**HANDOUT 5**

|  |  |  |
| --- | --- | --- |
| **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. |

|  |  |  |
| --- | --- | --- |
| **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. |  |

|  |  |  |
| --- | --- | --- |
|  |  | 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. |