

California Physical Education Content Standards Grade 1

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 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium and low levels in space.	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 over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills.	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
1.3 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.	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 Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running,	Building a Foundation Rubric	<ul style="list-style-type: none"> • The Bouncer • Tempos and Creative Moves • 4 Corners 	<ul style="list-style-type: none"> • ASAP • Building a Foundation • ASAP

Content Standards	Assessment Strategies	Sample Activities	Unit
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.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Tempos and Creative Moves • Emotion Motion • General Space and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation • ASAP • Building a Foundation
1.6 Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Basic Body Positions • Body Management and Balance • Static Balances 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Balance, Stunts, and Tumbling
1.7 Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form.	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
1.8 Land on both feet after taking off on one foot and on both feet.	Jumping Rubric	<ul style="list-style-type: none"> • Jumping and Landing • Jumping and Landing Patterns • Jump for Distance 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Jumping • Jumping
1.9 Jump a swinging rope held by others.	Jumping Rubric	<ul style="list-style-type: none"> • Long Rope Jumping I • Long Rope Jumping II • Jumping and Landing Circuit 	<ul style="list-style-type: none"> • Jumping • Jumping • Jumping
1.10 Demonstrate the underhand movement (throw) pattern.	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Throwing Underhand to Targets 	<ul style="list-style-type: none"> • Catching and Throwing

Content Standards	Assessment Strategies	Sample Activities	Unit
		<ul style="list-style-type: none"> • Partner Throw and Catch • Partner Throw and Catch Challenges 	<ul style="list-style-type: none"> • Catching and Throwing • Catching and Throwing
<p>1.11 Demonstrate the overhand movement (throw) pattern.</p>	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Overhand Throw for Distance • Clean Your Room • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing
<p>1.12 Demonstrate the two-handed overhead (throw) pattern.</p>	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Switcheroo • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing
<p>1.13 Catch, showing proper form, a gently thrown ball.</p>	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Partner Throw and Catch Challenges • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing
<p>1.14 Catch a self-tossed ball.</p>	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Self-Toss and Catch 	<ul style="list-style-type: none"> • Catching and Throwing
<p>1.15 Catch a self-bounced ball.</p>	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

Content Standards	Assessment Strategies	Sample Activities	Unit
1.16 Kick a rolled ball from a stationary position.	Kicking and Trapping Rubric	<ul style="list-style-type: none"> • Passing in Pairs • Triangle Passing and 3-Player Kick and Score • Kicking and Trapping Circuit 	<ul style="list-style-type: none"> • Kicking and Trapping
1.17 Kick a stationary ball, using a smooth, continuous running approach.	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
1.18 Strike a balloon upward continuously, using arms, hands, 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
1.19 Strike a balloon upward continuously, using a large, short-handled paddle.	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Striking with Paddles • Paddle Circuit • Dribbling, Volleying, and Striking Circuit 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking
1.20 Dribble a ball in a forward direction, using the inside of the foot.	Kicking and Trapping Rubric	<ul style="list-style-type: none"> • Dribbling “Soccer-Style” • Control Dribble Around Obstacles • Tunnel Dribble 	<ul style="list-style-type: none"> • Kicking and Trapping
1.21 Dribble a ball continuously with one hand.	Dribbling, Volleying, and Striking Rubric	<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
1.22 Create or imitate movement in response to rhythms and music.	Dance Rubric	<ul style="list-style-type: none"> • Seven Jumps • Monkey See, Monkey 	<ul style="list-style-type: none"> • Dance • ASAP

Content Standards	Assessment Strategies	Sample Activities	Unit
		Do • Create a Dance	• Dance

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.			
2.1 Identify the right and left sides of the body and movement from right to left and left to right.	Standard 2: Cognitive Assessment of Critical Cues: <ul style="list-style-type: none"> • Verbal Recall • Demonstrations • Exit Slips • Partner checks for understanding 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) Debrief question: <i>Raise your right hand; raise your left.</i>	<ul style="list-style-type: none"> • Locomotor Skills, Level and Directions • Movement Concepts Using Hoops • Alley Cat 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • ASAP

Content Standards	Assessment Strategies	Sample Activities	Unit
2.2 Identify people/objects that are within personal space and within boundaries.	Debrief question: <i>How can you tell if something or someone is inside of your personal space?</i>	<ul style="list-style-type: none"> • Orientation and Personal Space • Pathways and Creative Moves • General Space and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation
2.3 Identify the base of support of balanced objects.	Debrief question: <i>What is your base of support when you perform a Stork Stand? A tripod?</i>	<ul style="list-style-type: none"> • Static Balances • Body Management and Balance • Animal Balancing Act 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Balance, Stunts, and Tumbling
2.4 Explain the difference 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.	Debrief question: <i>What is the difference between walking and running? Hopping and jumping? Galloping and sliding How are they similar?</i>	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • 4 Corners • Locomotor Grab Bag 	<ul style="list-style-type: none"> • Building a Foundation • ASAP • ASAP
2.5 Identify examples of underhand and overhand movement patterns.	Debrief question: <i>When do you use underhand movements?</i> <i>Overhand movements?</i>	<ul style="list-style-type: none"> • Throwing Underhand to Targets • Overhand Throw for Distance • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing
2.6 Explain that in the underhand throw, the position of the fingers at the moment of release can influence the direction a tossed	Debrief question: <i>What determines the direction your ball will go when you throw it underhand?</i>	<ul style="list-style-type: none"> • Partner Throw and Catch • Partner Throw and Catch Challenges 	<ul style="list-style-type: none"> • Catching and Throwing

Content Standards	Assessment Strategies	Sample Activities	Unit
object and a thrown object travel.		<ul style="list-style-type: none"> • Catching and Throwing Circuit 	
<p>2.7 Explain that the non-throwing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel.</p>	<p>Debrief question: <i>How does your non-throwing arm affect the direction that your ball goes?</i></p>	<ul style="list-style-type: none"> • Throwing Underhand to Targets • Overhand Throw for Distance • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing
<p>2.8 Explain that the point of release influences the direction of a tossed object and of a thrown object.</p>	<p>Debrief question: <i>When you throw a ball overhead, what determines the direction it goes?</i></p>	<ul style="list-style-type: none"> • Throwing Underhand to Targets • Overhand Throw for Distance • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing
<p>2.9 Describe the proper hand and finger position for catching a ball.</p>	<p>Debrief question: <i>Show me how your hands and fingers should look when you catch a ball.</i></p>	<ul style="list-style-type: none"> • Partner Throw and Catch • Partner Throw and Catch Challenges • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing
<p>2.10 Demonstrate and explain how to reduce the impact force while catching an object.</p>	<p>Debrief question: <i>How do you absorb the force from the ball when you catch?</i></p>	<ul style="list-style-type: none"> • Partner Throw and Catch • Partner Throw and Catch Challenges • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing

Content Standards	Assessment Strategies	Sample Activities	Unit
<p>2.11 Identify the placement of the non-kicking foot when kicking with a smooth, running approach.</p>	<p>Debrief question: <i>Where do you plant the foot that's not kicking when you run to kick a ball?</i></p>	<ul style="list-style-type: none"> • Kicking for Distance • Kicking for Accuracy • Soccer Golf 	<ul style="list-style-type: none"> • Kicking and Trapping
<p>2.12 Identify the location of the point contact to strike an object upward.</p>	<p>Debrief question: <i>If you want your balloon to go up, where should your paddle hit the balloon?</i></p>	<ul style="list-style-type: none"> • Paddle Circuit • Striking with Paddles • Keep It Up 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking
<p>2.13 Determine and analyze how much force is needed to move the ball forward while dribbling with the hand and with the foot.</p>	<p>Debrief question: <i>How much force do you have to use to move your ball forward while you are dribbling with your hand? Your foot?</i></p>	<ul style="list-style-type: none"> • Dribbling Introduction • Dribbling "Soccer-Style" • Control Dribble Around Obstacles 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking • Kicking and Trapping • Kicking and Trapping •

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 for 3.1: 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 times each week, for increasing amounts of time, 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 Demonstrate for increasing periods of time, a “v” sit position, a push-up position with arms extended, and a squat position.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Fitness Introduction • Basic Body Positions 	<ul style="list-style-type: none"> • Building a Foundation • Balance, Stunts, and Tumbling
3.4 Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Basic Body Positions • Fitness Introduction • Animal Balancing Act 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Balance, Stunts, and Tumbling

Content Standards	Assessment Strategies	Sample Activities	Unit
3.5 Travel hand-over-hand along a horizontal ladder or hang from an overhead bar.	Building a Foundation Rubric	Fitness Introduction (SPARK It Up!)	Building a Foundation
3.6 Stretch arms, shoulders, back, and legs without hyper-flexing or hyper extending the joints.	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
3.7 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
3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels.	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

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 enjoyable and challenging physical activities that one can do for increasing amounts of time without stopping.	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 activities to play that make your heart beat faster?</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 Explain the importance of drinking water during and after physical activity.	Debrief question: <i>Why is it important to drink water while you are exercising? After you are exercising?</i>		

Content Standards	Assessment Strategies	Sample Activities	Unit
4.3 Explain that nutritious food provides energy for alertness and mental concentration.	Debrief question: <i>How does eating healthy food help you do your work in the classroom?</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
4.4 Recognize that the heart is the most important muscle in the body and is approximately the size of a fist.	Debrief question: <i>What is the most important muscle in your body? How big is your heart?</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 increasing heart rate during physical activity strengthens the heart muscle.	Debrief question: <i>What happens to your heart when you make it beat faster on a regular basis?</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 physical activities that cause the heart to beat faster.	Debrief question: <i>Name some activities that make your heart beat faster.</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 Describe the role of blood in transporting oxygen from the lungs.	Debrief question: <i>What does your blood collect from your lungs?</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
4.8 Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force.	Debrief question: <i>Name two benefits you get from strengthening your muscles.</i>	<ul style="list-style-type: none"> • Fitness Introduction • Fitness Introduction (SPARK It Up!) 	<ul style="list-style-type: none"> • Building a Foundation

Content Standards	Assessment Strategies	Sample Activities	Unit
4.9 Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time	Debrief question: <i>How do you improve your endurance?</i>	Fitness Introduction	<ul style="list-style-type: none"> • Building a Foundation
4.10 Explain that proper body position while stretching and strengthening will help prevent injury.	Debrief question: <i>How do you prevent injury when you stretch or strengthen your muscles?</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
4.11 Diagram how flexible muscles will allow more range of motion in activity.	Debrief question: <i>What is the benefit of having flexible muscles?</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
4.12 Identify the body components (e.g., bones, muscles, 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 Participate willingly in new physical activities.	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 for 5.1: 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
5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity	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
5.3 Demonstrate the characteristics of sharing and cooperation in a physical activity.	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 Invite others to use equipment or apparatus before repeating a turn.	Jumping 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
5.5 Identify and demonstrate the attributes of an effective partner in physical activity.	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
5.6 Identify and demonstrate effective practices for working with a group without interfering with others.	Games Rubric	<ul style="list-style-type: none"> • Houdini Hoops • Changing Places • Line Boogie 	<ul style="list-style-type: none"> • Games • Parachute • Manipulatives