



Physical Development: Linking Preschool Learning Foundations and the Kindergarten Content Standards Related to Physical Development

Focus Statement

Students become familiar with the California Department of Education's *Physical Education Model Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (2006) and explore their relationship to the physical development foundations in the *California Preschool Learning Foundations, Volume 2*.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses and student learning outcomes are mapped onto each instructional guide learning experience. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Child Growth and Development
- Child, Family and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Health, Safety and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Jigsaw reading
- Lecture
- Pairs or small group work
- Peer review and feedback
- Reflection paper
- Reflective discussion—large group

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- Short paper

California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development Division's California Early Childhood Educator Competencies. "The Competency Areas to Consider" below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these learning experiences.

- Child Development and Learning
- Culture, Diversity, and Equity
- Family and Community Engagement
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



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Before You Start

In this learning experience, students are introduced to the California Department of Education's *Physical Education Model Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (2006). It is important for students to be aware of these content standards and the ways in which they align with the preschool learning foundations for physical development.

Students will be reviewing the content standards for this learning experience, so you may want to remind students that they can download the standards from the California Department of Education's Web site (www.cde.ca.gov/be/st/ss/).

Handout 1, following this learning experience, is a sample of a grid that students can use when determining relationships between the standards and the foundations. An electronic version of the handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

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Information Delivery

Students will be asked to review the physical development domain foundations in the *California Preschool Learning Foundations, Volume 2* and the *Physical Education Model Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (2006).



Slides 2-7

The following is a summary of the five overarching model content standards for kindergarten (as well as the other elementary grades and middle school) and the concepts and skills for each standard:

1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
 - Movement Concepts
 - Body Management
 - Locomotor Movement
 - Manipulative Skills



- Rhythmic Skills

2. Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

- Movement Concepts
- Body Management
- Locomotor Movement
- Manipulative Skills

3. Students assess and maintain a level of physical fitness to improve health and performance.

- Fitness Concepts
- Aerobic Capacity
- Muscular Strength/Endurance
- Flexibility
- Body Composition
- Assessment

4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- Fitness Concepts
- Aerobic Capacity
- Muscular Strength/Endurance
- Flexibility
- Body Composition

5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

- Self-Responsibility
- Social Interaction
- Group Dynamics



This information can be reviewed prior to or during class, and can be presented as a lecture or through assigned reading.

Active Learning



Slide 8

Getting it started

Have students review the kindergarten content standards (pp. 1–4) of the *Physical Education Model Content Standards for California Public Schools, Kindergarten Through Grade Twelve*.

Keeping it going

Have the students compare the standards with the physical development strands, substrands, and foundations and note where there are connections. They can do this by marking an X in the Handout 1 grid where they see a link. They can also write a few explanatory notes in the grid boxes. Students could do this comparison individually or in pairs or small groups. Depending on the size of your class and the amount of time allotted for this learning experience, you may choose to assign specific combinations of foundations and standards to individual or groups of students.

Putting it together

If students have worked in groups, have the groups present their grids to the rest of the class. Ask if there are other connections that may not have been noted or if there are questions about any of the relationships indicated.

If students have worked individually and compared all the standards with the foundations, have them compare their grids with another student. Have them discuss any differences in their grids.

Online Options

Students could post their completed grids online for review by their classmates and conduct an online discussion of the reflection questions.

Another approach/way

Instead of completing a grid, have students write a reflection paper that addresses the questions in the reflection section of this learning experience.

Reflection



Slides 9-10

Conclude the session by having the class discuss the following questions:

- What are the purposes of the preschool learning foundations and the kindergarten content standards?
- Where do you see similarities and differences between the physical development foundations and the physical



education model content standards for kindergarten? What might be some reasons for these similarities and differences?

- Why is it important for preschool teachers to be aware of the kindergarten content standards?
- What are some general ways that preschool teachers and kindergarten teachers can use the preschool physical development foundations and the kindergarten physical education model content standards in their classroom practices?

Deeper Understanding



Slide 11

The *California Preschool Learning Foundations, Volume 2* cites the recommendations for physical activity by the National Association for Sport and Physical Education (NASPE) as the current best practice for preschool programs. NASPE has developed national standards and guidelines as well as position statements related to physical activity, physical education, and professional development and conduct.

The following are a few of the position statements on the NASPE Web site (<http://www.aahperd.org/naspe/>):

- Physical Education is Critical to Educating the Whole Child
- Looking at Physical Education from a Developmental Perspective: A Guide to Teaching
- Comprehensive School Physical Activity Programs

NASPE also has published the second edition of *Active Start: A Statement of Physical Activity Guidelines for Children from Birth to Age 5, 2nd Edition*. A summary of the guidelines for infants, toddlers, and preschoolers are on the Web site description of the publication.

The summary can be accessed by going to <http://www.aahperd.org/naspe/standards/nationalGuidelines/> and then clicking on “Physical Activity Guidelines – learn more.” Next click on the “learn more” link for *Active Start: A Statement of Physical Activity Guidelines for Children from Birth to Age 5, 2nd Edition*.

A position statement titled “Appropriate Practices in Movement Programs for Young Children Ages 3–5” is also available for download by members of the American Alliance for Health, Physical Education, Recreation and Dance (<http://www.aahperd.org/naspe/standards/nationalGuidelines/>)



[Apppracticedoc.cfm](#)).

Ask students to review one or more documents from NASPE and prepare a presentation or write a paper that relates key points from the document to the physical development foundations or the kindergarten content standards.



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Handout 1 – Linking Preschool Learning Foundations and the Kindergarten Content Standards Related to Physical Development



Linking Preschool Learning Foundations and the Kindergarten Content Standards Related to Physical Development

Kindergarten Content Standard →		Movement Concepts	Body Management	Locomotor Movement	Manipulative Skills
Fundamental Movement Skills	Perceptual-Motor Skills and Movement Concepts	Balance	Locomotor Skills	Manipulative Skills	Body Awareness
Strand/Substrand	Active Physical Play	Spatial Awareness	Spatial Awareness	Directional Awareness	Active Participation
	Muscular Strength, Endurance and Flexibility	Cardiovascular Endurance	Cardiovascular Endurance	Muscular Strength, Endurance and Flexibility	

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Physical Development Domain
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Kindergarten Content Standard →		Fundamental Movement Skills		Strand/Substrand		Perceptual-Motor Skills and Movement Concepts		Active Physical Play			
		Balance	Locomotor Skills	Manipulativ e skills	Body Awareness	Spatial Awareness	Directional Awareness	Active Participation	Cardiovascular Endurance	Muscular Strength, Endurance and Flexibility	
		Fitness Concepts	Aerobic Capacity	Muscular Strength/ Endurance				Flexibility		Body Composition	Assessment

3. Students assess and maintain a level of physical fitness to improve health and performance.



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Kindergarten Content Standard →		Fundamental Movement Skills		Perceptual-Motor Skills and Movement Concepts		Strand/Substrand		Active Physical Play	
		Balance	Locomotor Skills	Manipulative Skills	Body Awareness	Spatial Awareness	Directional Awareness	Active Participation	Cardiorespiratory Endurance
		Fitness Concepts	Aerobic Capacity	Muscular Strength/ Endurance	Flexibility	Body Composition			

4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.



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Kindergarten Content Standard →		Fundamental Movement Skills	Perceptual-Motor Skills and Movement Concepts	Strand/Substrand	Active Physical Play	
					Muscular Strength	Muscular Endurance and Flexibility
		Balance	Locomotor Skills	Manipulative Skills	Body Awareness	Spatial Awareness
					Directional Awareness	Active Participation
					Cardiovascular Endurance	Muscular Strength, Endurance, and Flexibility

5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Group Dynamics

Social Interaction

Self-Responsibility

Manipulative Skills

Body Awareness

Spatial Awareness

Directional Awareness

Active Participation

Cardiovascular Endurance

Muscular Strength, Endurance, and Flexibility