

Standards align with California State Standards

Kindergarten:

- A. Movement
 - a. Travel within a large group, without bumping into others or falling, while using locomotor skills.
 - b. Travel forward and sideways while changing direction quickly in response to a signal.
- B. Body-management
 - a. Balance on one, two, three, four, and five body parts.
 - b. 1.7 Balance while walking forward and sideways on a narrow, elevated surface.
- C. Loco-motor movement
 - a. Travel in straight, curved, and zigzag pathways.
 - b. Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.
- D. Manipulative skills
 - a. Strike a stationary ball or balloon with the hands, arms, and feet.
 - b. Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.
 - c. Kick a stationary object, using a simple kicking pattern.
 - d. Bounce a ball continuously, using two hands.
- E. Rhythmic skills
 - a. Perform locomotor and nonlocomotor movements to a steady beat.
 - b. Clap in time to a simple, rhythmic beat.
- F. Aerobic Capacity
 - a. Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.

1st Grade

- A. Movement
 - b. Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
 - c. Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.
 - d. Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills).
- G. Body-management
 - a. Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.
- H. Loco-motor movement
 - a. Land on both feet after taking off on one foot and on both feet.
 - b. Jump a swinging rope held by others.
- I. Manipulative skills
 - a. Demonstrate the underhand and overhand movement (throw) pattern. 1
Demonstrate the overhand movement (throw) pattern. 1
 - b. Demonstrate the two-handed overhead (throw) pattern.

- c. Catch, showing proper form, a gently thrown ball.
 - d. Catch a self-tossed ball. Grade One California Department of Education
 - e. Kick a rolled ball from a stationary position using a smooth, continuous running approach.
 - f. Dribble a ball in a forward direction, using the inside of the foot and continuously with one hand
- J. Rhythmic skills
- a. Create or imitate movement in response to rhythms and music.
- K. Aerobic Capacity
- a. Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

2nd Grade:

- L. Movement
- a. Move to open spaces within boundaries while traveling at increasing rates of speed.
- M. Body-management
- a. Transfer weight from feet to hands and from hands to feet, landing with control.
 - b. Demonstrate balance on the ground and on objects, using bases of support other than both feet.
- N. Loco-motor movement
- a. Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.
 - b. Skip and leap, using proper form.
- O. Manipulative skills
- a. 1.7 Roll a ball for distance, using proper form.
 - b. Catch a gently thrown ball above the waist, reducing the impact force.
 - c. 3 Strike a ball with a bat from a tee or cone, using correct grip and side orientation.
 - d. 4 Hand-dribble, with control, a ball for a sustained period.
 - e. 5 Foot-dribble, with control, a ball along the ground.
 - f. 6 Jump a rope turned repeatedly.
- P. Rhythmic skills
- a. 7 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.
 - b. 8 Perform rhythmic sequences related to simple folk dance or ribbon routines.
 - c. 9 Perform with a partner rhythmic sequences related to simple folk dance or ribbon routines.
- Q. Aerobic Capacity
- a. Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.
 - b. Compare and contrast the function of the heart during rest and during physical activity.
 - c. Describe the relationship between the heart and lungs during physical activity.

Grade 3: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities, furthermore, address and maintain a level of physical fitness to improve health and performance.

A. Manipulative Skills

- a. Explain and demonstrate the correct hand position when catching a ball above the head, below the waist, near the middle of the body, and away from the body.
 - b. Explain the difference between throwing to a stationary partner and throwing to a moving partner.
 - c. Identify the key elements for increasing accuracy in rolling a ball and throwing a ball.
 - d. Identify the differences between dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction.
- B. Rhythmic Skills
- a. Define the terms folk dance, line dance, and circle dance.
 - b. Compare and contrast folk dances, line dances, and circle dances.
- C. Fitness concepts
- a. Demonstrate warm-up and cool-down exercises.
 - b. Demonstrate how to lift and carry objects correctly
- D. Aerobic activity
- a. Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.
- E. Muscular strength
- a. Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups with hands on a bench, forward lunges, side lunges, and triceps push-ups from a chair.
- F. Flexibility
- a. Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.

Grade 4: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities, furthermore, address and maintain a level of physical fitness to improve health and performance.

- A. Manipulative Skills
- a. Throw and catch an objects with a partner while both partners are moving.
 - b. Kick a ball to a moving partner, using the inside of the foot.
 - c. 1 Kick a stationary ball from the ground into the air.
 - d. 2 Punt a ball dropped from the hands.
 - e. 3 Strike, with a paddle or racket, a lightweight object that has been tossed by a partner.
 - f. 9 Stop a kicked ball by trapping it with the foot while standing still.
 - g. 0 Volley a tossed lightweight ball, using the forearm pass.
- B. Body Management
- a. Perform simple balance stunts with a partner while sharing a common base of support.
 - b. Change direction quickly to maintain the spacing between two players.
 - c. Change direction quickly to increase the spacing between two players.
 - d. Determine the spacing between offensive and defensive players based on the speed of the players.
- C. Rhythmic Skills
- a. 1 Perform a series of basic square-dance steps.
 - b. 2 Perform a routine to music that includes even and uneven locomotor patterns.
- D. Fitness concepts
- a. Participate in appropriate warm-up and cool-down exercises for particular physical activities.
 - b. Demonstrate the correct body position for pushing and pulling large objects

- E. Aerobic activity
 - a. Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.
- F. Muscular strength
 - a. Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, and triceps push-ups.
 - b. 3.5 Hang by the hands from an overhead bar with the hips and knees each at a 90-degree angle.
- G. Flexibility
 - a. Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves.

Grade 5

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities, furthermore, address and maintain a level of physical fitness to improve health and performance.

- A. Manipulative Skills
 - a. Enter, jump, and leave a long rope turned by others.
 - b. Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern.
 - c. Throw and catch an object underhand and overhand while avoiding an opponent.
 - d. Punt a ball, dropped from the hands, at a target.
 - e. Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern.
 - f. Hit a softly tossed ball backhanded with a paddle or racket.
 - g. Strike a tossed ball, with different implements, from a side orientation.
 - h. Dribble a ball (by hand or foot) while preventing another person from stealing the ball. Dribble a ball and kick it toward a goal while being guarded.
 - i. 7 Volley a tossed ball to an intended location.
- B. Rhythmic Movement
 - a. Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction.
 - b. Design and perform a routine to music that involves manipulation of an object.
- C. Fitness concepts
 - a. Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking.
 - b. Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities.
- D. Aerobic activity
 - a. Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity for increasing aerobic capacity.
- E. Flexibility
 - a. Perform flexibility exercises that will stretch particular muscle areas for given physical activities.
- F. Self-Responsibility
 - a. Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school.
 - b. Work toward a long-term physical activity goal and record data on one's progress.

- c. Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each.
 - d. Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.
- G. Social Interaction
- a. Contribute ideas and listen to the ideas of others in cooperative problem-solving activities. Acknowledge orally the contributions and strengths of others.
- H. Group Dynamics
- a. Accommodate individual differences in others' physical abilities in small-group activities.
 - b. Appreciate physical games and activities reflecting diverse heritages.

6th Grade

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

- A. Manipulative Skills
- a. Volley an object repeatedly with a partner, using the forearm pass.
 - b. Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.
 - c. Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.
 - d. Dribble and pass a ball to a partner while being guarded.
 - e. Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.
- B. Rhythmic Skills
- a. Perform folk and line dances.
 - b. Develop, refine, and demonstrate routines to music.
- C. Combinations of Movement Patterns and Skills
- a. Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
 - b. Combine motor skills to play a lead-up or modified game.
 - c. Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.
- D. Self-Responsibility
- a. Participate productively in group physical activities.
 - b. Evaluate individual responsibility in group efforts.
- E. Social Interaction
- a. Identify and define the role of each participant in a cooperative physical activity.
- F. Group Dynamics
- a. Identify and agree on a common goal when participating in a cooperative physical activity.
 - b. Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.

7th Grade

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

- A. Manipulative Skills

- a. Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
- B. Rhythmic Skills
 - a. Perform multicultural dances.
- C. Combinations of Movement Patterns and Skills
 - a. Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.
 - b. Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.
 - c. Demonstrate body management and locomotor skills needed for successful participation in track and field and combative activities.
 - d. Demonstrate body management and object-manipulation skills needed for successful participation in introductory adventure/outdoor activities.
- D. Health
 - a. Develop a one-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each component of health-related physical fitness. 4
 - b. Identify physical activities that are effective in improving each of the health-related physical fitness components.
 - c. Match personal preferences in physical activities with each of the five components of health-related physical fitness.
 - d. Explain the effects of physical activity on heart rate during exercise, during the recovery phase, and while the body is at rest. Department of Education Describe the role of physical activity and nutrition in achieving physical fitness.
 - e. Identify and apply the principles of overload in safe, age-appropriate activities.
 - f. Explain progression, overload, and specificity as principles of exercise.
 - g. Discuss the effect of extremity growth rates on physical fitness.
- E. Self-Responsibility
 - a. Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.
 - b. Accept responsibility for individual improvement.
- F. Social Interaction
 - a. Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.
- G. Group Dynamics
 - a. Evaluate the effect of expressing encouragement to others while participating in a group physical activity.
 - b. Identify the responsibilities of a leader in physical activity.

8th Grade

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

- A. Rhythmic Skills
 - a. Identify and demonstrate square dance steps, positions, and patterns set to music.
 - b. Create and perform a square dance.
- B. Combinations of Movement Patterns and Skills
 - a. Demonstrate basic offensive and defensive skills and strategies in team physical activities.
 - b. Apply locomotor, nonlocomotor, and manipulative skills to team physical activities.

- c. Demonstrate fundamental gymnastic/tumbling skills.
 - d. Create and perform a routine using fundamental gymnastic/tumbling skills, locomotor and nonlocomotor movement patterns, and the elements of speed, direction, and level.
 - e. Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance.
 - f. Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities.
 - g. Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.
- C. Movement Concepts
- a. Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.
 - b. Explain the rotation principles used in performing various manipulative skills.
 - c. Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities.
- D. Physical Fitness
- a. Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health related physical fitness.
 - b. Identify appropriate physical activities that can be performed if one's physical fitness program is disrupted by inclement weather, travel from home or school, or a minor injury.
 - c. Identify ways of increasing physical activity in routine daily activities.
 - d. Identify and apply basic principles in weight/resistance training and safety practices.
 - e. Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.
 - f. Explain the different types of conditioning for different physical activities.
- E. Self-Responsibility
- a. Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants.
 - b. Organize and work cooperatively with a group to achieve the goals of the group.
 - c. Identify and evaluate three preferences for lifelong physical activity and determine one's responsibility for developing skills, acquiring knowledge of concepts, and achieving fitness.
- F. Social Interaction
- a. Identify the contributions of members of a group or team and reward members for accomplishing a task or goal.
- G. Group Dynamics
- a. Accept the roles of group members within the structure of a game or activity.
 - b. Describe leadership roles and responsibilities in the context of team games and activities.
 - c. Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.