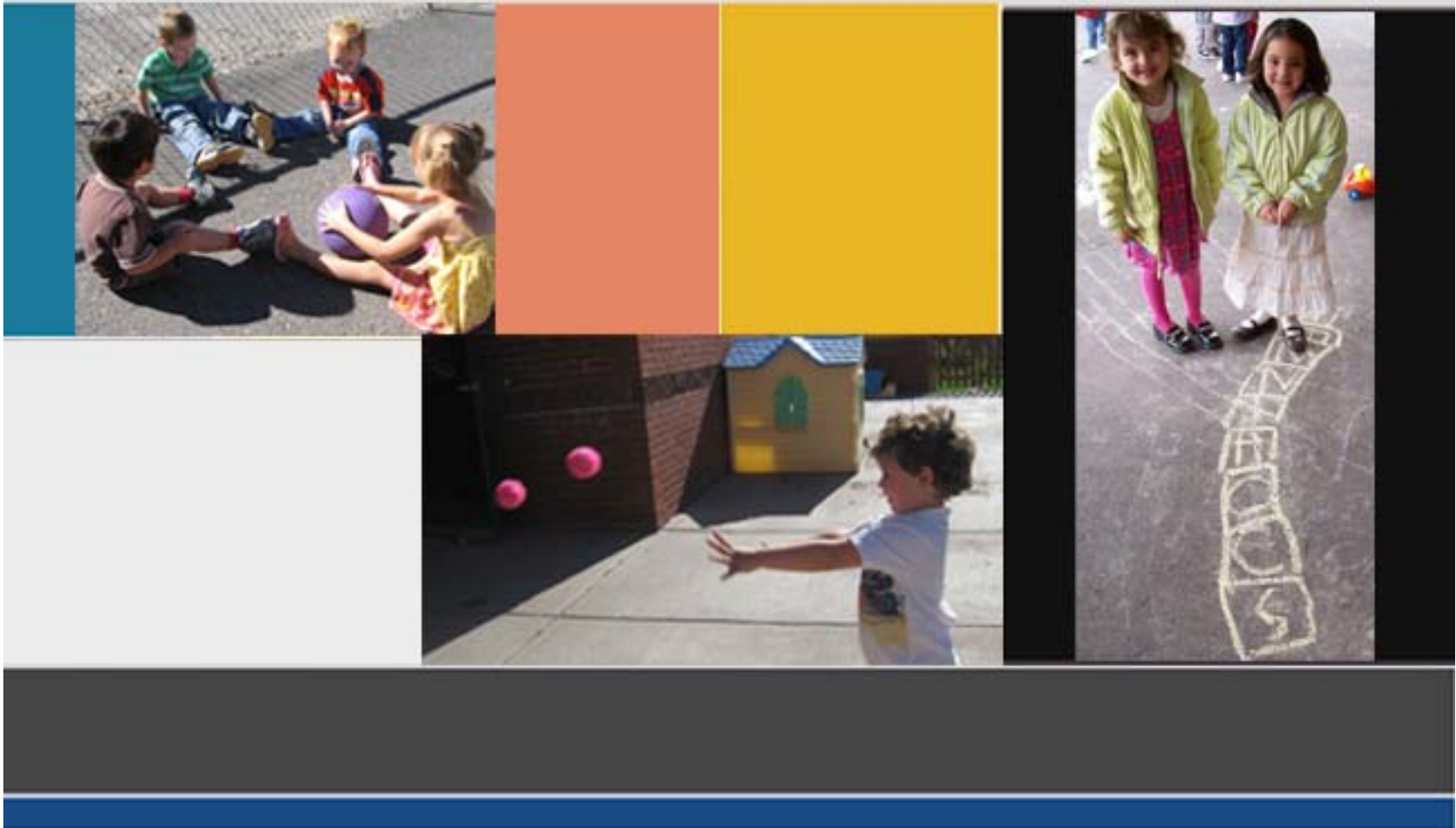


Preschool Comprehensive Health and Physical Education Academic Standards

In High Quality Early Childhood Care and Education Settings



Preschool Comprehensive Health & Physical Education Standards in High Quality Early Childhood Care and Education Settings

How to use this document

Colorado Preschool Program staff developed this document to help link the new Colorado preschool academic standards with the early childhood best practices that are already present in high quality early childhood care and education settings. While this document is intended for early childhood teachers in classroom settings that will be adopting the standards, we wanted to give some examples of how the standards might look in family childcare homes and in other early care configurations.

The preschool academic standards form the “what” of early childhood teaching – the objectives and goals for children to experience in their formative preschool years. To make a connection between early childhood best practices and the new academic standards expectations, we relied on the Building Blocks to the Colorado Content Standards, the Colorado Quality Standards for Early Childhood Care and Education, and Results Matter assessment tools for examples and descriptions. These sources provide the “steps for getting there” or the “how” of early childhood teaching. Young children require a much different environment than their elementary school counterparts. For each standard and its evidence objectives, we describe what should be in place to ensure children have opportunities to master the objectives and goals of the standards in enriching, developmentally appropriate ways. We also provide examples of children and adults in various settings showing the standards in action so that connections can be made from the small and large moments of early childhood experiences that build towards more formal learning.

As you go through each standard domain, you will see the standard table as it appears in CDE documentation with the 21st Century Skills and Readiness competencies. On the next page, you will see the evidence outcomes, the steps for getting there, and the examples from early childhood settings. Each pair of tables is color-coded to help match the pages. These sections are not meant to be inclusive; they are guidance to begin thinking about the preschool academic standards and how they link to early childhood best practices.

Resources:

Preschool Standards & Assessments Crosswalk to Results Matter Systems, Building Blocks, and Head Start Early Learning Framework
<http://www.cde.state.co.us/scripts/ECCCrosswalks/crosswalk.asp>

The Colorado Quality Standards for Early Childhood Care and Education Services
<http://www.cde.state.co.us/cpp/qualitystandards.htm>

Building Blocks to the Colorado K-12 Content Standards (2007)
<http://www.cde.state.co.us/cpp/download/CPPOcs/BuildingBlocksNov2010.pdf>

Preschool Comprehensive Health & Physical Education Standards in High Quality Early Childhood Care and Education Settings

Children use their senses and bodies to explore their physical environment. They investigate and practice with intensity the motions that lead to the mastery of fine and large motor tasks. How a child learns to sit, walk or hold a spoon has implications for how the child understands space, coordinates thinking and holds a pencil. Children often describe their competence according to their physical accomplishments.

Children enthusiastically explore how to move their bodies. Children may need encouragement to adapt sensible health habits. They appreciate learning how to enhance their strength, balance, muscle control and coordination.

Young children's future health and well-being are directly related to strengthening their large and small muscles, using their sensory experiences and practicing healthy behavior.

Preschool Physical Education Expectations at a Glance	
1. Movement Competence and Understanding	<ol style="list-style-type: none">1. Travel in a variety of directions using basic locomotor skills, and demonstrate understanding of personal and general space2. Demonstrate balance
2. Physical and Personal Wellness	<ol style="list-style-type: none">1. Recognize the positive feelings experienced during and after physical activity
4. Prevention and Risk Management	<ol style="list-style-type: none">1. Apply safe practices, rules, and procedures

Preschool Health Expectations at a Glance	
2. Physical and Personal Wellness	<ol style="list-style-type: none">1. Develop self-management skills and personal hygiene skills to promote healthy habits
4. Prevention and Risk Management	<ol style="list-style-type: none">1. Identify ways to be safe while at play

Preschool Comprehensive Health & Physical Education Standards in High Quality Early Childhood Care and Education Settings

Content Area: Comprehensive Health and Physical Education	
Standard: 1. Movement Competence and Understanding in Physical Education	
Prepared Graduates:	
<ul style="list-style-type: none"> ➤ Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities 	
Grade Level Expectation: Preschool	
Concepts and skills students master:	
1. Travel in a variety of directions using basic locomotor skills, and demonstrate understanding of personal and general space	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Move safely in a large group without bumping into others or falling while using locomotor skills b. Travel forward and sideways while changing directions quickly in response to a signal c. Jump over a stationary rope several times in succession using forward-and-back and side-to-side movement patterns d. Move with even and uneven rhythms e. Perform movements to the rhythm of music 	Inquiry Questions: <ol style="list-style-type: none"> 1. Which movements are easy to control when in a large group? 2. Which types of music are more rhythmic? 3. Which are easier – even or uneven rhythms? Why? 4. Why is a certain amount of space needed between members of a group while the group is moving?
	Relevance and Application: <ol style="list-style-type: none"> 1. Individuals travel successfully and safely with family members in a variety of activities such as to a shopping center, country fair, or movie theaters. 2. Individuals follow a rhythmic pattern when jumping rope with friends. 3. Individuals participate in games that require movement.
	Nature of Physical Education: <ol style="list-style-type: none"> 1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life. 2. Spatial awareness is critical for success in any movement-based activity.

Preschool Comprehensive Health & Physical Education Standards in High Quality Early Childhood Care and Education Settings

How does this standard look in high quality early childhood settings?

Content Area: Comprehensive Health and Physical Education
Standard: 1. Movement Competence and Understanding in Physical Education
Prepared Graduates: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities
Grade Level Expectation: Preschool
Concepts and skills students master: 1. Travel in a variety of directions using basic locomotor skills, and demonstrate understanding of personal and general space

Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<ul style="list-style-type: none"> a. Move safely in a large group without bumping into others or falling while using locomotor skills b. Travel forward and sideways while changing directions quickly in response to a signal c. Jump over a stationary rope several times in succession using forward-and-back and side-to-side movement patterns d. Move with even and uneven rhythms e. Perform movements to the rhythm of music 	<ul style="list-style-type: none"> • The indoor and outdoor environments have appropriate amounts of space so that children are not crowded. • When necessary, physical space has been modified to meet the needs of individual children (refer to the Americans With Disabilities Act and Section 504 of the Rehabilitation Act of 1973.) • Creative movement activity is provided using obstacle courses or activity songs and records. • Equipment includes tricycles and other riding toys that children push with their feet and eventually pedal. • There are activities that have a range of appropriate ways to participate so that every child is successful. • Use movement activities to enhance stories, i.e. acting out the wild rumpus in <i>Where the Wild Things Are</i>. • Adults facilitate activities which develop children’s ability to jump, run, balance, climb, walk, skip, gallop, and slide, using a variety of equipment. 	<ul style="list-style-type: none"> • During the “The Beanbag Boogie” song, the children balance their beanbags and move without bumping into one another. • Kate draws a hopscotch pattern with sidewalk chalk and jumps into each square. • Mariah and Nevaeh run through the obstacle course set up on the preschool playground making sharp turns and jumping over hurdles. Miss Rhonda holds Jackson’s hand and assists him in moving through the obstacle course. • Alex, the paraprofessional who works with Penny, a child diagnosed with autism, shows her a picture of children walking on a balance beam and asks her to add it to her visual schedule as a cue for what activity would happen next. Penny walks on the balance beam twice with Alex modeling and reminding how to stand in line and takes turns. • Marcus and Sherman jump over the jump rope as Ms. Kathy and Myra swing it back and forth.

Preschool Comprehensive Health & Physical Education Standards in High Quality Early Childhood Care and Education Settings

Content Area: Comprehensive Health and Physical Education	
Standard: 1. Movement Competence and Understanding in Physical Education	
Prepared Graduates:	
<ul style="list-style-type: none"> ➤ Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities 	
Grade Level Expectation: Preschool	
Concepts and skills students master:	
2. Demonstrate balance	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none"> a. Explore balancing on different body parts at different levels, becoming “like” a statue while making symmetrical and nonsymmetrical shapes b. 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 	Inquiry Questions: <ol style="list-style-type: none"> 1. How long could one safely remain in an upside down position? 2. Why is it easier to stand on two legs than one? 3. What happens to balance when one spins around? 4. Why was it easier for small children to crawl first before they learn how to walk?
	Relevance and Application: <ol style="list-style-type: none"> 1. Individuals successfully ride a tricycle. 2. Individuals successfully get on and off a moving escalator.
	Nature of Physical Education: <ol style="list-style-type: none"> 1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life. 2. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

Preschool Comprehensive Health & Physical Education Standards in High Quality Early Childhood Care and Education Settings
How does this standard look in high quality early childhood settings?

Content Area: Comprehensive Health and Physical Education
Standard: 1. Movement Competence and Understanding in Physical Education
Prepared Graduates: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities
Grade Level Expectation: Preschool
Concepts and skills students master: 2. Demonstrate balance

Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p>Students can:</p> <ul style="list-style-type: none"> a. Explore balancing on different body parts at different levels, becoming “like” a statue while making symmetrical and nonsymmetrical shapes b. 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 	<ul style="list-style-type: none"> • Children participate in movement activities involving balance and weight transference. • Physical and cognitive interactions with the environment, materials, and other individuals provide children with opportunities to construct, modify, and integrate mathematical concepts. • Provide opportunities for children to practice balance such as having them balance on one foot. • Provide balance beams, logs, chalk lines both on the playground and in the classroom for children to practice balancing. 	<ul style="list-style-type: none"> • Tara and Diego balance on one foot and count out loud to see how long they can maintain the pose. • At outside time, Mr. Jiminez sets up relay race. “Everyone crawl through the tunnel!” The children take turns crawling through the tunnel. “Now everyone jump over the line in the grass!” • During the game of “Follow the Leader”, Marissa is the leader. She crawls under the bench and jumps over the puddle, telling the other children what to do as she leads them. • Jose and Caleb walk along the edge of the sandbox without wobbling. Ashley asks Miss Erin to hold her hand as she tries to imitate them.

Preschool Comprehensive Health & Physical Education Standards in High Quality Early Childhood Care and Education Settings

Content Area: Comprehensive Health and Physical Education

Standard: 2. Physical and Personal Wellness in Physical Education

Prepared Graduates:

- Achieve and maintain a health-enhancing level of physical fitness

Grade Level Expectation: Preschool

Concepts and skills students master:

1. Recognize the positive feelings experienced during and after physical activity

Evidence Outcomes

21st Century Skills and Readiness Competencies

Students can:

- a. Participate in activities that increase the heart rate
- b. Participate in activities that require stretching the muscles
- c. Begin to understand how daily activity and healthy behavior promote overall personal health and safety

Inquiry Questions:

1. If your body could stretch like a rubber band, which activities would you like to be good at?
2. What are different ways to make a heart beat faster?
3. How does running make you feel?
4. How many different ways can one move his or her body safely?
5. How do you feel before exercising your body? Immediately after exercising your body? Five minutes after? Ten minutes after?
6. How do you feel after stretching?

Relevance and Application:

1. Individuals participate in fitness activities to have a healthy heart.
2. Individuals set a base groundwork for lifetime physical fitness such as enjoying outside play.
3. Individuals compare their heart rate.
4. Individuals use sports equipment such as bicycles and tricycles that increases their heart rate.

Nature of Physical Education:

1. Levels of exercise directly influence heart rate and overall health and fitness.
2. Regular physical activity contributes to emotional well-being.
3. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active life.

Preschool Comprehensive Health & Physical Education Standards in High Quality Early Childhood Care and Education Settings
How does this standard look in high quality early childhood settings?

Content Area: Comprehensive Health and Physical Education Standard: 2. Physical and Personal Wellness in Physical Education Prepared Graduates: Achieve and maintain a health-enhancing level of physical fitness Grade Level Expectation: Preschool Concepts and skills students master: 1. Recognize the positive feelings experienced during and after physical activity		
Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
Students can: <ol style="list-style-type: none"> a. Participate in activities that increase the heart rate b. Participate in activities that require stretching the muscles c. Begin to understand how daily activity and healthy behavior promote overall personal health and safety 	<ul style="list-style-type: none"> • Adults provide opportunities where children can participate in vigorous, sustained physical activity to develop strength and stamina. • Movement is the framework through which the physical education of children can be facilitated. • Movement is not limited to a specific time period but is integrated daily throughout the program. • Adults provide opportunities where children can improve their physical movement skills through practice. • Adults participate in physical activity with the children both outdoors and indoors. • The outdoor area has a variety of surfaces such as hardtop for wheeled toys, grass for rolling, sand and soil for digging. • The program has tricycles, wagons, sleds, jump ropes, balls and other equipment to support large muscle play activities. 	<ul style="list-style-type: none"> • Hayden, Phoebe and Joe play freeze tag. Joe is it, so Phoebe and Hayden run away from him. • Jocelyn and Aaliyah play basketball together on the playground. Miss Erin helps Kaden learn how to shoot a basket by showing him where to stand and how to hold the ball. • Miss Katie says, "Wow! Fletcher, you are running faster and faster every day! I bet your heart is really strong." • After coming in from outside play, Mr. Jack leads the children in a series of stretches to calm their heart rates. • Chloe and Aidan take turns pulling Herani in a sled through the soft snow on the preschool playground.

Preschool Comprehensive Health & Physical Education Standards in High Quality Early Childhood Care and Education Settings

Content Area: Comprehensive Health and Physical Education

Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:

- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

Grade Level Expectation: Preschool

Concepts and skills students master:

1. Develop self-management skills and personal hygiene skills to promote healthy habits

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ol style="list-style-type: none">a. Develop an awareness of healthy habits such as using clean tissues, washing hands, handling food hygienically, brushing teeth, and dressing appropriately for the weather	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. Why is it important to take care of your teeth?2. How would you feel if you did not have the right clothes for a very cold or hot day?
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. The mothers of many baby animals such as cats and rabbits, clean their babies by licking them.2. Automatic water faucets, soap dispensers and toilets allow users to be "hands-free" in public place.
	<p>Nature of Health:</p> <ol style="list-style-type: none">1. Personal hygiene is an important step in the prevention of disease and illness.

Preschool Comprehensive Health & Physical Education Standards in High Quality Early Childhood Care and Education Settings

How does this standard look in high quality early childhood settings?

<p>Content Area: Comprehensive Health and Physical Education Standard: 2. Physical and Personal Wellness in Health Prepared Graduates: Apply knowledge and skills related to health promotion, disease prevention, and health maintenance Grade Level Expectation: Preschool Concepts and skills students master: 1. Develop self-management skills and personal hygiene skills to promote healthy habits</p>		
Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p>Students can:</p> <p>a. Develop an awareness of healthy habits such as using clean tissues, washing hands, handling food hygienically, brushing teeth, and dressing appropriately for the weather</p>	<ul style="list-style-type: none"> • Toilets, drinking water and hand washing facilities are easily accessible to children and staff. Sinks and toilets are either child-sized or made accessible by non-slip stools. • Soap and disposable towels are provided at all sinks. • Adults wash their hands with soap and water before feeding, preparing or serving food. • Adults supervise and assist children with washing hands, handling food and brushing teeth developing classroom and personal routines as appropriate. • Classroom activities such as using “Weather Bear” are used to help children decide how to dress appropriately for weather conditions. • Extra jackets, gloves, hats, and boots are kept on hand so that children who arrive without appropriate attire will still be able to participate in outdoor activities. 	<ul style="list-style-type: none"> • Mr. Bob suggests that Matab wears her hat outside because it is a cold day. • Mrs. Ramirez reminds Abraham to wash his hands before going to the snack center. Abraham sings the ABC song as he washes his hands before lunch to ensure that they are clean. • Jane assists Ethan, who has a developmental disability, with washing both of their hands before feeding him yogurt at snack time. • During the cooking activity, Miss Lupe reminds the children to wash their hands and put on their aprons. • After breakfast, Miss Kristin places toothpaste in small cups for the children. The children are called over in pairs to brush their teeth as she assists and supervises them.

Preschool Comprehensive Health & Physical Education Standards in High Quality Early Childhood Care and Education Settings

Content Area: Comprehensive Health and Physical Education

Standard: 4. Prevention and Risk Management in Health

Prepared Graduates:

- Apply personal safety knowledge and skills to prevent, and treat unintentional injury

Grade Level Expectation: Preschool

Concepts and skills students master:

1. Identify ways to be safe while at play.

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ol style="list-style-type: none"> a. State how to be a safe pedestrian b. Identify ways to reduce injuries on the playground 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. Why walk on a sidewalk and not in the middle of the road? 2. Why should I listen to my teacher when I am on the playground? 3. How can the playground be a place where I could get hurt when it is so much fun to be there?
	<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. It is important to identify situations that are unsafe to prevent injuries. 2. Many playgrounds are built in special ways to prevent injury. 3. Some roads and playgrounds are built to accommodate individuals with disabilities.
	<p>Nature of Health:</p> <ol style="list-style-type: none"> 1. All fun settings have material and objects which can inadvertently be the source of injury.

Preschool Comprehensive Health & Physical Education Standards in High Quality Early Childhood Care and Education Settings

How does this standard look in high quality early childhood settings?

<p>Content Area: Comprehensive Health and Physical Education Standard: 4. Prevention and Risk Management in Health Prepared Graduates: Apply personal safety knowledge and skills to prevent, and treat unintentional injury Grade Level Expectation: Preschool Concepts and skills students master: 1. Identify ways to be safe while at play</p>		
Evidence Outcomes	Steps for Getting There	Examples
<p>Students can:</p> <ul style="list-style-type: none"> a. State how to be a safe pedestrian b. Identify ways to reduce injuries on the playground 	<ul style="list-style-type: none"> • Adults and children are responsible for keeping the learning environment reasonably clean and safe • The building, playground, and all equipment are maintained in safe, clean condition and in good repair • Adults provide activities to develop safety awareness in the center, home, and/or community 	<ul style="list-style-type: none"> • Before boarding the bus for an apple picking field trip, Miss Rachel reviews the rules for riding the bus. • On the way to the library, Miss Emelia reminds the children (as a group) to stop at the crosswalk, then asks the lead child to check both ways for oncoming traffic before walking across the street. • During a class meeting, Mr. Ben and the preschool children create a list of safe ways to use the playground equipment as well as discussing why certain types of play might be more likely to cause injuries. Together they decide that not walking too close to the swings is an important rule. Thomas suggests that they create a line in front of the swings using a jump rope so that everyone knows not to come too close. • Paul makes sure that Sarah has moved away from the base of the slide before his turn.

Using the Discipline Concept Maps

Discipline Concept Maps (DCM) provide a visual representation of unifying themes and organizing and supporting concepts at each grade level. The DCMs provide a central purpose for that discipline at that grade level and depict how concepts relate to each other for intentional planning. They provide a framework for entering the standards in a way that honors the emphasis on 21st Century learning and interdisciplinary connections across the content areas.




Three key terms are used in the discipline concept maps:

- **Unifying themes** provide an overview of content at a grade level. They are found in the center of the DCM and denoted by a blue dot.
- **Organizing concepts** connect multiple grade level expectations (GLEs) and evidence outcomes (EOs). They are the first node out from the center and are denoted by a red dot.
- **Supporting concepts** elaborate on and show the depth of an organizing concept. They are second node out from the center and are denoted by a yellow dot.







Physical Education Preschool



KEY:

-  Unifying Theme
-  Organizing Concept
-  Supporting Concept

ICON KEY: Prepared Graduate Competencies

-  Movement Competence
-  Movement Understanding
-  Regular Physical Activity
-  Physical Fitness
-  Emotional and Social Wellness
-  Safety

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Primary Authors

Colorado Preschool Program Staff

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