2.2

LA.2.3

LA.2.4

LA.2.5

LA.2.6

LA.3.1

LA.3.2

LA.3.3

LA.3.4

LA.3.5

LA.4.1

LA.4.2

LA.4.3

LA.4.4

LA.4.5

LA.4.6

Standard Description

participation in a variety of individual and dual activities that can be sustained beyond the school environment.

Demonstrate competent performance in a variety of lifetime activities (e.g., outdoor pursuits, aquatics, t
Refine and adjust performance in a variety of selected lifetime activities using structured feedback, self-
Apply strategies and rules during participation in multiple different lifetime activities.
Perform at least one specialized skill that promotes health-related fitness with competence and control.
Apply movement concepts (e.g., force, timing, accuracy, balance) to improve performance across a var

Apply terminology and principles of motor learning and biomechanics to improve performance and ensu
Design and implement a practice or training plan to improve a self-selected skill and incorporate approp
Apply principles of training and conditioning to develop a balanced fitness program that supports partici
Monitor and interpret physiological data (e.g., heart rate, perceived exertion) to guide activity decisions.
Evaluate the credibility of fitness, nutritional, and commercial health claims related to lifetime physical a
Identify and demonstrate safety protocols for injury prevention and risk management in physical and ou

Demonstrate ethical behavior and responsible decision-making during participation in multiple lifetime a
Demonstrate leadership and collaboration while participating in lifetime activity settings.
Communicate effectively to resolve conflict and promote a positive activity environment.
Demonstrate respect for individual differences and promote inclusion in all lifetime activities.
Self-officiate and enforce rules to ensure safe and fair participation.

Analyze the physical, mental, social, and psychological benefits of participation in lifetime activities.
Develop and implement a personalized lifelong physical activity plan that reflects individual goals, intere
Explain the effects of age on activity performance and choice in creating a lifelong fitness and activity pl
Demonstrate independent decision-making in selecting healthy activity and nutritional choices, including
Evaluate environmental, cultural, social, and safety factors that influence participation in lifetime activitie
Participate regularly in and document self-selected lifetime activities beyond the school setting that sup

target activities, aerobics, dance fitness).
-assessment, and principles of motor learning.

tiety of lifetime activities.

are safety in multiple different lifetime activities.
ropriate safety measures.
pation in lifetime activities.

ctivity.
itdoor recreation activities (e.g. water safety, bicycle safety, and firearm safety).

activities.

ests, level of challenge, and life circumstances.
lan.
g resistance to peer and media influences.
es.
port long-term wellness.

Board

Instructions: Please provide any specific feedback

Dance Fitness District 1: Jennie Earl

Modified,

Rationale

Outline

Standard

DF.1.1 ~~improving~~ ~~with~~ control and coordination.

Accepted

The team modified the

DF.1.2

DF.1.3

DF.1.4

DF.1.5

Standard

DF.2.1

DF.2.2

DF.2.3

DF.2.4

DF.2.5

DF.2.5

Standard

DF.3.1 ~~Actively support all team members, encourage~~

Modified

The team modified 3.1

DF.3.2 Can be combined with DF.3.2 Follow instructor

Accepted

The team modified this

DF.3.3 Not needed if DF.3.1 is used as the standard.

Accepted

The team struck this

DF.3.4

DF.3.5

DF.3.6 ~~recognizing how these activities provide~~

Accepted

The team struck this

Standard

DF.4.1

DF.4.2

DF.4.3

DF.4.4

DF.4.5

Standard Notation

Outline

DF.1.1

DF.1.2

DF.1.3

DF.1.4

DF.1.5

DF.2.1

DF.2.2

DF.2.3

DF.2.4

DF.2.5

DF.2.5

DF.3.1

DF.3.2

DF.3.3

DF.3.4

DF.3.5

DF.3.6

DF.4.1

DF.4.2

DF.4.3

DF.4.4

DF.4.5

Standard Description

based fitness activities. Students will participate in energetic and engaging formats such as Zumba, step

Perform basic and intermediate dance fitness steps and combinations (e.g., grapevine, step-touch, V-st
Maintain rhythm and timing while following instructor-led or choreographed cardio dance routines.
Transition smoothly between movements and combinations during continuous dance fitness activity.
Demonstrate spatial awareness and safe movement while participating in group fitness formats.
Modify intensity, range of motion, or impact level (e.g., low-impact vs. high-impact) to match personal al

Demonstrate the ability to sustain moderate to vigorous physical activity during dance fitness routines.
Monitor exercise intensity using heart rate, perceived exertion, or the talk test during activity.
Apply proper body alignment and posture to perform movements safely and efficiently.
Demonstrate appropriate warm-up and cool-down activities for dance fitness participation.
Explain how dance fitness activities improve cardiovascular endurance and overall fitness.
Identify and demonstrate safety strategies for injury prevention and risk management in dance fitness a

Demonstrate respect and inclusivity toward all participants in a group fitness setting.
Follow instructor cues and participate appropriately in structured dance fitness routines.
Encourage and support peers during group activities regardless of skill or fitness level.
Maintain personal space and awareness to ensure safety during movement.
Demonstrate positive participation and contribute to an engaging group environment.
Participate in dance fitness activities representing diverse cultural influences and movement styles, rec

Demonstrate consistent effort and active participation in dance fitness activities.
Set and reflect on personal fitness or participation goals.
Demonstrate willingness to try new routines, movements, and fitness formats.
Use strategies such as pacing, breathing, and positive self-talk to sustain participation.
Recognize the physical, mental, and social benefits of participating in dance fitness.

Demonstrate respect and inclusivity by encouraging and supporting all participants during group fitness activities, r

tep, turns) with control and coordination.

bility.

activities (e.g., maintaining proper form and posture, selecting appropriate movement intensity and in

ognizing how these activities provide inclusive opportunities for lifelong physical activity and wellness

regardless of skill or fitness level.

mpact level, wearing appropriate footwear, and demonstrating spatial and environmental awareness).

S.

Board Member		Instructions: Please provide any specific feedback you have pertaining	
Wellness -		District 1: Jennie Earl	Modified,
Standard	Could this be "Body systems fitness" Mindfulness activities are too broad	Modified	
FOM.1.1			
FOM.1.2			
FOM.1.3			
FOM.1.4			
FOM.1.5			
Standard			
FOM.2.1			
FOM.2.2			
FOM.2.3			
FOM.2.4	mindfulness is too broad and some times is used as a theraputic	Modified	
FOM.2.5			
FOM.2.6	body-system practices	Modified	
Standard			
FOM.3.1	Combine and simplify 3.1 3.2 and 3.5 the current standards are	Accepted	
FOM.3.2			
FOM.3.3			
FOM.3.4			
FOM.3.5			
Standard			
FOM.4.1	ht tps://www.psychologytoday.com/us/blog/mindfulness-	Modified	
FOM.4.2	Demonstrate positive self-talk, self-reflection, and body awareness. We	Modified	
FOM.4.3			
FOM.4.4	mindfulness stress reduction	Accepted	
FOM.4.5	Develop a personal plan for lifelong physical health plan	Modified	

Rationale	Standard Notation
course description and the	Outline
	Standard MBW.1.1
	Standard MBW.1.2
	Standard MBW.1.3
	Standard MBW.1.4
	Standard MBW.1.5
standard to focus on the	Standard MBW.2.1
	Standard MBW.2.2
	Standard MBW.2.3
	Standard MBW.2.4
	Standard MBW.2.5
language of this standard to	Standard MBW.2.6
wording to support the	Standard MBW.3.1
	Standard MBW.3.2
	Standard MBW.3.3
	Standard MBW.3.4
	Standard MBW.3.5
language to support the	Standard MBW.4.1
language to focus on body	Standard MBW.4.2
	Standard MBW.4.3
wording to stress reduction.	Standard MBW.4.4
wording to support the	Standard MBW.4.5

Standard Description

health, emotional well-being, and personal balance. Through movement practices such as yoga, Pilates, Tai Chi,

Demonstrate proper posture, alignment, and body mechanics during a variety of movement practices.

Perform controlled movements that develop balance, flexibility, strength, coordination, and stability.

Apply safe techniques, including modifications and use of props or equipment, to support individual ability levels.

Demonstrate the ability to perform structured movement sequences (e.g., flows, routines, or patterns).

Exhibit body awareness by controlling movement, balance, and spatial positioning.

Explain key concepts of posture, alignment, and body systems as they relate to safe and effective movement.

Demonstrate and apply a variety of breathing techniques to support movement, focus, and recovery.

Describe the connection between movement, breath, and mental focus during physical activity.

Identify different types of mind–body practices (e.g., yoga, Pilates, Tai Chi, mindfulness) and their benefits.

Apply knowledge of movement and wellness concepts to improve performance and daily functioning. (Strength, Flexibility, Balance, Coordination, Stability, Endurance, and Body Awareness)

Identify and apply safety principles in mind–body practices, including alignment, controlled movement, appropriate

Demonstrate respect for self and others during all activities, regardless of ability level.

Engage in activities that promote cooperation, empathy, and a supportive learning environment.

Provide and receive constructive feedback in a positive and respectful manner.

Demonstrate awareness of personal space and the shared environment to ensure safety and inclusion.

Exhibit behaviors that contribute to a focused, calm, and inclusive atmosphere.

Practice mindfulness and relaxation techniques to improve focus and reduce stress.

Demonstrate positive self-talk, self-reflection, and body awareness.

Apply stress-management and self-regulation strategies during movement and daily life.

Set and monitor personal wellness goals related to movement, mindfulness, and overall health.

Develop a personal plan for lifelong participation in mind–body wellness activities.

exibility, Endurance, Core stabilization, Joint protection, etc.)

use of equipment, and awareness of personal limits. (Rotation limits, Joint Protection, Joint and Spine Compre

ssion, etc.)

<i>Member Feedback</i>	Instructions: Please provide any specific	
Outdoor Recreation	District 1: Jennie Earl	Unchanged
Standard		
OR.1.1		
OR.1.2		
OR.1.3		
Standard		
OR.2.1		
OR.2.2		
OR.2.3		
OR.2.4		
OR.2.5		
OR.2.6		
OR.2.7	Assess personal fitness level and recognize	Modified
Standard	Identify potential environmental hazards and	Modified
OR.3.1		Modified
OR.3.2		
OR.3.3		
OR.3.4	Similar to 3.1 can they be combined?	Accepted
OR.3.5		
OR.3.6		
OR.3.7		
Standard		
OR.4.1		
OR.4.2		
OR.4.3		
OR.4.4		
OR.4.5		
OR.4.6		Modified
OR.4.7		
OR.4.8		

Committee's	Standard Notation
	Outline
	Standard OR.1.1
	Standard OR.1.2
	Standard OR.1.3
	Standard OR.2.1
	Standard OR.2.2
	Standard OR.2.3
	Standard OR.2.4
	Standard OR.2.5
	Standard OR.2.6
The team	Standard OR.2.7
The team modified	
The team modified	Standard OR.3.1
	Standard OR.3.2
	Standard OR.3.3
The team struck 3.4	Standard OR.3.4
	Standard OR.3.5
	Standard OR.3.6
	Standard OR.3.7
	Standard OR.4.1
	Standard OR.4.2
	Standard OR.4.3
	Standard OR.4.4
	Standard OR.4.5
The team modified	Standard OR.4.6
	Standard OR.4.7
	Standard OR.4.8

Standard Description

participation in a variety of outdoor activities that can be sustained beyond the school environment. Instruction

alignment).

paddling, braking, climbing movement patterns).

Adapt movement patterns in response to changing outdoor conditions (e.g., terrain, weather, surface).

flexibility) to support participation in outdoor activities.

performance in outdoor environments.

water, snow).

Select appropriate clothing and personal gear based on weather, environment, and activity.

Apply basic nutrition and hydration strategies to support safe and effective outdoor participation.

outdoor recreation activities (e.g., water safety, bicycle safety, firearm safety).

Assess personal fitness level and recognize individual limitations during outdoor activity.

Identify potential environmental hazards and apply strategies to reduce risk during outdoor activities.

exposure).

assistance.

Apply risk management strategies when planning and participating in outdoor activities.

Demonstrate safe use of equipment and practices that prevent injury to self and others.

Apply principles of outdoor stewardship, including Leave No Trace, to minimize environmental impact.

of way, trail use, respect for others).

and safety.

experiences.

Set and monitor personal goals related to outdoor recreation participation and performance.

connection.

experiences for others.

Identify opportunities for participation in outdoor recreation within the community and beyond.

career pathways.

discussion)

Member Feedback that

Instructions: Please

Strength and Conditioning District 1: Jennie Earl Modified, Committee's Standard Notation

Outline

Standard

This is great!

SC.1.1

Standard SC.1.1

SC.1.2

Standard SC.1.2

SC.1.3

Standard SC.1.3

SC.1.4

Standard SC.1.4

SC.1.5

Standard SC.1.5

Standard

SC.2.1

Standard SC.2.1

SC.2.2

Standard SC.2.2

SC.2.3

Standard SC.2.3

SC.2.4

Standard SC.2.4

SC.2.5

Standard SC.2.5

SC.2.6

Standard SC.2.6

Standard

SC.3.1

Standard SC.3.1

SC.3.2

Standard SC.3.2

SC.3.3

Standard SC.3.3

SC.3.4

Standard SC.3.4

SC.3.5

Standard SC.3.5

Standard

SC.4.1

Standard SC.4.1

SC.4.2

Standard SC.4.2

SC.4.3

Standard SC.4.3

SC.4.4

Standard SC.4.4

SC.4.5

Standard SC.4.5

Standard Description

necessary for lifelong engagement in physical activity through structured strength training and fitness-based

pull, and Olympic lift variations).

Demonstrate proper breathing and bracing techniques to maintain stability during lifts.
phases of movement.

Demonstrate appropriate grip techniques (e.g., overhand, alternating, hook) and safe control of equipment.

Demonstrate control, balance, and proper weight distribution throughout strength and conditioning activities.

movement.

Demonstrate and apply proper jumping and landing mechanics.

Apply principles of alignment (e.g., knees tracking over toes, neutral head and spine) during movement.
sprint).

Apply principles of training (e.g., overload, progression, specificity, recovery) to improve performance and fitness.
activities (e.g., proper spotting, equipment use, lifting technique, and environmental awareness).

Demonstrate safe and responsible use of equipment, including proper loading, unloading, and storage.

Demonstrate proper spotting techniques and use spotters when appropriate.

Communicate effectively with partners regarding repetitions, lift-offs, and safety procedures.

Provide and apply constructive feedback to improve technique and ensure safety.

Demonstrate respect, encouragement, and responsible behavior in strength and conditioning environments.

power, overload, recovery).

Identify major muscle groups and their role in strength and conditioning activities.

Set personal fitness goals and monitor progress in strength and conditioning activities.

Demonstrate self-management skills (e.g., effort, time management, consistency) during training.

Recognize the benefits of strength and conditioning and identify opportunities for lifelong participation.

Board	Instructions: Please provide any specific		
Aquatic	District 1: Jennie Earl	Modified,	Rationale
Standard	Is it possible to teach some first aid skills	Modified	The team added
AQUA.1.1			
AQUA.1.2			
AQUA.1.3			
AQUA.1.4			
AQUA.1.5			
AQUA.1.6	Demonstrate foundational at least 4 stroke	Unchanged	The team decided to not
AQUA.1.7			
AQUA.1.8	beginning, intermediate, or advanced	Accepted	The team modified the
Standard			
AQUA.2.1			
AQUA.2.2			
AQUA.2.3			
AQUA.2.4			
AQUA.2.5			
AQUA.2.6			
AQUA.2.7			
AQUA.2.8			
AQUA.2.9			
Standard			
AQUA.3.1			
AQUA.3.2			
AQUA.3.3			
AQUA.3.4			
AQUA.3.5			
Standard			
AQUA.4.1			
AQUA.4.2	is this personal responsibility instead of self-	Accepted	The team modified the
AQUA.4.3			
AQUA.4.4			
AQUA.4.5			

Standard Notation

Standard AQUA.1.1
Standard AQUA.1.2
Standard AQUA.1.3
Standard AQUA.1.4
Standard AQUA.1.5
Standard AQUA.1.6
Standard AQUA.1.7
Standard AQUA.1.8

Standard AQUA.2.1
Standard AQUA.2.2
Standard AQUA.2.3
Standard AQUA.2.4
Standard AQUA.2.5
Standard AQUA.2.6
Standard AQUA.2.7
Standard AQUA.2.8
Standard AQUA.2.9

Standard AQUA.3.1
Standard AQUA.3.2
Standard AQUA.3.3
Standard AQUA.3.4
Standard AQUA.3.5

Standard AQUA.4.1
Standard AQUA.4.2
Standard AQUA.4.3
Standard AQUA.4.4

Standard Description

Demonstrate safe entry and exit techniques in a variety of water conditions including shallow and deep water, while following established safety guidelines.

Demonstrate treading water or floating for at least 1 minute using approved techniques.

direction, and regaining a safe body position in the water.

sculling, and coordinated arm-leg-breathing patterns.

elementary backstroke, or sidestroke.

Swim at least 25 yards using one or a combination of approved strokes appropriate to the student's ability level.

aerobics, diving, lifeguarding skills) to improve efficiency, endurance, and confidence.

environments.

clarity, underwater hazards, and safe entry/exit points impact swim safety.

risk.

approved life jackets, flotation devices, reaching assists, rescue tubes, and other rescue equipment.

aquatic performance.

aquatic environments.

environments.

Apply rules and etiquette in recreational, instructional, and fitness-based aquatic activities.

Explain the risks of prolonged underwater breath-holding, hyperventilation, and unsafe breath-control practices.

lifeguard directions.

aquatic fitness activities.

observation, and emergency-response situations.

responsible adult, and avoiding unsafe rescue attempts.

preference, and prior aquatic experience.

goals, and available aquatic opportunities.

Demonstrate self-management by preparing appropriately for aquatic activity and personal safety.

endurance, mobility, recreation, stress management, and inclusive physical activity participation.

certification, recreation, or employment pathways.