

California Physical Education Content Standards Kindergarten

Standard 1:	Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2:	Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
Standard 3:	Assess and maintain a level of physical fitness to improve health and performance.
Standard 4:	Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
Standard 5:	Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activities.

*The sample activities listed here are the vehicles through which standards can be addressed. For example, a tag game can address standards 1 and 3, but it is how the activity is taught that will address standards 2, 4 and 5. By simply playing a tag game, a student may not be able to explain how changing speed and direction can allow one to move away from the tagger. The teacher must provide this information as a complement to the activity in order to meet standards 2, 4, and 5. Students discover answers by playing/participating and then being asked the question (debrief). They may never have thought of that question on their own. It's the teacher's role to pose these questions in order to make students think on this level.

Content Standards	Assessment Strategies	Sample Activities	Unit
Standard 1			
Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.			
1.1 Travel within a large group, without bumping into others or falling, using locomotor skills.	Standard 1: Teacher Observation Checklists: <ul style="list-style-type: none"> • Performance • Peer Assessment • Self Assessment Sample for 1.1: Building a Foundation Rubric	<ul style="list-style-type: none"> • Orientation and Personal Space • General Space and Creative Moves • Color Tag 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Games
1.2 Travel forward and sideways while changing direction quickly in response to a signal.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Roadway • Alley Cat • Locomotor Skills, Levels, and Directions 	<ul style="list-style-type: none"> • ASAP • ASAP • Building a Foundation
1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Tempos and Creative Moves • Move and Groove • The Mexican Hat Dance 	<ul style="list-style-type: none"> • Building a Foundation • Parachute • Dance
1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • Animal Balancing Act • Body Management and Balance 	<ul style="list-style-type: none"> • Building a Foundation • Balance, Stunts, and Tumbling • Building a Foundation
1.5 Create shapes by using non-locomotor movements.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Basic Body Positions • Body Management and Balance 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation

Content Standards	Assessment Strategies	Sample Activities	Unit
		<ul style="list-style-type: none"> • Scarf Exploration 	<ul style="list-style-type: none"> • Manipulatives
1.6 Balance on one, two, three, four, and five body parts.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Static Balances • Animal Balancing Act • Partner Stunts 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
1.7 Balance while walking forward and sideways on a narrow, elevated surface.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Dynamic Balances 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling
1.8 Demonstrate the relationships of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Movement Concepts Using Hoops • Beanbag Exploration • Beanbag Balances 	<ul style="list-style-type: none"> • Building a Foundation • Manipulatives • Balance, Stunts, and Tumbling
1.9 Perform a continuous log roll.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Weight Transfer and Rolls • Stunts Add-On • Stunts Circuit 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
1.10 Travel in straight, curved, and zigzag pathways.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Pathways and Creative Moves • Roadway • Airplanes 	<ul style="list-style-type: none"> • Building a Foundation • ASAP • ASAP

Content Standards	Assessment Strategies	Sample Activities	Unit
1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.	Jumping Rubric	<ul style="list-style-type: none"> • Stationary Rope Jumping • Long Rope Jumping I • Individual Rope Jumping I 	<ul style="list-style-type: none"> • Jumping
1.12 Strike a stationary ball or balloon with the hands, arms, and feet.	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Volleying and Striking Introduction • Sheep Dogs • Keep It Up 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking
1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Self-Toss and Catch • Scoops and Balls Introduction • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing
1.14 Kick a stationary object, using a simple kicking pattern.	Kicking and Trapping Rubric	<ul style="list-style-type: none"> • Kicking for Distance • Kicking for Accuracy • Soccer Golf 	<ul style="list-style-type: none"> • Kicking and Trapping
1.15 Bounce a ball continuously, using two hands.	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Bounce and Catch Introduction • Dribbling Introduction • Squirrels and Acorns 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking
1.16 Perform locomotor and non-locomotor movements to a steady beat.	Jumping Rubric	<ul style="list-style-type: none"> • Jumping Rhythmically • The Shoemaker's Dance 	<ul style="list-style-type: none"> • Jumping • Dance • Manipulatives

Content Standards	Assessment Strategies	Sample Activities	Unit
		<ul style="list-style-type: none"> • Chinese Ribbon Dance 	
<p>1.17 Clap in time to a simple rhythmic beat.</p>	Dance Rubric	<ul style="list-style-type: none"> • Monkey See, Monkey Do • The Bouncer • Alley Cat 	<ul style="list-style-type: none"> • ASAP • ASAP • ASAP

Content Standards	Assessment Strategies	Sample Activities	Unit
Standard 2 Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.			
<p>2.1 Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backwards, and sideways.</p>	<p>Standard 2: Cognitive Assessment of Critical Cues:</p> <ul style="list-style-type: none"> • Verbal Recall • Demonstrations • Exit Slips • Partner checks for understanding <p>Selected-Response Tests (i.e., true-false, multiple choice, matching) Constructed Response Tests (i.e., essay, journaling) Product in response to a prompt (i.e., reports, posters, performance)</p> <p>Debrief question: <i>What is the difference between under and over? Behind and in front of? Next to and through? Up and down? Forward, backwards, and sideways?</i></p>	<ul style="list-style-type: none"> • Movement Concepts Using Hoops • Beanbag Exploration • Beanbag Balances 	<ul style="list-style-type: none"> • Building a Foundation • Manipulatives • Balance, Stunts, and Tumbling

Content Standards	Assessment Strategies	Sample Activities	Unit
<p>2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.</p>	<p>Debrief question: <i>Why do we use a “helicopter” when we spread out?</i></p>	<ul style="list-style-type: none"> • Orientation and Personal Space • General Space and Creative Moves • Color Tag 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Games
<p>2.3 Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.</p>	<p>Debrief question: <i>Touch your shoulders. Where are your wrists? Your elbows? Ankles?</i></p>	<ul style="list-style-type: none"> • The Hokey Pokey • Beanbag Balances • Body Management and Balance 	<ul style="list-style-type: none"> • Dance • Balance, Stunts, and Tumbling • Building a Foundation
<p>2.4 Explain base of support.</p>	<p>Debrief question: <i>What is a base of support? What is your base of support when you do a “stork stand”?</i></p>	<ul style="list-style-type: none"> • Body Management and Balance • Static Balances • Animal Balancing Act 	<ul style="list-style-type: none"> • Building a Foundation • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
<p>2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop</p>	<p>Debrief question: <i>Show me a gallop. Show me a slide. What is the difference between the two?</i></p>	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • Pathways and Creative Moves • 4 Corners 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • ASAP
<p>2.6 Explain the role of the eyes when striking objects with the hands, arms, and feet.</p>	<p>Debrief question: <i>What do your eyes need to do when you are striking your balloon?</i></p>	<ul style="list-style-type: none"> • Volleying and Striking Introduction • Keep It Up • Sheep Dogs 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking

Content Standards	Assessment Strategies	Sample Activities	Unit
2.7 Identify the point of contact for kicking a ball in a straight line.	Debrief question: <i>Where should your foot contact your ball if you want your ball to go straight ahead?</i>	<ul style="list-style-type: none"> • Kicking for Distance • Kicking for Accuracy • Soccer Golf 	<ul style="list-style-type: none"> • Kicking and Trapping
2.8 Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.	Debrief question: <i>Show me how your fingers should look after you contact the ball when you are dribbling.</i>	<ul style="list-style-type: none"> • Dribbling Introduction • Squirrels and Acorns • Dribbling, Volleying, and Striking Circuit 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking

Content Standards	Assessment Strategies	Sample Activities	Unit
Standard 3			
Assess and maintain a level of physical fitness to improve health and performance.			
3.1 Participate in physical activities that are enjoyable and challenging.	Standard 3: <ul style="list-style-type: none"> • <i>FitnessGram</i> • Teacher Observation • Student Self-Assessment • Student Portfolios Sample 2.1: Building a Foundation Rubric	<ul style="list-style-type: none"> • Oxygen Boogie • Chasing and Fleeing • The Good Ship SPARK 	<ul style="list-style-type: none"> • Games • Building a Foundation • ASAP
3.2 Participate 3-4 days each week in moderate to vigorous physical activities that increase breathing and heart rate.	Games Rubric	<ul style="list-style-type: none"> • Crazy Cones • Cookie Monster Tag • Fitness Introduction 	<ul style="list-style-type: none"> • Games • Games • Building a Foundation
3.3 Hang from overhead bars for increasing periods of time.	Building a Foundation Rubric	Fitness Introduction (SPARK It Up!)	<ul style="list-style-type: none"> • Building a Foundation
3.4 Climb a ladder, jungle gym, or apparatus.	Building a Foundation Rubric	Fitness Introduction (SPARK It Up!)	<ul style="list-style-type: none"> • Building a Foundation
3.5 Stretch shoulders, legs, arms, and back without bouncing.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Flexibility • Twist and Turn/Bend and Stretch • Stunts Introduction 	<ul style="list-style-type: none"> • Building a Foundation • Manipulatives • Balance, Stunts, and Tumbling

Content Standards	Assessment Strategies	Sample Activities	Unit
3.6 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Chasing and Fleeing • High-Five Tag • Frogs Across the Pond 	<ul style="list-style-type: none"> • Building a Foundation • ASAP • ASAP
3.7 Identify indicators of increased capacity to participate in vigorous physical activity.	Games Rubric	<ul style="list-style-type: none"> • Locomotor Grab Bag • Fitness Introduction • Crazy Cones 	<ul style="list-style-type: none"> • ASAP • Building a Foundation • Games

Content Standards	Assessment Strategies	Sample Activities	Unit
Standard 4 Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.			
4.1 Identify physical activities that are enjoyable and challenging.	Standard 4: Cognitive Assessment of Fitness Concepts Selected-Response Tests (i.e., true-false, multiple choice, matching) Constructed Response Tests (i.e., essay, journaling) Product in response to a prompt (i.e., reports, posters, performance) 4.1 Debrief question: <i>What are some of your favorite physical activities?</i>	<ul style="list-style-type: none"> • Oxygen Boogie • Chasing and Fleeing • The Good Ship SPARK 	<ul style="list-style-type: none"> • Games • Building a Foundation • ASAP
4.2 Describe the role of water as an essential nutrient for the body.	Debrief question: <i>Why is water an important nutrient for your body?</i>		
4.3 Explain that nutritious food provides energy for physical activity.	Debrief question: <i>Why does healthy food give you energy to play?</i>	<ul style="list-style-type: none"> • Sugar and Fat Tag • Cookie Monster Tag • Fruits and Veggies Tag (High-Five Tag SPARK It Up!) 	<ul style="list-style-type: none"> • Games • Games • ASAP

Content Standards	Assessment Strategies	Sample Activities	Unit
4.4 Identify the location of the heart and explain that it is a muscle.	Debrief question: <i>Where is your heart located?</i>	<ul style="list-style-type: none"> Chasing and Fleeing High-Five Tag Frogs Across the Pond 	<ul style="list-style-type: none"> Building a Foundation ASAP ASAP
4.5 Explain that physical activity increases the heart rate.	Debrief question: <i>What happens to your heart when you exercise?</i>	<ul style="list-style-type: none"> Locomotor Grab Bag Fitness Introduction Crazy Cones 	<ul style="list-style-type: none"> ASAP Building a Foundation Games
4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.	Debrief question: <i>Where are your lungs located? What do they do?</i>	<ul style="list-style-type: none"> Oxygen Boogie Chasing and Fleeing The Good Ship SPARK 	<ul style="list-style-type: none"> Games Building a Foundation ASAP
4.7 Explain that strong muscles help the body to climb, hang, push, and pull.	Debrief question: <i>How do strong muscles help you on the play structure?</i>	Fitness Introduction (SPARK It Up!)	<ul style="list-style-type: none"> Building a Foundation
4.8 Describe the role of muscles in moving bones.	Debrief question: <i>What makes your bones move?</i>	Fitness Introduction	<ul style="list-style-type: none"> Building a Foundation
4.9 Identify the body part involved when stretching.	Debrief question: <i>What body part are you stretching now?</i>	<ul style="list-style-type: none"> Flexibility Twist and Turn/Bend and Stretch Stunts Introduction 	<ul style="list-style-type: none"> Building a Foundation Manipulatives Balance, Stunts, and Tumbling
4.10 Explain that the body is composed of bones, organs, fat, and other tissues.	Debrief question: <i>What are the categories of things that make up your body?</i>	Fitness Introduction	<ul style="list-style-type: none"> Building a Foundation

Content Standards	Assessment Strategies	Sample Activities	Unit
Standard 5 Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.			
5.1 Identify feelings that result from participation in physical activity.	Standard 5: Student Self-Assessment Authentic Assessment of Independent Working Skills: <ul style="list-style-type: none"> • Following Directions • Positive Sportsmanship • Self-Control • Respect for Others • Helping and Encouraging Others Sample 5.1: Games Rubric	<ul style="list-style-type: none"> • Emotion Motion • Showtime • Houdini Hoops 	<ul style="list-style-type: none"> • ASAP • Balance, Stunts, and Tumbling • Games
5.2 Participate willingly in physical activities.	Create a Dance Rubric	<ul style="list-style-type: none"> • Stunts Circuit • Create a Dance • Animal Balancing Act 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Dance • Balance, Stunts, and Tumbling
5.3 Demonstrate the characteristics of sharing in a physical activity setting.	Throwing and Catching Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Soccer Golf • Long Rope Turning in Pairs 	<ul style="list-style-type: none"> • Catching and Throwing • Kicking and Trapping • Jumping

Content Standards	Assessment Strategies	Sample Activities	Unit
5.4 Describe how positive social interaction can make physical activity with others more fun.	Games Rubric	<ul style="list-style-type: none"> • Houdini Hoops • Changing Places • Line Boogie 	<ul style="list-style-type: none"> • Games • Parachute • Manipulatives
5.5 Participate as a leader and a follower during physical activities.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Pairing and Moving Together • Grouping and Moving Together • Frogs Across the Pond 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • ASAP