

**CALIFORNIA**  
**PHYSICAL EDUCATION STANDARDS KINDERGARTEN**

**WE COUNT**

**STANDARD 1**

**Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

***Movement Concepts***

1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.

1.2 Travel forward and sideways while changing direction quickly in response to a signal.

1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.

***Locomotor Movement***

1.10 Travel in straight, curved, and zigzag pathways.

***Rhythmic Skills***

1.16 Perform locomotor and nonlocomotor movements to a steady beat.

1.17 Clap in time to a simple, rhythmic beat.

**STANDARD 2**

**Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

***Movement Concepts***

2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.

***Locomotor Movement***

2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.

**STANDARD 3**

**Students assess and maintain a level of physical fitness to improve health and performance.**

***Fitness Concepts***

3.1 Participate in physical activities that are enjoyable and challenging.

***Aerobic Capacity***

3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.

***Flexibility***

3.5 Stretch shoulders, legs, arms, and back without bouncing.

### ***Body Composition***

3.6 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

### ***Assessment***

3.7 Identify indicators of increased capacity to participate in vigorous physical activity.

## **STANDARD 4**

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

### ***Fitness Concepts***

4.1 Identify physical activities that are enjoyable and challenging.

4.2 Describe the role of water as an essential nutrient for the body.

4.3 Explain that nutritious food provides energy for physical activity.

### ***Aerobic Capacity***

4.4 Identify the location of the heart and explain that it is a muscle.

4.5 Explain that physical activity increases the heart rate.

4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.

### ***Flexibility***

4.9 Identify the body part involved when stretching.

### ***Body Composition***

4.10 Explain that the body is composed of bones, organs, fat, and other tissues.

## **STANDARD 5**

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

### ***Self-Responsibility***

5.1 Identify the feelings that result from participation in physical activity.

5.2 Participate willingly in physical activities.

### ***Social Interaction***

5.3 Demonstrate the characteristics of sharing in a physical activity.

5.4 Describe how positive social interaction can make physical activity with others more fun.

### ***Group Dynamics***

5.5 Participate as a leader and a follower during physical activities.

**CALIFORNIA**  
**PHYSICAL EDUCATION STANDARDS 1ST GRADE**

**WE COUNT**

**STANDARD 1**

**Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

***Movement Concepts***

1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.

1.3 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.

1.4 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).

1.5 Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.

**STANDARD 2**

**Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

***Locomotor Movement***

2.4 Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.

**STANDARD 3**

**Students assess and maintain a level of physical fitness to improve health and performance.**

***Fitness Concepts***

3.1 Participate in physical activities that are enjoyable and challenging.

***Aerobic Capacity***

3.2 Participate three to four times each week, for increasing periods of time, in moderate

to vigorous physical activities that increase breathing and heart rate.

### ***Flexibility***

3.6 Stretch arms, shoulders, back, and legs without hyperflexing or hyperextending the joints.

### ***Body Composition***

3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

#### *Assessment*

3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels.

## **STANDARD 4**

### **Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

#### ***Fitness Concepts***

4.1 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.

4.2 Explain the importance of drinking water during and after physical activity.

4.3 Explain that nutritious food provides energy for alertness and mental concentration.

#### ***Aerobic Capacity***

4.4 Recognize that the heart is the most important muscle in the body and is approximately the size of a fist.

4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle.

4.6 Identify physical activities that cause the heart to beat faster.

4.7 Describe the role of blood in transporting oxygen from the lungs.

#### ***Muscular Strength/Endurance***

4.9 Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time.

#### ***Flexibility***

4.10 Explain that the proper body position while stretching and strengthening will help prevent injury.

#### ***Body Composition***

4.12 Identify the body components (e.g., bones, muscles, organs, fat, and other tissues).

**STANDARD 5**

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

***Self-Responsibility***

5.1 Participate willingly in new physical activities.

5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.

CALIFORNIA  
PHYSICAL EDUCATION STANDARDS 2<sup>ND</sup> GRADE

WE COUNT

STANDARD 1

**Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

*Movement Concepts*

1.1 Move to open spaces within boundaries while traveling at increasing rates of speed.

*Rhythmic Skills*

1.17 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.

STANDARD 2

**Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

*Locomotor Movement*

2.5 Compare and contrast locomotor movements conducted to even and uneven beats.

STANDARD 3

**Students assess and maintain a level of physical fitness to improve health and performance.**

*Fitness Concepts*

3.1 Participate in enjoyable and challenging physical activities for increasing periods of time.

*Aerobic Capacity*

3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

*Flexibility*

3.5 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.

## ***Body Composition***

3.6 Engage in moderate to vigorous physical activity for increasing periods of time.

## ***Assessment***

3.7 Measure improvements in individual fitness levels.

## **STANDARD 4**

### **Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

#### ***Fitness Concepts***

4.1 Explain the fuel requirements of the body during physical activity and inactivity.

4.2 Describe the role of moderate to vigorous physical activity in achieving or maintaining good health.

4.3 Identify ways to increase time for physical activity outside of school.

4.4 Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed.

4.5 Explain how the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.

#### ***Aerobic Capacity***

4.6 Compare and contrast the function of the heart during rest and during physical activity.

4.7 Describe the relationship between the heart and lungs during physical activity.

4.8 Compare and contrast changes in heart rate before, during, and after physical activity.

#### ***Muscular Strength/Endurance***

4.9 Describe how muscle strength and muscle endurance enhance motor skill performance.

4.10 Identify muscles being strengthened during the performance of particular physical activities.

4.11 Identify which activities or skills would be accomplished more efficiently with stronger muscles.

#### ***Flexibility***

4.13 Identify the muscles being stretched during the performance of particular physical activities.

4.14 Explain why it is safer to stretch a warm muscle rather than a cold muscle.

#### ***Body Composition***

4.15 Describe the differences in density and weight between bones, muscles, organs, and fat.

## **STANDARD 5**

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

### ***Self-Responsibility***

5.1 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.

5.2 Accept responsibility for one's own behavior in a group activity.

### ***Social Interaction***

5.4 Encourage others by using verbal and nonverbal communication.

5.5 Demonstrate respect for self, others, and equipment during physical activities.



CALIFORNIA  
PHYSICAL EDUCATION STANDARDS 3<sup>RD</sup> GRADE

WE COUNT

STANDARD 1

**Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

*Movement Concepts*

1.1 Chase, flee, and move away from others in a constantly changing environment.

STANDARD 3

**Students assess and maintain a level of physical fitness to improve health and performance.**

*Fitness Concepts*

3.1 Demonstrate warm-up and cool-down exercises.

*Aerobic Capacity*

3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large muscle groups to increase breathing and heart rate.

*Flexibility*

3.6 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.

*Body Composition*

3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

*Assessment*

3.8 Measure and record improvement in individual fitness activities.

STANDARD 4

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

### ***Fitness Concepts***

- 4.1 Identify the body's normal reactions to moderate to vigorous physical activity.
- 4.2 List and define the components of physical fitness.
- 4.3 Explain the purpose of warming up before physical activity and cooling down after physical activity.
- 4.4 Recognize that the body will adapt to increased workloads.
- 4.5 Explain that fluid needs are linked to energy expenditure.
- 4.6 Discuss the need for oxygen and fuel to be available during ongoing muscle contraction so that heat and waste products are removed.

### ***Aerobic Capacity***

- 4.7 Describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity.
- 4.8 Describe and record the changes in heart rate before, during, and after physical activity.

### ***Muscular Strength/Endurance***

- 4.9 Explain that a stronger heart muscle can pump more blood with each beat.
- 4.10 Identify which muscles are used in performing muscular endurance activities.
- 4.11 Name and locate the major muscles of the body.
- 4.12 Describe and demonstrate how to relieve a muscle cramp.

### ***Flexibility***

- 4.14 Identify flexibility exercises that are not safe for the joints and should be avoided.
- 4.15 Explain why a particular stretch is appropriate preparation for a particular physical activity.

### ***Body Composition***

- 4.16 Differentiate the body's ability to consume calories and burn fat during periods of inactivity and during long periods of moderate physical activity.

## **STANDARD 5**

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

### ***Self-Responsibility***

- 5.1 Set a personal goal to improve a motor skill and work toward that goal in nonschool time.
- 5.2 Collect data and record progress toward mastery of a motor skill.

### ***Social Interaction***

- 5.4 Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities.
- 5.5 Demonstrate respect for individual differences in physical abilities.



CALIFORNIA  
PHYSICAL EDUCATION STANDARDS 3<sup>RD</sup> GRADE

WE COUNT

STANDARD 1

**Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

*Movement Concepts*

1.1 Chase, flee, and move away from others in a constantly changing environment.

STANDARD 3

**Students assess and maintain a level of physical fitness to improve health and performance.**

*Fitness Concepts*

3.1 Demonstrate warm-up and cool-down exercises.

*Aerobic Capacity*

3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large muscle groups to increase breathing and heart rate.

*Flexibility*

3.6 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.

*Body Composition*

3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

*Assessment*

3.8 Measure and record improvement in individual fitness activities.

STANDARD 4

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

### ***Fitness Concepts***

- 4.1 Identify the body's normal reactions to moderate to vigorous physical activity.
- 4.2 List and define the components of physical fitness.
- 4.3 Explain the purpose of warming up before physical activity and cooling down after physical activity.
- 4.4 Recognize that the body will adapt to increased workloads.
- 4.5 Explain that fluid needs are linked to energy expenditure.
- 4.6 Discuss the need for oxygen and fuel to be available during ongoing muscle contraction so that heat and waste products are removed.

### ***Aerobic Capacity***

- 4.7 Describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity.
- 4.8 Describe and record the changes in heart rate before, during, and after physical activity.

### ***Muscular Strength/Endurance***

- 4.9 Explain that a stronger heart muscle can pump more blood with each beat.
- 4.10 Identify which muscles are used in performing muscular endurance activities.
- 4.11 Name and locate the major muscles of the body.
- 4.12 Describe and demonstrate how to relieve a muscle cramp.

### ***Flexibility***

- 4.14 Identify flexibility exercises that are not safe for the joints and should be avoided.
- 4.15 Explain why a particular stretch is appropriate preparation for a particular physical activity.

### ***Body Composition***

- 4.16 Differentiate the body's ability to consume calories and burn fat during periods of inactivity and during long periods of moderate physical activity.

## **STANDARD 5**

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

### ***Self-Responsibility***

- 5.1 Set a personal goal to improve a motor skill and work toward that goal in nonschool time.
- 5.2 Collect data and record progress toward mastery of a motor skill.

### ***Social Interaction***

- 5.4 Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities.
- 5.5 Demonstrate respect for individual differences in physical abilities.



**CALIFORNIA**  
**PHYSICAL EDUCATION STANDARDS 4<sup>TH</sup> GRADE**

**WE COUNT**

**STANDARD 3**

**Students assess and maintain a level of physical fitness to improve health and performance.**

***Fitness Concepts***

3.1 Participate in appropriate warm-up and cool-down exercises for particular physical activities.

***Aerobic Capacity***

3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.

***Flexibility***

3.6 Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves.

***Body Composition***

3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

***Assessment***

3.8 Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.

3.9 Meet minimum requirements for health-related physical fitness, using scientifically based health-related physical fitness assessments.

**STANDARD 4**

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

***Fitness Concepts***

4.1 Identify the correct body alignment for performing lower-body stretches.

4.2 Explain the principles of physical fitness: frequency, intensity, time, and type.

4.3 Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal

fitness scores.

4.4 Identify healthful choices for meals and snacks that help improve physical performance.

4.5 Explain why the body needs water before, during, and after physical activity.

4.6 Explain why the body uses a higher percentage of carbohydrates for fuel during high-intensity physical activity and a higher percentage of fat for fuel during low-intensity physical activity.

4.7 Explain the purpose of warm-up and cool-down periods.

### ***Aerobic Capacity***

4.8 Calculate personal heart rate per minute by recording heartbeats for ten-second intervals and 15-second intervals.

4.9 Explain why a strong heart is able to return quickly to its resting rate after exertion.

4.10 Identify two characteristics of physical activity that build aerobic capacity.

4.11 Determine the intensity of personal physical activity by using the concept of perceived exertion.

### ***Body Composition***

4.17 Explain the effect of regular, sustained physical activity on the body's ability to consume calories and burn fat for energy.

## **STANDARD 5**

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

### ***Self-Responsibility***

5.1 Set a personal goal to improve an area of health-related physical fitness and work toward that goal in nonschool time.

5.2 Collect data and record progress toward attainment of a personal fitness goal.

5.3 Accept responsibility for one's own performance without blaming others.