California Physical Education

Grades 7-12 (All standards combined)

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. PE.7.1	**1.1** Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying. PE.7.1.1
	1.2 Perform multicultural dances. PE.7.1.2
	1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns. PE.7.1.3
	1.4 Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities. PE.7.1.4
	1.5 Demonstrate body management and locomotor skills needed for successful participation in track and field and combative activities. PE.7.1.5
	1.6 Demonstrate body management and object-manipulation skills needed for successful participation in introductory adventure/outdoor activities. PE.7.1.6
Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. PE.7.2	**2.1** Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying. PE.7.2.1
	2.2 Analyze movement patterns and correct errors. PE.7.2.2
	2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development. PE.7.2.3
	2.4 Explain and demonstrate spin and rebound principles for performing manipulative skills. PE.7.2.4
	2.5 Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts. PE.7.2.5
	2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities. PE.7.2.6

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	2.7 Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system and teach it to another person. PE.7.2.7
Students assess and maintain a level of physical fitness to improve health and performance. PE.7.3	**3.1** Assess one's own muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition by using a scientifically based health-related fitness assessment. PE.7.3.1
	3.2 Evaluate individual measures of physical fitness in relationship to patterns of physical activity. PE.7.3.2
	3.3 Develop individual goals, from research-based standards, for each of the five components of health-related physical fitness. PE.7.3.3
	3.4 Plan a weekly personal physical fitness program in collaboration with the teacher. PE.7.3.4
	3.5 Participate in moderate to vigorous physical activity a minimum of four days each week. PE.7.3.5
	3.6 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program. PE.7.3.6
Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. PE.7.4	**4.1** Develop a one-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each component of health-related physical fitness. PE.7.4.1
	4.2 Identify physical activities that are effective in improving each of the health-related physical fitness components. PE.7.4.2
	4.3 Match personal preferences in physical activities with each of the five components of health-related physical fitness. PE.7.4.3
	4.4 Explain the effects of physical activity on heart rate during exercise, during the recovery phase, and while the body is at rest. PE.7.4.4
	4.5 Describe the role of physical activity and nutrition in achieving physical fitness. PE.7.4.5
	4.6 Identify and apply the principles of overload in safe, age-appropriate activities. PE.7.4.6
	4.7 Explain progression, overload, and specificity as principles of exercise. PE.7.4.7
	4.8 Discuss the effect of extremity growth rates on physical fitness. PE.7.4.8

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Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. PE.7.5	**5.1** Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities. PE.7.5.1
	5.2 Accept responsibility for individual improvement. PE.7.5.2
	5.3 Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity. PE.7.5.3
	5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity. PE.7.5.4
	5.5 Identify the responsibilities of a leader in physical activity. PE.7.5.5
Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. PE.8.1	**1.1** Identify and demonstrate square dance steps, positions, and patterns set to music. PE.8.1.1
	1.2 Create and perform a square dance. PE.8.1.2
	1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities. PE.8.1.3
	1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities. PE.8.1.4
	1.5 Demonstrate fundamental gymnastic/tumbling skills. PE.8.1.5
	1.6 Create and perform a routine using fundamental gymnastic/tumbling skills, locomotor and nonlocomotor movement patterns, and the elements of speed, direction, and level. PE.8.1.6
Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. PE.8.2	**2.1** Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity. PE.8.2.1
	2.2 Explain the rotation principles used in performing various manipulative skills. PE.8.2.2
	2.3 Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities. PE.8.2.3
	2.4 Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance. PE.8.2.4
	2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities. PE.8.2.5
	2.6 Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system. PE.8.2.6

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Students assess and maintain a level of physical fitness to improve health and performance. PE.8.3	**3.1** Assess the components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment. PE.8.3.1
	3.2 Refine individual personal physical fitness goals for each of the five components of healthrelated physical fitness, using research-based criteria. PE.8.3.2
	3.3 Plan and implement a two-week personal physical fitness plan in collaboration with the teacher. PE.8.3.3
	3.4 Participate in moderate to vigorous physical activity a minimum of four days each week. PE.8.3.4
	3.5 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program. PE.8.3.5
	3.6 Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, injury). PE.8.3.6
Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. PE.8.4	**4.1** Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of healthrelated physical fitness. PE.8.4.1
	4.2 Identify appropriate physical activities that can be performed if one's physical fitness program is disrupted by inclement weather, travel from home or school, or a minor injury. PE.8.4.2
	4.3 Identify ways of increasing physical activity in routine daily activities. PE.8.4.3
	4.4 Identify and apply basic principles in weight/resistance training and safety practices. PE.8.4.4
	4.5 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance. PE.8.4.5
	4.6 Explain the different types of conditioning for different physical activities. PE.8.4.6
Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical act	**5.1** Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants. PE.8.5.1
	5.2 Organize and work cooperatively with a group to achieve the goals of the group. PE.8.5.2
	5.3 Identify and evaluate three preferences for lifelong physical activity and determine one's responsibility for developing skills, acquiring knowledge of concepts, and achieving fitness. PE.8.5.3

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	5.4 Identify the contributions of members of a group or team and reward members for accomplishing a task or goal. PE.8.5.4
	5.5 Accept the roles of group members within the structure of a game or activity. PE.8.5.5
	5.6 Describe leadership roles and responsibilities in the context of team games and activities. PE.8.5.6
	5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals. PE.8.5.7
Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. PE.9-12.1.1	**1.1** Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities. PE.9-12.1.1.1
	1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities. PE.9-12.1.1.2
	1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual and dual activities. PE.9-12.1.1.3
	1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities. PE.9-12.1.1.4
	1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles. PE.9-12.1.1.5
	1.6 Examine the physical, emotional, cognitive, and scientific factors that affect performance a nd explain the relationship between those factors. PE.9-12.1.1.6
	1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities. PE.9-12.1.1.7
	1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities. PE.9-12.1.1.8
	1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities. PE.9-12.1.1.9
	1.10 Analyze situations and determine appropriate strategies for improved performance in aquatic, rhythms/dance, and individual and dual

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	activities. PE.9-12.1.1.10
	1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities. PE.9-12.1.1.11
	1.12 Demonstrate independent learning of movement skills. PE.9-12.1.1.12
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. PE.9-12.1.2	**2.1** Participate in moderate to vigorous physical activity at least four days each week. PE.9-12.1.2.1
	2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness. PE.9-12.1.2.2
	2.3 Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment. PE.9-12.1.2.3
	2.4 Use physical fitness test results to set and adjust goals to improve fitness. PE.9-12.1.2.4
	2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise. PE.9-12.1.2.5
	2.6 Identify the physical fitness requirements of an occupation. PE.9-12.1.2.6
	2.7 Develop and implement a one-month personal physical fitness plan. PE.9-12.1.2.7
	2.8 Analyze consumer physical fitness products and programs. PE.9-12.1.2.8
	2.9 Explain the inherent risks associated with physical activity in extreme environments. PE.9-12.1.2.9
	2.10 Identify and list available fitness resources in the community. PE.9-12.1.2.10
	2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs. PE.9-12.1.2.11
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. PE.9-12.1.3	**3.1** Accept personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment for physical activity. PE.9-12.1.3.1
	3.2 Act independently of negative peer pressure during physical activity. PE.9-12.1.3.2
	3.3 Identify and evaluate personal psychological responses to physical activity. PE.9-12.1.3.3
	Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities. PE.9-12.1.3.4

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	3.5 Develop personal goals to improve one's performance in physical activities. PE.9-12.1.3.5
	3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity. PE.9-12.1.3.6
	3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace. PE.9-12.1.3.7
	3.8 Recognize the value of physical activity in understanding multiculturalism. PE.9-12.1.3.8
	3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity. PE.9-12.1.3.9
	3.10 Identify and utilize the potential strengths of each individual in physical activities. PE.9-12.1.3.10
Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. PE.9-12.2.1	**1.1** Combine and apply movement patterns, from simple to complex, in combative, gym- nastic/tumbling, and team activities. PE.9-12.2.1.1
	1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities. PE.9-12.2.1.2
	1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/ tumbling, and team activities and apply those components in performance. PE.9-12.2.1.3
	1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities. PE.9-12.2.1.4
	1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles. PE.9-12.2.1.5
	1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance. PE.9-12.2.1.6
	1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities. PE.9-12.2.1.7
	1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities. PE.9-12.2.1.8

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	1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities. PE.9-12.2.1.9
	1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities. PE.9-12.2.1.10
	1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities. PE.9-12.2.1.11
	1.12 Evaluate independent learning of movement skills. PE.9-12.2.1.12
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. PE.9-12.2.2	**2.1** Participate in moderate to vigorous physical activity at least four days each week. PE.9-12.2.2.1
	2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests. PE.9-12.2.2.2
	2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments. PE.9-12.2.2.3
	2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development. PE.9-12.2.2.4
	2.5 Justify the use of particular physical activities to achieve desired fitness goals. PE.9-12.2.2.5
	2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities. PE.9-12.2.2.6
	2.7 Develop and implement an appropriate personal physical fitness program for a family or community member. PE.9-12.2.2.7
	2.8 Explain how to evaluate consumer physical fitness products and programs. PE.9-12.2.2.8
	2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance. PE.9-12.2.2.9
	2.10 Evaluate the availability and quality of fitness resources in the community. PE.9-12.2.2.10
	2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness. PE.9-12.2.2.11
St... kn... ps...	**3.1** Participate in physical activities for personal enjoyment. PE.9-12.2.3.1

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sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. PE.9-12.2.3

3.2 **Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.** PE.9-12.2.3.2

3.3 **Evaluate the psychological benefits derived from regular participation in physical activity.** PE.9-12.2.3.3

3.4 **Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.** PE.9-12.2.3.4

3.5 **Evaluate and refine personal goals to improve performance in physical activities.** PE.9-12.2.3.5

3.6 **Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.** PE.9-12.2.3.6

3.7 **Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.** PE.9-12.2.3.7

3.8 **Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.** PE.9-12.2.3.8

3.9 **Encourage others to be supportive and inclusive of individuals of all ability levels.** PE.9-12.2.3.9