

## CALIFORNIA STATE FRAMEWORKS

<b>KINDERGARTEN</b>	
	Travel in different ways in a large group without bumping into others or falling
	Balance while bending, twisting, or stretching
	Strike a stationary ball with any part of the body
	Identify various parts of the body and their location—for example, arms, legs, and hands
	Recognize changes in heart rate
	Follow adult-delivered rules
<b>1<sup>ST</sup> GRADE</b>	
	Travel and change direction quickly in response to a signal.
	Travel in relationship to objects: over, under, behind, and through.
	Place the body and limbs in different positions, demonstrating high, middle, and low levels.
	Toss and catch a ball alone or with a partner.
	Learn to use equipment safely and responsibly.
	Begin to recognize changes in his or her body, such as changes in height and weight.
	Develop responsibility for expected behaviors on the playground and in the classroom.
<b>2<sup>ND</sup> GRADE</b>	
	Move backwards and change direction quickly and safely without falling.
	Jump and land, using a combination of one- and two-foot take-offs and landings.
	Throw a ball hard, demonstrating an overhand technique, a side orientation, and opposition.
	Jump a self-turned rope repeatedly.
	Evaluate critically the claims made in advertisements about commercial products and programs.
	Skip, hop, gallop, and slide.
<b>3<sup>RD</sup> GRADE</b>	
	Combine locomotor and nonlocomotor movements, such as combin-ing various travel patterns in relation to music.
	Dribble a ball continuously, using the hands or feet to control it.
	Maintain flexibility by combining shapes, levels, and pathways into simple sequences.
	Recognize similar movement concepts in a variety of skills. For example, an underhand movement can be used in a variety of ways.
	Accept the feelings resulting from challenge, success, and failure in physical activity.
	Play and assist others in activities in groups of 3 to 5.
<b>4<sup>TH</sup> GRADE</b>	
	Leap, leading with either foot.
	Hand-dribble and foot-dribble a ball while moving within a group.
	Jump and land for height and distance.
	Maintain continuous aerobic activity for a specified time.
	Describe healthful benefits that result from regular participation in physical activity.
	Recognize the fundamental strategies in simple games.

## PHYSICAL EDUCATION GRADES K – 12

<b>5<sup>TH</sup> GRADE</b>	
	Manipulate objects with accuracy and speed.
	Be involved in gamelike activities, with emphasis on more than two skills.
	Distinguish between compliance and noncompliance with game rules.
	Use fundamental strategies (i.e., offensive and defensive strategies) in simple games.
	Recognize that different body types are more effective in certain movement skills and activities.
	Begin to appreciate individual differences within small-group competition and cooperation.
	View the practice and perfection of performance in line and folk dances positively.
<b>6<sup>TH</sup> GRADE</b>	
	Throw a variety of objects, demonstrating both accuracy and distance (e.g., disklike objects, deck tennis rings, footballs).
	Design and play small group games that involve cooperating with others to keep an object away from opponents (basic offensive and defensive strategy—for example, by throwing, kicking, or dribbling a ball).
	Design and refine a routine, combining various jump-rope movements to music, so that it can be repeated without error.
	Demonstrate correctly activities designed to improve and maintain muscular strength and endurance, flexibility, and cardiorespiratory functioning.
	Participate in games, sports, dance, and outdoor pursuits, both in and outside of school, according to individual interests and capabilities.
	Recognize the role of games, sports, and dance in getting to know and understand people of diverse cultures.
<b>7<sup>TH</sup> GRADE</b>	
	Participate in vigorous activity for a sustained period of time while maintaining a target heart rate.
	Identify proper warm-up, conditioning, and cooling-down techniques and the reasons for using them.
	Describe ways to use the body and movement activities to communicate ideas and feelings.
	Accept and respect the decisions made by game officials—whether they are students, teachers, or officials outside of school.
	Become engaged in activities that provide for challenge, problem solving, decision making, and risk taking.
<b>8<sup>TH</sup> GRADE</b>	
	Explore introductory outdoor skills (e.g., backpacking, hiking, boating, cycling, ropes courses).
	Perform a variety of simple folk, country, and creative dances.
	Practice appropriate ways of learning new skills or sports on his or her own.
	Improve and maintain appropriate body composition.
	Describe long-term physiological, psychological, and other benefits that may result from regular participation in physical activity.
	Recognize in playing team sports that rules are fair to all and allow for safe participation.
	Understand how growth in height and weight influences the mechanical nature of performance in physical activities

## PHYSICAL EDUCATION HIGH SCHOOL

<b>9<sup>TH</sup> GRADE</b>	
	Analyze offensive and defensive strategies in games and sports.
	Participate in an individualized fitness program.
	Identify and follow rules while playing sports and games.
	Identify ways in which rules are more alike than different and describe the difference between violations and fouls.
<b>10<sup>TH</sup> GRADE</b>	
	Demonstrate basic competence in physical activities selected from each of the following categories: aquatics; self-defense; dance; individual, dual, and team activities and sports; and outdoor pursuits.
	Perform a variety of dances (folk, country, social, and creative) with fluency and in time to accompaniment.
	Use biomechanical concepts and principles to analyze and improve performance of self and others.
	Discuss the importance of balanced nutrition for a maintaining a healthy life-style.
	Design and implement a personal fitness program that relates to total wellness.
	Participate in a variety of game, sport, and dance activities representing different cultural backgrounds.
	Discuss the historical roles of games, sports, and dance in the cultural life of a population.
	Acknowledge and respect stylistic differences in performance.
<b>11<sup>TH</sup> GRADE</b>	
	Use the principles of movement to accomplish a task with the least effort.
	Demonstrate some mastery of skills in games, sports, and dances and participate in intramural programs.
	Comprehend the correct elements of various movements, strategies, safety procedures, and basic rules.
	Show evidence of developing and maintaining physical fitness to achieve the goal of a healthy life-style.
	Show evidence of a positive self-image.
	Share in the responsibility of group action and problem solving as a member of a group or team.
<b>12<sup>TH</sup> GRADE</b>	
	Excel and continue in an activity of choice, such as a sport, dance, gymnastics, or aquatics.
	Demonstrate advanced competence in at least one activity from the curriculum.
	Be able to design and execute a physical fitness program, recognizing that changes in life-style may progress over time from vigorous activities to mild exercise, including walking.
	Accept the ways in which personal characteristics, performance styles, and activity preferences will change over the life cycle.
	Know about career opportunities in physical education and related fields.