

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: Perceptual Power Skill Assessment Form	<ul style="list-style-type: none"> • Roadway • Here Comes the Fox • Color Tag 	<ul style="list-style-type: none"> • SPARK Starters • Perceptual Power • Great Games
1.2 Travel forward and sideways while changing direction quickly in response to a signal.		<ul style="list-style-type: none"> • The Good Ship SPARK • The Boogie Walk • Super Starts and Stops 	<ul style="list-style-type: none"> • Great Games • Dance With Me • Perceptual Power
1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.		<ul style="list-style-type: none"> • Levels/Directions/Tempo/Pathways • Move and Groove • Motorcycle Mania 	<ul style="list-style-type: none"> • Perceptual Power • Parachute Parade • SPARK Starters
1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.		<ul style="list-style-type: none"> • Levels/Directions/Tempo/Pathways • Jolly Liner Game • Combining Movement Concepts 	<ul style="list-style-type: none"> • Perceptual Power • Superkid Stunts • Perceptual Power
1.5 Create shapes by using non-locomotor movements.		<ul style="list-style-type: none"> • Rope Shapes Challenges • Creative Words and Moves • Animal Balancing Act 	<ul style="list-style-type: none"> • Jumping for Joy • Perceptual Power • Happy Hoops

Content Standards	Assessment Strategies	Sample Activities	Unit
1.6 Balance on one, two, three, four, and five body parts.		<ul style="list-style-type: none"> • Kimbo, Knee Lift, Stork Stands • Knee Balances • Memory Game 	Superkid Stunts
1.7 Balance while walking forward and sideways on a narrow, elevated surface.		<ul style="list-style-type: none"> • Backward, Forward, Sideways Balances • Balance Touch • Line Walking 	Superkid Stunts
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.		<ul style="list-style-type: none"> • Personal Space/Home Base Challenges • Happy Hoop Holes • Balance Touch 	<ul style="list-style-type: none"> • Perceptual Power • Happy Hoops • Superkid Stunts
1.9 Perform a continuous log roll.		<ul style="list-style-type: none"> • Log Roll • Simon Says • Mirror Game 	Superkid Stunts
1.10 Travel in straight, curved, and zigzag pathways.		<ul style="list-style-type: none"> • Levels/Directions/Tempo/Pathways • Bean Bag Balances • Cars and Drivers 	<ul style="list-style-type: none"> • Perceptual Power • Superkid Stunts • SPARK Starters

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.		<ul style="list-style-type: none"> • Flat Rope Exploration • Circle Jumping • Rope Shapes 	Jumping for Joy
1.12 Strike a stationary ball or balloon with the hands, arms, and feet.		<ul style="list-style-type: none"> • Balloon Challenges • Striking • Keep It Up 	Let's Hit It
1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.		<ul style="list-style-type: none"> • Sweet Georgia Brown • Ball Challenges • Move and Catch 	Having a Ball
1.14 Kick a stationary object, using a simple kicking pattern.		<ul style="list-style-type: none"> • Kick for Distance • Pass and Trap • Marbles 	Let's Hit It
1.15 Bounce a ball continuously, using two hands.		<ul style="list-style-type: none"> • Hokey Pokey • Ball Challenges • Sweet Georgia Brown 	Having a Ball
1.16 Perform locomotor and non-locomotor movements to a steady beat.		<ul style="list-style-type: none"> • Let's Go To The Jungle • Kid Star • The Shoemaker's Dance 	Dance With Me
1.17 Clap in time to a simple rhythmic beat.		<ul style="list-style-type: none"> • The Muffin Man • German Clapping Dance • The Bouncer 	Dance With Me

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"> • Personal Space/Home Base Challenges • Happy Hoop Holes • Balance Touch 	<ul style="list-style-type: none"> • Perceptual Power • Happy Hoops • Superkid Stunts

Content Standards	Assessment Strategies	Sample Activities	Unit
2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.	Debrief question: <i>Why do we use a “helicopter” when we spread out?</i>	<ul style="list-style-type: none"> • Personal Space • Home Base • General Space 	Perceptual Power
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.	Debrief question: <i>Touch your shoulders. Where are your wrists? Your elbows? Ankles?</i>	<ul style="list-style-type: none"> • Body Parts • “Head, Shoulders, Knees and Toes” • Kid Star 	<ul style="list-style-type: none"> • Perceptual Power • Having a Ball • Dance With Me
2.4 Explain base of support.	Debrief question: <i>What is a base of support? What is your base of support when you do a “stork stand”?</i>	<ul style="list-style-type: none"> • Kimbo, Knee Lift, Stork Stands • Knee Balances • Animal Balancing Act 	<ul style="list-style-type: none"> • Superkid Stunts • Superkid Stunts • Happy Hoops
2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop	Debrief question: <i>Show me a gallop. Show me a slide. What is the difference between the two?</i>	<ul style="list-style-type: none"> • 8 Basic Locomotor Skills • Frogs and Flies • Combining Movement Concepts 	<ul style="list-style-type: none"> • Perceptual Power • SPARK Starters • Perceptual Power
2.6 Explain the role of the eyes when striking objects with the hands, arms, and feet.	Debrief question: <i>What do your eyes need to do when you are striking your balloon?</i>	<ul style="list-style-type: none"> • Balloon Challenges • Striking • Keep It Up 	Let’s Hit It

Content Standards	Assessment Strategies	Sample Activities	Unit
<p>2.7 Identify the point of contact for kicking a ball in a straight line.</p>	<p>Debrief question: <i>Where should your foot contact your ball if you want your ball to go straight ahead?</i></p>	<ul style="list-style-type: none"> • Kick for Distance • Pass and Trap • Marbles 	<p>Let's Hit It</p>
<p>2.8 Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.</p>	<p>Debrief question: <i>Show me how your fingers should look after you contact the ball when you are dribbling.</i></p>	<ul style="list-style-type: none"> • Dash and Dribble • Sweet Georgia Brown • Ball Challenges 	<p>Having a Ball</p>

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: Perceptual Power Skill Assessment Forms	<ul style="list-style-type: none"> • Combining Movement Concepts • Crazy Animals • The Good Ship SPARK 	<ul style="list-style-type: none"> • Perceptual Power • SPARK Starters • Great Games
3.2 Participate 3-4 days each week in moderate to vigorous physical activities that increase breathing and heart rate.		<ul style="list-style-type: none"> • Zoo Animals • Cookie Monster • Frogs and Lily Pads 	<ul style="list-style-type: none"> • Great Games • SPARK Starters • Happy Hoops
3.3 Hang from overhead bars for increasing periods of time.			
3.4 Climb a ladder, jungle gym, or apparatus.			
3.5 Stretch shoulders, legs, arms, and back without bouncing.		<ul style="list-style-type: none"> • See Warm-Up/Cool-Down Section • Personal Space/Home Base Challenges 	<ul style="list-style-type: none"> • Superkid Stunts • Perceptual Power

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.		<ul style="list-style-type: none"> • Zoo Animals • Cookie Monster • Frogs and Lily Pads 	<ul style="list-style-type: none"> • Great Games • SPARK Starters • Happy Hoops
3.7 Identify indicators of increased capacity to participate in vigorous physical activity.		<ul style="list-style-type: none"> • Color Tag • T-Rex Tag • Musical Hoops 	<ul style="list-style-type: none"> • Great Games • SPARK Starters • Happy Hoops

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"> • Combining Movement Concepts • Crazy Animals • The Good Ship SPARK 	<ul style="list-style-type: none"> • Perceptual Power • SPARK Starters • Great Games
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"> • Back-To-Back • Elmer Fudd Tag • Potato Head 	<ul style="list-style-type: none"> • Perceptual Power • Having a Ball • Having a Ball

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"> • Zoo Animals • Cookie Monster • Frogs and Lily Pads 	<ul style="list-style-type: none"> • Great Games • SPARK Starters • Happy Hoops
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"> • Zoo Animals • Cookie Monster • Frogs and Lily Pads 	<ul style="list-style-type: none"> • Great Games • SPARK Starters • Happy Hoops
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"> • Color Tag • T-Rex Tag • Musical Hoops 	<ul style="list-style-type: none"> • Great Games • SPARK Starters • Happy Hoops
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>	<ul style="list-style-type: none"> • Rock and Row • Chariot Drivers • Mountain Climber, Donkey Kick 	<ul style="list-style-type: none"> • Parachute Parade • Happy Hoops • Superkid Stunts
4.8 Describe the role of muscles in moving bones.	Debrief question: <i>What makes your bones move?</i>	<ul style="list-style-type: none"> • Body Parts • “Head, Shoulders, Knees and Toes” • Kid Star 	<ul style="list-style-type: none"> • Perceptual Power • Having a Ball • Dance With Me
4.9 Identify the body part involved when stretching.	Debrief question: <i>What body part are you stretching now?</i>	Warm-Up/Cool-Down	Superkid Stunts
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>	<ul style="list-style-type: none"> • Body Parts • “Head, Shoulders, Knees and Toes” • Kid Star 	<ul style="list-style-type: none"> • Perceptual Power • Having a Ball • Dance With Me

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: Dance With Me Skill Assessment Form	<ul style="list-style-type: none"> • Creative Words and Moves • Kid Star • Where Are You? 	<ul style="list-style-type: none"> • Perceptual Power • Dance With Me • SPARK Starters
5.2 Participate willingly in physical activities.		<ul style="list-style-type: none"> • Crazy Animals • Combining Movement Concepts • Animal Balancing Act 	<ul style="list-style-type: none"> • SPARK Starters • Perceptual Power • Happy Hoops
5.3 Demonstrate the characteristics of sharing in a physical activity setting.		<ul style="list-style-type: none"> • Cars and Drivers • The Collector • Partner Simon Says 	<ul style="list-style-type: none"> • SPARK Starters • Bean Bag Boogie • Superkid Stunts

Content Standards	Assessment Strategies	Sample Activities	Unit
5.4 Describe how positive social interaction can make physical activity with others more fun.		<ul style="list-style-type: none"> • Houdini Hoops • Hoop a Group Lines • Outside, Inside Domes; Class Portrait 	<ul style="list-style-type: none"> • Great Games • Happy Hoops • Parachute Parade
5.5 Participate as a leader and a follower during physical activities.		<ul style="list-style-type: none"> • Mirror Game • Chariot Driver • Follow the Leader 	<ul style="list-style-type: none"> • Superkid Stunts • Happy Hoops • Having a Ball