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| **Physical Development Domain Alignment and the California Physical Education Content Standards**[www.cde.ca.gov/sp/cd/re/documents/psalignment.pdf](http://www.cde.ca.gov/sp/cd/re/documents/psalignment.pdf) *(Modified 7/2016)* |
| **California Preschool Learning Foundations** | **California Content Standards Kindergarten** |
| **Domain: Physical Development**  | **Domain: Physical Education**  |
| **Strand:** **Fundamental Movement Skills**  | **Standard 1:** Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**Standard 2:** Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.  |
| **1.0 Balance** | **Standard 1: *Movement Concepts; Body Management***  |
| **At around 48 months**  | **At around 60 months**  | **By the end of kindergarten**  |
| 1.1 Maintain balance while holding still; sometimes may need assistance  | 1.1 Show increasing balance and control when holding still | **Standard 1: *Movement Concepts*** 1.4 Creates shapes at high, medium, and low levels by using hands, arms torso,  feet, and legs in a variety of combinations. **Standard 1: *Body Management***1.5 Create shapes by using nonlocomotor movements.1.6 Balance on one, two, three, four, and five body parts. |
| 1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable. | 1.2 Show increasing balance control when moving in different directions and when transitioning from one movement or position to another | 1.7 Balance while walking forward and sideways on a narrow, elevated surface. |

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| **2.0 Locomotor Skills**  | **Standard 1: *Locomotor Movement*** **Standard 2: *Locomotor Movement***  |
| **At around 48 months**  | **At around 60 months**  | **By the end of kindergarten**  |
| 2.1 Walk with balance, not always stable, oppositional arm movement still developing, and relatively wide base of support (space between feet).  | 2.1 Walk with balance, oppositional arm movement, and relatively narrow base of support (space between feet). | **Standard 1: *Body Management*** 1.7 Balance while walking forward and sideways on a narrow, elevated surface.**Standard 2: *Locomotor Movement*** 2.5 Identify the locomotor skills of walk, job, run, hop, jump, slide and gallop. |
| 2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition for arms and legs. | 2.2 Run with longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent. | **Standard 1: *Locomotor Movement***1.10 Travel in straight, curved and zigzag pathways.**Standard 2: *Locomotor Movement*** 2.5 Identify the locomotor skills of walk, job, run, hop, jump, slide and gallop. |
| 2.3 Jump for height (up or down) and for distance with beginning competence.  | 2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump. | **Standard 1: *Locomotor Movement***1.11 Jump over a stationary rope several times in succession, using forward-and- back and side-to-side movement patterns.**Standard 2: *Locomotor Movement*** 2.5 Identify the locomotor skills of walk, job, run, hop, jump, slide and gallop. |
| 2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping. | 2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping. | **Standard 1: *Locomotor Movement***1.10 Travel in straight, curved and zigzag pathways.**Standard 2: *Locomotor Movement***2.5 Identify the locomotor skills of walk, job, run, hop, jump, slide and gallop. |
|  |  | **Other areas covered under the physical education content standards for kindergarten:****Standard 1: *Locomotor Movement***1.9 Perform a continuous log roll. |
| **3.0 Manipulative Skills**  | **Standard 1: *Manipulative Skills*** |
| **At around 48 months** | **At around 60 months**  | **By the end of kindergarten**  |
| 3.1 Begins to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand and kicking. | 3.1 Show gross motor manipulative skills by using arms, hands and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand and kicking. | **Standard 1: *Manipulative Skills*** 1.12 Strike a stationary ball or balloon with the hands, arms and feet1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it  before it bounces twice.1.14 Kick a stationary object, using a simple kicking pattern.1.15 Bounce a ball continuously, using two hands.**Standard 2: *Manipulative Skills*** 2.6 Explain the role of the eyes when striking objects with the hands, arms, and  feet.2.7 Identify the point of contact for kicking a ball in a straight line.2.8 Describe the position of the fingers in the follow0through phase of bouncing  a ball continuously. |
| 3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing. | 3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing. |  |

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| **Physical Development Domain Alignment and the California Physical Education Content Standards**[www.cde.ca.gov/sp/cd/re/documents/psalignment.pdf](http://www.cde.ca.gov/sp/cd/re/documents/psalignment.pdf) *(Modified 8/2016)* |
| **California Preschool Learning Foundations** | **California Content Standards Kindergarten** |
| **Domain: Physical Development**  | **Domain: Physical Education**  |
| **Strand:** **Perceptual-Motor Skills and Movement Concepts** | **Standard 1:** Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**Standard 2:** Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.  |
| **1.0 Body Awareness** | **Standard 1: Movement Concepts****Standard 2: *Body Management***  |
| **At around 48 months**  | **At around 60 months**  | **By the end of kindergarten**  |
| 1.1 Demonstrate knowledge of the names of body parts.  | 1.1 Demonstrate knowledge of an increasing number of body parts. | **Standard 1: Movement Concepts**1.4 Create shapes a high, medium, and low levels by suing hands, arms, torso,  feet, and legs in a variety of combinations.1.8 Demonstrate the relationship of *under, over, behind, next to, through, right,*  *left, up, down, forward, backward,* and *in front of* by using the body and an  object.**Standard 2: *Body Management*** 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. **Standard 2: *Body Management***2.4 Explain base of support.  |

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| **2.0 Spatial Awareness**  | **Standard 1: *Movement Concepts*****Standard 2: *Movement Concepts*** |
| **At around 48 months**  | **At around 60 months**  | **By the end of kindergarten**  |
| 2.1 Use own body as reference point when locating or relating to other people or objects in space. | 2.1 Use own body, general space, and other people’s space when locating or relating to other people or objects in space. | **Standard 1: *Movement Concepts*** 1.1 Travel within a large group, without bumping into others or falling, while using  locomotor skills. **Standard 2: *Movement Concepts*** 2.2 Identify and independently use personal space, general space, and boundaries  and discuss why they are important.  |
| **3.0 Directional Awareness**  | **Standard 1: *Body Management; Movement Concepts*****Standard 2: *Movement Concepts***  |
| **At around 48 months** | **At around 60 months**  | **By the end of kindergarten**  |
| 3.1 Distinguish movements that are up and down and to the side of the body (for example, understands “use that side, now the other side”). | 3.1 Begin to understand and  distinguish between the  side of the body. | **Standard 1: *Body Management*** 1.8 Demonstrate the relationship of *under, over, behind, next to, through, right,*  *left, up, down, forward, backward,* and *in front of* by using the body and an  object. |
| 3.2 Move forward and backward or up and down easily. | 3.2 Can change directions quickly and accurately. | **Standard 1: *Movement Concepts*** 1.2 Travel forward and sideways while changing direction quickly and in response  to a signal. |
| 3.3 Can place an object on top of or under something with some accuracy. | 3.3 Can place an object or  own body in front of, to  the side, or behind  something else with  greater accuracy. | **Standard 2: *Movement Concepts*** 2.1 Explain the difference between under and over, behind and in front of, next to  and through, up and down, forward and backward, and sideways. |
| 3.4 Use any two body parts together.  | 3.4 Demonstrate more  precision and efficiency  during two-handed fine  motor activities. |  |

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|  |  | Other areas covered under the physical education content standards for kindergarten: **Standard 1: *Movement Concepts*** 1.3 Demonstrate contrasts between slow and fast speeds while using locomotor  skills.  |

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| **California Preschool Learning Foundations** | **California Content Standards Kindergarten** |
| **Domain: Physical Development**  | **Domain: Physical Education**  |
| **Strand:** **Active Physical Play**  | **Standard 3:** Students assess and maintain a level of physical fitness to improve health and performance. **Standard 4:** Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. |
| **1.0 Active Participation** | **Standard 3: *Fitness Concepts*** **Standard 4: *Fitness Concepts***  |
| **At around 48 months**  | **At around 60 months**  | **By the end of kindergarten**  |
| 1.1 Initiate or engage in simple physical activities for a short to moderate period of time.   | 1.1 Initiate more complex physical activities for a sustained period of time.  | **Standard 3: *Fitness Concepts*** 3.1 Participate in physical activities that are enjoyable and challenging. **Standard 3: *Assessment***3.7 Identify indicators of increased capacity to participate in vigorous physical  activity.**Standard 4: *Fitness Concepts*** 4.1 Identify physical activities that are enjoyable and challenging.  |
| **2.0 Cardiovascular Endurance**  | **Standard 3: *Aerobic Capacity*** **Standard 4: *Aerobic Capacity***  |
| **At around 48 months**  | **At around 60 months**  | **By the end of kindergarten**  |
| 2.1 Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.  | 2.1 Engage in sustained active play of increasing intensity that involves the heart, the lungs and the vascular system.  | **Standard 3: *Aerobic Capacity*** 3.2 Participate three to four days each week in moderate to vigorous physical  activities that increase breathing and heart rate. **Standard 3: *Body Composition*** 3**.**6 Sustain continuous movement for increasing periods of time while  participating in moderate to vigorous physical activity. **Standard 4: *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.  |
| **3.0 Muscular Strength, Muscular Endurance, and Flexibility**  | **Standard 3: *Muscular Strength/Endurance; Flexibility*** **Standard 4: *Muscular Strength/Endurance; Flexibility***  |
| **At around 48 months** | **At around 60 months**  | **By the end of kindergarten**  |
| 3.1 Engages in active play activities that enhance leg and arm strength, muscular endurance,  and flexibility.  | 3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.  | **Standard 3: *Muscular Strength/Endurance*** 3.3 Hang from overhead bars for increasing periods of time. 3.4 Climb a ladder, jungle gym, or apparatus. **Standard 3: *Flexibility*** 3.5 Stretch shoulders, legs, arms, and back without bouncing. **Standard 4: *Muscular Strength/Endurance*** 4.7 Explain that strong muscles help the body to climb, hang, push, and pull. 4.8 Describe the role of muscles in moving the bones. **Standard 4: *Flexibility*** 4.9 Identify the body part involved when stretching.  |