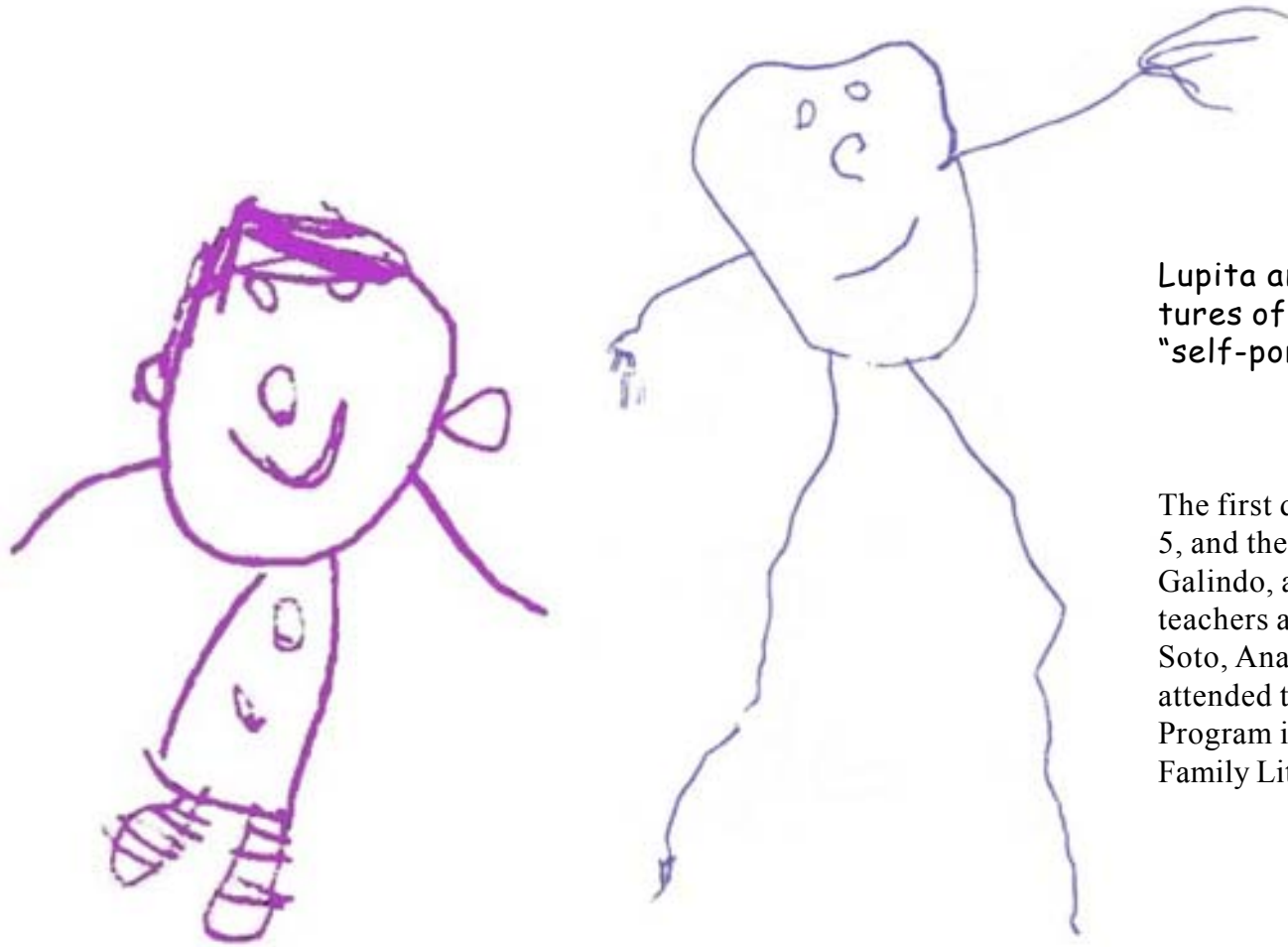


Physical Development



Lupita and Yereidith were asked to draw pictures of themselves. These drawings are their "self-portraits."

The first drawing was created by Lupita Maldonado, age 5, and the second drawing was created by Yereidith Galindo, age 4. Lupita's and Yereidith's classroom teachers and teacher aides were Norah Galindo, Sallie Soto, Ana Paco, and Patricia Salazar. The children attended the Hasta-Arriba (To the Top) Family Literacy Program in Nogales. This program is funded by Arizona Family Literacy.

PHYSICAL DEVELOPMENT, HEALTH, AND SAFETY

Rationale Statement:

During the preschool years, children's physical growth and maturation are important aspects of their overall development. All children represent their thoughts and feelings through movement. They use their bodies to investigate people, places, objects, and events. They move just for the pleasure of it. As children explore, combine, and refine these physical movements, they develop the higher-order thinking skills necessary for future social and academic success.

Gross motor skills involve the large muscles of the body. Most young children enjoy activities such as running, skipping, throwing, catching, jumping, climbing, pulling, carrying, and balancing.

Fine motor skills involve the use of small muscles such as those in the wrist and hand. Appropriate activities for developing fine motor skills include building block towers, molding clay or play dough, using scissors or tongs, stringing beads, placing pegs in holes, drawing with crayons or markers, and painting.

CORRELATION TO K-12 PHYSICAL DEVELOPMENT, HEALTH, AND SAFETY

The Arizona Early Childhood Standards (ECE) are intended to provide a solid, coherent foundation of knowledge and skills to prepare children for kindergarten and the primary grades. As such, the skills and knowledge in the ECE standards were designed to correlate with the new grade specific drafts of Reading and Mathematics standards and the remaining Arizona Academic Readiness and Foundation Standards. The K-12 standard and related Performance Objective(s) that correlates can be found next to each ECE indicator in the following pages.

Samples:

Citation of Original Version of K-12 Standards

R LA 2-1 PO3 = R (READINESS LEVEL) LA (LANGUAGE ARTS STANDARDS) 2-1 (STRAND-CONCEPT) PO3
F PA 1-1 PO 2 = F (Foundations Level) PA (Physical Activity) 1-1 (Strand-Concept) PO2

Key to AZ K-12 Standards Correlated to Science ECE Standards:

CH (Comprehensive Health)
LA (Language Arts)
PA (Physical Activity)
VA (Visual Arts)

Context Statement for Physical Development, Health, and Safety Standard One

Preschool children are active learners and use their bodies to make connections between past experience and new ideas. Their motor skills progress from gross to fine. Reading a book, writing, mathematical thinking, scientific exploration, and interacting with others all require precise physical movements that are developed by personal experience and continued exposure to people and materials in the environment. All children need numerous opportunities to explore how their bodies move, alone and in relation to others, and to explore how their bodies can manipulate materials in their environment

STANDARD 1.

Children develop respect, curiosity, and understanding about how their bodies function in their environment and demonstrate confidence using motor skills.

Benchmark 1.1. The child shows competence with a variety of gross motor movements.

Developmental Continuum			Examples That You May Observe
P H A S E 3	P H A S E 2	P H A S E 1	<p>Phase 1</p> <p>a. Demonstrates purpose and direction while using the following gross motor movements:</p> <ul style="list-style-type: none"> • Climbs up and down stairs. <i>(R PA 1-1 PO2)</i> • Runs with an even pace. <i>(R PA 1-1 PO2)</i> • Hops on two feet. <i>(R PA 1-1 PO2)</i> • Moves tricycle with feet on the ground. <i>(R PA 1-1 PO2)</i>
			<p>Child climbs the steps to get on low climbing equipment.</p> <p>Child runs to get a ball.</p> <p>Child hops to music.</p> <p>Child uses feet to move a riding toy.</p>

Developmental Continuum		Examples That You May Observe
PHASE 2	<p>Phase 2</p> <p>b. Shows balance while using the following gross motor movements:</p> <ul style="list-style-type: none"> • Runs and stops with control. <i>(RPA 1-2 PO1)</i> • Climbs up and down using alternating feet. <i>(RPA 1-1 PO2)</i> • Walks on a line without falling off. <i>(RPA 1-2 PO1)</i> • Hops on one foot. <i>(RPA 1-1 PO2)</i> • Pedals tricycle with feet. <i>(RPA 1-1 PO2)</i> • Gallops. <i>(RPA 1-1 PO2)</i> 	<p>Child plays running and chasing games.</p> <p>Child climbs up and down stairs/ladders/ropes.</p> <p>Child walks along a crack in the sidewalk.</p> <p>Child participates in hop scotch.</p>
	<p>Phase 3</p> <p>c. Combines the following gross motor movements to complete activities:</p> <ul style="list-style-type: none"> • Runs and turns with agility. <i>(RPA 1-5 PO1)</i> • Moves through space without touching or bumping into other individuals and things. <i>(RPA 1-5 PO1)</i> • Walks backward without falling. <i>(RPA 1-2 PO1)</i> • Rides a tricycle, steering it with control. <i>(RPA 1-1 PO2)</i> • Jumps over objects. <i>(RPA 1-1 PO2)</i> • Skips. <i>(RPA 1-1 PO2)</i> 	<p>Child runs to avoid being tagged during tag game.</p> <p>Child participates in music/movement activities without touching or bumping into others.</p> <p>Child walks backward on a wide beam.</p> <p>Child rides a bike along a path, avoiding obstacles.</p> <p>Child jumps over a rope.</p>
PHASE 3		

Benchmark 1.2. The child shows competence in gross motor stability.

Developmental Continuum			Examples That You May Observe
P H A S E 3	P H A S E 2	Phase 1	
		a. Demonstrates ability to balance while using rocking toys, turning around, and carrying objects. <i>(R PA 1-1 PO3)</i>	Child sits upright while riding a rocking horse.
		b. Shows stability in use when using of the following gross motor skills: <ul style="list-style-type: none"> • Sits in a variety of positions with good balance. <i>(R PA 1-1 PO3)</i> • Bends to pick up and move objects. <i>(R PA 1-1 PO3)</i> • Balances on one foot. <i>(R PA 1-1 PO3)</i> • Tosses objects. <i>(R PA 1-1 PO1)</i> 	<p>Child bends to pick up the ball.</p> <p>Child throws a bean bag.</p>
		Phase 2	
		c. Uses the following gross motor skills to manipulate objects during play: <ul style="list-style-type: none"> • Pushes a swing or other moving object. <i>(R PA 1-1 PO3)</i> • Bounces a large ball. <i>(R PA 1-1 PO3)</i> • Kicks a stationary ball. <i>(R PA 1-1 PO3)</i> • Catches objects against body. <i>(R PA 1-1 PO3)</i> 	<p>Child pushes a friend on a swing.</p> <p>Child kicks a ball to a friend.</p> <p>Child catches a soft toy when thrown to him.</p>

Developmental Continuum		Examples That You May Observe
P H A S E 3	<p>Phase 3</p> <p>d. Demonstrates a combination of the following gross motor stability movements during play:</p> <ul style="list-style-type: none"> • Throws overhand. <i>(RPA 1-1 PO1)</i> • Swings a bat. <i>(RPA 1-1 PO1)</i> • Catches objects with hands. <i>(RPA 1-1 PO1)</i> • Kicks a moving object. <i>(RPA 1-1 PO1)</i> • Uses arms and legs in a coordinated manner to pump a swing. <i>(RPA 1-1 PO3)</i> 	<p>Child throws beanbags at a target.</p> <p>Child catches a small ball with hands.</p> <p>Child kicks a rolling ball.</p> <p>Using her arms and legs, child pumps a swing.</p>

Benchmark 1.3. The child shows competence in fine motor manipulation.

Developmental Continuum			Examples That You May Observe	
P H A S E 3	P H A S E 1	Phase 1		
		a. Manipulates objects with hands. <i>(R PA 1-1 POI)</i>	Child puts pop-it beads together and then pulls them apart.	
		b. Uses eye-hand coordination to perform simple manipulations. <i>(R PA 1-1 POI)</i>	Child lines up wooden blocks to make a road.	
	P H A S E 2	P H A S E 1	c. Explores a variety of writing, drawing, and art tools. <i>(R VA 1-1)</i>	Child paints at the easel using big and small brushes to create dots, lines, and circular strokes.
			Phase 2	
		d. Manipulates smaller objects with increasing control. <i>(R PA 1-1 POI)</i>	Child pulls caps off markers and firmly puts them back on. Child uses play dough to roll out a long snake and then makes it into a coil.	
		e. Uses eye-hand coordination to perform simple manipulations with increasing control. <i>(R PA 1-1 POI)</i>	Child turns pages in a book. Child threads beads.	
		f. Uses writing, drawing, and art tools to make basics strokes or figures. <i>(R VA 1-1; R LA 2-3 POI)</i>	Child uses chalk on the blackboard, pretending to write letters or numbers.	
		P H A S E 3	P H A S E 2	Phase 3
g. Uses strength and control to perform fine motor tasks. <i>(R PA 1-1 POI)</i>	Child twists the cap off of a jar of paste. Child participates in finger plays, using fluid pointing movements.			
h. Coordinates eye-hand movements in a purposeful way, planning and attending to detail. <i>(R PA 1-1 POI)</i>	Child uses scissors to cut roughly in a line or around a picture. Child uses a rubber mallet to pound nails into soft wood.			
		i. Copies and draws simple shapes, letters, and words including own name. <i>(R LA 2-3 POI)</i>	Child holds pencil in pincer grasp to form recognizable letters in her own name.	

Context Statement for Physical Development, Health, and Safety Standard Two

Children’s health and safety is of primary importance to families, teachers, and community members. When a safe and healthy environment is provided, young children learn to take responsibility for their own well-being by participating in personal health and safety routines. Children are encouraged to participate in preparing foods, cleaning, gardening, and caring for the environment. Time is given for children to practice their self-help and self-care skills when eating, drinking, toileting, washing-up, and dressing

STANDARD 2.

Children engage in personal health and safety practices to enhance their well-being.

Benchmark 2.1. The child demonstrates self-help skills.

Developmental Continuum			Examples That You May Observe
P H A S E 3	P H A S E 2	P H A S E 1	Phase 1
			<ul style="list-style-type: none"> a. Requests assistance in performing self-help skills. <i>(R CH 1-1 PO1, PO2)</i> b. Demonstrates use of the following beginning self-help skills. <i>(R CH 1-1 PO1, PO2)</i> <ul style="list-style-type: none"> • Feeds self. • Follows toileting routines with reminders and assistance with clothing. • Removes own clothing without assistance. • Locates own belongings.
			<ul style="list-style-type: none"> Child asks an adult for help putting on a jacket. Child uses spoon or fork to feed himself. Child goes to bathroom after teacher reminds her. Child takes off his jacket when coming in from recess. Child finds her own cubbie.

Developmental Continuum		Examples That You May Observe	
P H A S E P H A S E	2	<p>Phase 2</p> <p>c. Demonstrates increasing responsibility for the following self-help skills: <i>(RICH-R1, PO1, PO2)</i></p> <ul style="list-style-type: none"> • Dresses self with assistance. • Cares for own belongings with reminders. <i>(RICH-R1, PO1, PO2)</i> • Follows toileting routines, receiving some adult assistance with clothing. 	<p>Child puts on dresses, jackets, shoes, etc., in the dramatic play area.</p> <p>Child, at teacher's prompt, places drawing into his cubby.</p> <p>Child opens bathroom door and undresses independently, but requires adult assistance after toileting.</p>
	3	<p>Phase 3</p> <p>d. Demonstrates independence with the following in self-help skills. <i>(R CH 1-1, PO1, PO2)</i></p> <ul style="list-style-type: none"> • Dresses self independently. • Cares for own belongings independently. • Manipulates utensils to prepare and serve food. • Follows toileting routines independently. 	<p>Child buttons and zips clothing while dressing.</p> <p>Child places materials in her cubby and hangs her jacket on a hook without prompting by the teacher.</p> <p>Child spreads peanut butter on crackers.</p> <p>Child goes to the bathroom unassisted.</p>

Benchmark 2.2. The child demonstrates knowledge of personal health practices.

Developmental Continuum			Examples That You May Observe
P H A S E 3	P H A S E 2	P H A S E 1	<p>Phase 1</p> <p>a. Demonstrates the following personal hygiene practices: <i>(R1CH 1-1 PO1; R CH 3-1 PO1, PO2)</i></p> <ul style="list-style-type: none"> • With assistance, washes hands before meals and after toileting. • With assistance, brushes own teeth after meals. • With assistance, wipes nose with tissue when necessary. • With assistance, when coughing or sneezing, covers mouth with elbow or tissue.
			<p>Phase 2</p> <p>b. Demonstrates the following personal hygienic practices: <i>(R1CH 1-1 PO1; R CH 3-1 PO1, PO2)</i></p> <ul style="list-style-type: none"> • With prompting, washes hands before meals and after toileting. • With prompting, brushes own teeth after meals. • With prompting, wipes nose with tissue when necessary. • With assistance, when coughing or sneezing, covers mouth with elbow or tissue.

Developmental Continuum	Examples That You May Observe
<p data-bbox="117 683 138 943">P H A S E 3</p> <p data-bbox="300 233 401 261">Phase 3</p> <p data-bbox="300 272 1003 342">c. Demonstrates the following personal hygiene practices: <i>(R1CH 1-1 PO1; R CH 3-1 PO1, PO2)</i></p> <ul data-bbox="348 386 1129 683" style="list-style-type: none"> • Independently washes hands before meals and after toileting. • Independently brushes own teeth after meals. • Independently wipes nose with tissue when necessary. • When coughing or sneezing, independently covers mouth with elbow or tissue. 	

Benchmark 2.3. The child demonstrates knowledge of safe living practices.

Developmental Continuum			Examples That You May Observe	
P H A S E 3	P H A S E 2	P H A S E 1	<p>Phase 1</p> <p>a. Imitates and participates in the following routines and practices to remain safe and avoid injury. <i>(R CH 3-2 PO1. PO2)</i></p> <ul style="list-style-type: none"> • Learns to treat fire with caution and responds appropriately during a fire drill. • Knows how to cross a street safely and travel safely in motor vehicles. • Knows about safe behavior around bodies of water (e.g., pools, lakes). • Follows playground safety rules. • Knows how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult. 	<p>Child lines up during fire drill.</p> <p>Child puts on his seatbelt while riding in motor vehicle.</p> <p>Child knows not to go near water without an adult.</p> <p>Child does not walk or run behind swings in use.</p> <p>Child tells an adult when confronted by a stranger.</p>
		<p>Phase 2</p> <p>b. Identifies behaviors that are safe and harmful: <i>(R CH 3-2 PO1. PO2)</i></p> <ul style="list-style-type: none"> • Recognizes the danger of fire. • Recognizes the symbol for poison and the danger of poisonous substances. • Knows never to eat substances that are not food and knows never to take medicine unless administered by an adult. 	<p>Child says, “Fire will burn you.”</p> <p>Child sees symbol for poison and says, “That’s bad.”</p> <p>Child says, “Don’t eat the sand.”</p>	

Developmental Continuum		Examples That You May Observe	
P H A S E 3	P H A S E 2	<p>Phase 2 cont.</p> <ul style="list-style-type: none"> Knows not to talk to, accept rides from, or take treats from strangers. 	<p>Child says, “Don’t talk to strangers.”</p>
	<p>Phase 3</p> <p>c. Knows how to seek help in an emergency. <i>(R CH 2-1 PO1, PO2; R CH 2-2 PO1, PO2; R CH 3-2 PO1, PO2; R CH 7-1 PO1)</i></p>	<p>Child looks for adult guidance before responding in potentially dangerous situations.</p> <p>While playing, child says, “John is hurt. Call 911.”</p>	