

# STANDARDS ALIGNMENT DOCUMENT for TRANSITIONAL KINDERGARTEN

LAUSD implemented Transitional Kindergarten district-wide in 2011-12.

This resource document is extracted from the Alignment Document published July 2012 on the CDE Website\*, which aligns several important reference documents supporting early childhood education.

Included in these pages are the grids showing the alignment of the **Preschool Learning Foundations** (for children at 48 and 60 months of age) with the **Common Core State Standards for Literacy and Mathematics**, as well as the **CA Framework standards** for the other corresponding subject areas.

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## **Transitional Kindergarten Information & Recommendations**

Transitional Kindergarten (TK) is the first year of a two-year kindergarten program. It follows the requirements of SB 1381 in providing a modified kindergarten curriculum that is both age and developmentally appropriate. Transitional Kindergarten meets children where they are and provides students with rich experiences and integrated instruction that prepares them to meet the Kindergarten California content standards at the end of their two year program. (See REF-5777.5 for more information regarding TK implementation.)

### **Curriculum/Instruction**

Teachers must understand the distinctions between the expectations of achievement for students in TK as compared to students in Kindergarten. It is recommended that teachers use the California Preschool Curriculum Framework and the Preschool Learning Foundations (CDE). These documents articulate expectations and descriptors of early childhood achievement and progress at 48 and 60 months of age for all content areas including math, literacy and language, ELD, social emotional development.

These Learning Foundations address the first half or two-thirds to of TK instruction as students become more competent in their skills moving along the continuum from the Preschool Learning Foundations toward beginning Kindergarten standards. It is recommended that teachers study this alignment document published by CDE in July 2012\*, connecting the Preschool Learning Foundations and the CA content standards, to develop an understanding of students' progression and mastery of K standards over the two years of instruction.

Transitional Kindergarten curriculum provides increased and specific opportunities for language development, play-driven exploratory learning, and social emotional growth. Instruction throughout the day should reflect a balanced approach of teacher-guided and child-initiated experiences.

## English Language Development

TK instruction is modified in order to be age and developmentally appropriate. In contrast, ELD instruction is differentiated by ELD level (not age). ELD instruction must be provided for a minimum of one hour daily in compliance with the EL Master Plan. LAUSD expectations are that all students will progress a minimum of one ELD level per year.

## Assessment Recommendations

TK teachers should always monitor student development along the learning continuum from the CA Preschool Learning Foundations toward Kindergarten CCSS and Content Standards. The expectation is for TK students to meet all kindergarten standards by the end of two years in the TK and K program. Formative assessment, monitoring and observation of student work and behaviors should be conducted regularly to monitor progress in language and literacy, social-emotional development, mathematics, physical development, the arts, science, social sciences, and English language development as well as to inform instruction. Assessment resources available for teachers are the:

- CA Desired Results Developmental Profile (DRDP) 2015,
- Oral Language Screener from DIBELS 3D
- TK curriculum program assessments (Ready to Advance or World of Wonders)
- DIBELS (for kindergarten foundational skills)

*Please regularly consult the LAUSD TK website for updates on resources and strategies.*

<http://achieve.lausd.net/Page/6503>

**Table 1.2**  
**Detailed View of the Alignment Between the Social–Emotional Domain and the California Content Standards**

<b>California Preschool Learning Foundations</b>		<b>California Content Standards Kindergarten</b>
<b>Domain: Social–Emotional Development</b>		<b>Domain: Health Education</b> <ul style="list-style-type: none"> <li>• Mental, Emotional, and Social Health</li> </ul>
<b>Strand: Self</b>		<b>Content Area: Mental, Emotional, and Social Health</b>
<b>1.0 Self-Awareness</b>		<b>Standard 1: Essential Concepts</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Describe their physical characteristics, behavior, and abilities positively.	1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.	1.4 Describe characteristics that make each individual unique.
		Other areas covered in the health education content standards under Mental, Emotional, and Social Health for kindergarten:  <b>Standard 1: Essential Concepts</b> 1.2 Describe the characteristics of families.  1.5 Describe and practice situations when it is appropriate to use “Please,” “Thank you,” “Excuse me,” and “I’m sorry.”

<b>2.0 Self-Regulation</b>		<b>Standard 4: Interpersonal Communication</b> <b>Standard 7: Practicing Health-Enhancing Behaviors</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.	2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.	<b>Standard 4: Interpersonal Communication</b> 4.1 Show how to express personal needs and wants appropriately.  <b>Standard 7: Practicing Health-Enhancing Behaviors</b> 7.1 Express emotions appropriately.
<b>3.0 Social and Emotional Understanding</b>		<b>Standard 1: Essential Concepts</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
3.1 Seek to understand people's feelings and behavior; notice diversity in human characteristics; and are interested in how people are similar and different.	3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.	1.1 Identify a variety of emotions.
<b>4.0 Empathy and Caring</b>		<b>Standard 6: Goal Setting</b> <b>Standard 7: Practicing Health-Enhancing Behaviors</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
4.1 Demonstrate concern for the needs of others and people in distress.	4.1 Respond to another's distress and needs with sympathetic caring and are more likely to assist.	<b>Standard 6: Goal Setting</b> 6.1 Make a plan to help family members at home.  <b>Standard 7: Practicing Health-Enhancing Behaviors</b> 7.2 Describe positive ways to show care, consideration, and concern for others.

<b>5.0 Initiative in Learning</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.	5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.	
<b>Strand: Social Interaction</b>		<b>Content Area: Mental, Emotional, and Social Health</b>
<b>1.0 Interactions with Familiar Adults</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.	1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.	
<b>2.0 Interactions with Peers</b>		<b>Standard 4: Interpersonal Communication</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.	2.1 More actively and intentionally cooperate with each other.	4.2 Cooperate and share with others.
2.2 Participate in simple sequences of pretend play.	2.2 Create more complex sequences of pretend play	

	that involve planning, coordination of roles, and cooperation.	
2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.	2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.	
<b>3.0 Group Participation</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
3.1 Participate in group activities and begin to understand and cooperate with social expectations, group rules, and roles.	3.1 Participate positively and cooperatively as group members.	
<b>4.0 Cooperation and Responsibility</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
4.1 Seek to cooperate with adult instructions but have limited capacity for self-control, especially when frustrated or upset.	4.1 Have growing capacity for self-control and the motivation to cooperate in order to receive adult approval and think approvingly of themselves.	

<b>Strand: Relationships</b>		<b>Content Area: Mental, Emotional, and Social Health</b>
<b>1.0 Attachment to Parents</b>		<b>Standard 1: Essential Concepts Standard 2: Analyzing Influences Standard 3: Accessing Valid Information</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Seek security and support from their primary family attachment figures.	1.1 Take greater initiative in seeking support from their primary family attachment figures.	<b>Standard 1: Essential Concepts</b> 1.2 Identify trusted adults at home and at school.  <b>Standard 2: Analyzing Influences</b> 2.1 Identify ways family and friends help promote well-being.  <b>Standard 3: Accessing Valid Information</b> 3.1 Identify trusted adults at home and at school who can help with mental and emotional health concerns.
1.2 Contribute to maintaining positive relationships with their primary family attachment figures.	1.2 Contribute to positive mutual cooperation with their primary family attachment figures.	
1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.	1.3 After experience with out-of-home care, comfortably depart from their primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.	



<b>2.0 Close Relationships with Teachers and Caregivers</b>		<b>Standard 1: Essential Concepts</b> <b>Standard 3: Accessing Valid Information</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
2.1 Seek security and support from their primary teachers and caregivers.	2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.	<b>Standard 1: Essential Concepts</b> 1.3 Identify trusted adults at home and at school.  <b>Standard 3: Accessing Valid Information</b> 3.1 Identify trusted adults at home and at school who can help with mental and emotional health concerns.
2.2 Contribute to maintaining positive relationships with primary teachers and caregivers.	2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.	
<b>3.0 Friendships</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
3.1 Choose to play with one or two peers whom they identify as friends.	3.1 Friendships are more reciprocal, exclusive, and enduring.	
		Other areas covered in the health education content standards in kindergarten under Mental, Emotional, and Social Health:  <b>Standard 8: Health Promotion</b> 8.1 Encourage others when they engage in safe and healthy behaviors.

<b>Table 1.4</b> <b>Detailed View of the Alignment Between the Language and Literacy Domain and the Common Core State Standards</b>	
<b>California Preschool Learning Foundations</b>	<b>Common Core State Standards Kindergarten</b>
<b>Domain:</b> <b>Language and Literacy</b>	<b>English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>Strand:</b> <b>Listening and Speaking</b>	<b>Speaking and Listening Standards</b> <b>Language Standards</b>
<b>Substrand:</b> <b>1.0 Language Use and Conventions</b>	<b>Speaking and Listening Standards:</b> <ul style="list-style-type: none"> <li>▪ Comprehension and Collaboration</li> <li>▪ Presentation of Knowledge and Ideas</li> </ul>

At around 48 months	At around 60 months	By the end of kindergarten
1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.	1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.	<p><b>Comprehension and Collaboration</b></p> <ol style="list-style-type: none"> <li>1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.               <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ol> </li> <li>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.               <p><b>a. Understand and follow one- and two-step oral directions.</b> *</p> </li> <li>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> </ol>
1.2 Speak clearly enough to be understood by familiar adults and children	1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	<p><b>Presentation of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>6. Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ol>
1.3 Use accepted language and style during communication with familiar adults and children.	1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.	<ol style="list-style-type: none"> <li>1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.               <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ol> </li> </ol>
1.4 Use language to construct short narratives that are real or fictional. † <sup>1</sup>	1.4 Use language to construct extended narratives that are real or fictional. †	<p><b>Presentation of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> </ol>

\* Added by California to the CCSS.

† The footnote that appears in the published version of this foundation has been omitted so that the alignment can be highlighted.

2.0 Vocabulary		Language Standards: ▪ Vocabulary Acquisition and Use
At around 48 months	At around 60 months	By the end of kindergarten
2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	<b>Vocabulary Acquisition and Use</b> <ol style="list-style-type: none"> <li>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.               <ol style="list-style-type: none"> <li>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</li> <li>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</li> </ol> </li> <li>5. With guidance and support from adults, explore word relationships and nuances in word meanings.               <ol style="list-style-type: none"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</li> <li>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</li> </ol> </li> <li>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ol>
2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.	2.2 Understand and use accepted words for categories of objects encountered in everyday life.	
2.3 Understand and use simple words that describe the relations between objects.	2.3 Understand and use both simple and complex words that describe the relations between objects.	
3.0 Grammar		Language Standards: ▪ Conventions of Standard English
At around 48 months	At around 60 months	By the end of kindergarten
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two	3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two	<b>Conventions of Standard English</b> <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ol>

phrases or two to three concepts to communicate ideas.	to three phrases or three to four concepts to communicate ideas.	<ol style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ol> <ol style="list-style-type: none"> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol> </li> </ol>
3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.	3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.	
<b>Strand: Reading</b>		<b>Reading Standards for Literature</b> <b>Reading Standards for Informational Text</b> <b>Reading Standards: Foundational Skills</b>
<b>Substrand: 1.0 Concepts about Print</b>		<b>Reading Standards: Foundational Skills</b> <ul style="list-style-type: none"> <li>• <b>Print Concepts</b></li> </ul> <b>Reading Standards for Literature:</b> <ul style="list-style-type: none"> <li>• <b>Craft and Structure</b></li> </ul> <b>Reading Standards for Informational Text:</b> <ul style="list-style-type: none"> <li>• <b>Craft and Structure</b></li> </ul>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.	1.1 Display appropriate book-handling behaviors and knowledge of print conventions.	<b>Reading Standards: Foundational Skills</b> <ul style="list-style-type: none"> <li>• <b>Print Concepts</b></li> </ul> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> </ol> </li> </ol>
1.2 Recognize print as something that can be read.	1.2 Understand that print is something that is read and has specific meaning	

		<p>c. Understand that words are separated by spaces in print.</p> <p><b>Reading Standards for Literature</b></p> <ul style="list-style-type: none"> <li>• <b>Craft and Structure</b></li> </ul> <p>5. Recognize common types of texts (e.g., storybooks, poems, <b><u>fantasy, realistic text</u></b>).</p> <p>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>Reading Standards for Informational Text</b></p> <ul style="list-style-type: none"> <li>• <b>Craft and Structure</b></li> </ul> <p>5. Identify the front cover, back cover, and the title page of a book.</p> <p>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>
<b>2.0 Phonological Awareness</b>		<b>Reading Standards: Foundational Skills</b>
		• <b>Phonological Awareness</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
<p><b>Note: The foundations for phonological awareness are written only for older four-year-olds because much of the initial development of phonological awareness occurs between 48 months and 60 months of age.</b></p>	2.1 Orally blends and delete words and syllables without the support of pictures or objects.	<p><b>Phonological Awareness</b></p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
	2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with support of pictures or objects.	
<b>3.0 Alphabets and Word/Print Recognition</b>		<b>Reading Standards: Foundational Skills</b>
		<ul style="list-style-type: none"> <li>• <b>Print Concepts</b></li> <li>• <b>Phonics and Word Recognition</b></li> </ul>

\* Boldface underlined words represent California's addition to the CCSS.

At around 48 months	At around 60 months	By the end of kindergarten
3.1 Recognize the first letter of own name.	3.1 Recognize own name or other common words in print.	<b>Print Concepts</b> 1. Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper- and lowercase letters of the alphabet.
3.2 Match some letter names to their printed form.	3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.	<b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text.</b> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. <sup>†</sup> c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	3.3 Begin to recognize that letters have sounds.	
		Other standards covered under “Reading Standards: Foundational Skills” for Kindergarten: <b>Fluency</b> 4. Read emergent-reader texts with purpose and understanding.

<sup>†</sup>The footnote that appears in the published version of this CCSS has been omitted so that the alignment can be highlighted.

<b>4.0 Comprehension and Analysis of Age-Appropriate Text</b>		<b>Reading Standards for Literature</b> <ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Integration of Knowledge and Ideas</li> </ul> <b>Reading Standards for Informational Text</b> <ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Integration of Knowledge and Ideas</li> </ul> <b>Speaking and Listening Standards</b> <ul style="list-style-type: none"> <li>• Comprehension and Collaboration</li> </ul>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.	4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.	<b>Reading Standards for Literature</b> <ul style="list-style-type: none"> <li>• Key Ideas and Details</li> </ul> <ol style="list-style-type: none"> <li>1. With prompting and support, ask and answer questions about key details in a text.</li> <li>2. With prompting and support, retell familiar stories, including key details.</li> <li>3. With prompting and support, identify characters, settings, and major events in a story.</li> </ol> <b>Reading Standards for Literature</b> <ul style="list-style-type: none"> <li>• Integration of Knowledge and Ideas</li> </ul> <ol style="list-style-type: none"> <li>7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</li> <li>8. (Not applicable to literature)</li> <li>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> </ol> <b>Speaking and Listening Standards</b> <ul style="list-style-type: none"> <li>▪ Comprehension and Collaboration</li> </ul> <ol style="list-style-type: none"> <li>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> </ol>



<p>4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.</p>	<p>4.2 Use information from Informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.</p>	<p><b>Reading Standards for Informational Text</b></p> <ul style="list-style-type: none"> <li>• <b>Key Ideas and Details</b></li> </ul> <ol style="list-style-type: none"> <li>1. With prompting and support, ask and answer questions about key details in a text.</li> <li>2. With prompting and support, identify the main topic to retell key details of a text.</li> <li>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ol> <p><b>Reading Standards for Informational Text</b></p> <ul style="list-style-type: none"> <li>• <b>Integration of Knowledge and Ideas</b></li> </ul> <ol style="list-style-type: none"> <li>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</li> <li>8. With prompting and support, identify the reasons an author gives to support points in a text.</li> <li>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> </ol> <p><b>Speaking and Listening Standards</b></p> <ul style="list-style-type: none"> <li>• <b>Comprehension and Collaboration</b></li> </ul> <ol style="list-style-type: none"> <li>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> </ol> <p>Other standard covered under “Reading for Literature” and “Reading for Informational” text:</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>10. Actively engage in group reading activities with purpose and understanding.</li> </ol>
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<b>5.0 Literacy Interest and Response</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
5.1 Demonstrate enjoyment of literacy and literacy-related activities.	5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.	
5.2 Engage in routines associated with literacy activities.	5.2 Engage in more complex routines associated with literacy activities.	

<b>Strand: Writing</b>		<b>Writing Standards</b>
<b>Substrand: 1.0 Writing Strategies</b>		<b>Writing Standards</b> • <b>Text Types and Purposes</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Experiment with grasp and body position using a variety of drawing and writing tools.	1.1 Adjust grasp and body position for increased control in drawing and writing.	
1.2 Write using scribbles that are different from pictures.	1.2 Writes letter or letter-like shapes to represent words or ideas.	<b>Text Types and Purposes</b> <ol style="list-style-type: none"> <li>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</li> <li>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</li> <li>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</li> </ol>
1.3 Write marks to represent own name.	1.3 Writes first name nearly correctly.	
		<b>Additional standards under Writing Standards</b> <ul style="list-style-type: none"> <li>• <b>Production and Distribution of Writing</b></li> <li>• <b>Research to Build and Present Knowledge</b></li> </ul>

	<p><b>Production and Distribution of Writing</b></p> <p>4. (Begins in grade <u>2</u>)</p> <p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <hr/> <p><b>Research to Build and Present Knowledge</b></p> <p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
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**Table 1.7**  
**Overview of the English-Language Development Domain Alignment**

California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
Language Development	English-Language Development	K–12 English-Language Development Standards
<b>Listening</b>		
Receptive Language	→ Children listen with understanding. →	<b>Listening and Speaking</b> Strategies and Applications: <i>Comprehension</i> <b>Reading</b> Word Analysis, Fluency, and Systematic Vocabulary Development: <i>Vocabulary and Concept Development</i>
<b>Speaking</b>		
Expressive Language	→ [ Children use nonverbal and verbal strategies to communicate with others. Children use language to create oral narratives about their personal experiences. ] →	<b>Listening and Speaking</b> Strategies and Applications: <i>Organization and Delivery of Oral Communication</i> <b>Reading</b> Word Analysis, Fluency, and Systematic Vocabulary Development: <i>Vocabulary and Concept Development</i>
Communication Skills and Knowledge	→ Children begin to understand and use social conventions in English. →	<b>Listening and Speaking</b> Strategies and Applications: <i>Organization and Delivery of Oral Communication</i>

**Table 1.7 (continued)**

California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
<b>Language Development</b>	<b>English-Language Development</b>	<b>K–12 English-Language Development Standards</b>
	<b>Reading</b>	<b>Reading</b>
Interest in Print →	<p>Children demonstrate an appreciation and enjoyment of reading and literature.</p> <p>Children show an increasing understanding of book reading. →</p> <p>Children demonstrate an understanding of print conventions. →</p> <p>Children demonstrate awareness that print carries meaning.</p>	<p>Reading Comprehension: <i>Comprehension and Analysis of Grade-Level-Appropriate Text; Structural Features of Informational Materials</i></p> <p>Reading Comprehension: <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p>
Expressive Language →	<p>Children demonstrate progress in their knowledge of the alphabet in English.</p> <p>Children demonstrate phonological awareness. →</p>	<p>Word Analysis, Fluency, and Systematic Vocabulary Development: <i>Phonemic Awareness; Decoding and Word Recognition</i></p>
	<b>Writing</b>	<b>Writing</b>
Interest in Print →	<p>Children use writing to communicate their ideas. →</p>	<p>Strategies and Applications: <i>Penmanship; Organization and Focus</i></p>

Table 1.9 Detailed View of the Alignment Between the Mathematics Domain and the Common Core State Standards		
California Preschool Learning Foundations		Common Core State Standards Kindergarten
<b>Domain: Mathematics</b>		<b>Mathematics</b>
<b>Strand: Number Sense</b>		<b>Counting and Cardinality Operations and Algebraic Thinking Number and Operations in Base Ten</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
<b>1.0 Children begin to understand numbers and quantities in their everyday environment.</b>	<b>1.0 Children expand their understanding of numbers and quantities in their everyday environment.</b>	<b>Counting and Cardinality</b> <ul style="list-style-type: none"> <li>▪ Know number names and the count sequence.</li> <li>▪ Count to tell the number of objects.</li> </ul>
1.1 Recite numbers in order to ten with increasing accuracy.	1.1 Recites numbers in order to twenty with increasing accuracy.	<b>Know number names and the count sequence.</b> <ol style="list-style-type: none"> <li>1. Count to 100 by ones and by tens.</li> <li>2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</li> </ol>
1.2 Begin to recognize and name a few written numerals.	1.2 Recognize and know the name of some written numerals.	<b>Know number names and the count sequence.</b> <ol style="list-style-type: none"> <li>3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</li> </ol>
1.3 Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize).	1.3 Identify without counting the number of objects in a collection of up to four objects (i.e., subitize).	

<p>1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.</p>	<p>1.4 Count up to ten objects, using one-to-one correspondence with increasing accuracy.</p>	<p><b>Count to tell the number of objects.</b></p> <ol style="list-style-type: none"> <li>4. Understand the relationship between numbers and quantities; connect counting to cardinality.             <ol style="list-style-type: none"> <li>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each name with one and only one object.</li> </ol> </li> <li>5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</li> </ol>
<p>1.5 Use the number name of the last object counted to answer the question, “How many...?”</p>	<p>1.5 Understand, when counting, that the number name of the last object counted represent the total number of objects in the group (i.e., cardinality)</p>	<p><b>Count to tell the number of objects.</b></p> <ol style="list-style-type: none"> <li>4. Understand the relationship between numbers and quantities; connect counting to cardinality.             <ol style="list-style-type: none"> <li>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</li> <li>c. Understand that each successive number name refers to a quantity that is one larger.</li> </ol> </li> </ol>
<p><b>2.0 Children begin to understand number relationships and operations in their everyday environment.</b></p>	<p><b>2.0 Children expand their understanding of number relationships and operations in their everyday environment.</b></p>	<p><b>Counting and Cardinality</b></p> <ul style="list-style-type: none"> <li>▪ Compare Numbers</li> </ul> <p><b>Operations and Algebraic Thinking</b></p> <ul style="list-style-type: none"> <li>▪ Understand addition as putting and adding to, and understand subtraction as taking apart and taking from.</li> </ul>
<p><b>At around 48 months</b></p>	<p><b>At around 60 months</b></p>	<p><b>By the end of kindergarten</b></p>
<p>2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, “more” or “same”</p>	<p>2.1 Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).</p>	<p><b>Compare Numbers</b></p> <ol style="list-style-type: none"> <li>6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</li> <li>7. Compares two numbers between 1 and 10 presented as written</li> </ol>

		numerals.
2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.	2.2 Understands that adding one or taking away one changes the number in a small group of objects by exactly one.	<p><b>Understand addition as putting and adding to, and understand subtraction as taking apart and taking from.</b></p> <ol style="list-style-type: none"> <li>1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., clap), acting out situations, verbal explanations, expressions, or equations.</li> <li>2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problems.</li> <li>3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</li> <li>4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</li> <li>5. Fluently add and subtract within 5.</li> </ol>
2.3 Understand that putting two groups of objects together will make a bigger group.	2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.	
2.4 Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).	2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.	
		<p><b>Number and Operations in Base Ten</b></p> <ul style="list-style-type: none"> <li>▪ <b>Work with numbers 11–19 to gain foundations for place value.</b></li> </ul> <p><b>Work with numbers 11–19 to gain foundations for place value.</b></p> <ol style="list-style-type: none"> <li>1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as <math>18 = 10 + 8</math>); understand that these numbers are composed by ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</li> </ol>



<b>Strand: Algebra and Functions (Classification and Patterning)</b>		<b>Measurement and Data</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
<b>1.0 Children begin to sort and classify objects in their everyday environment.</b>	<b>1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.</b>	<b>Measurement and Data</b> <ul style="list-style-type: none"> <li>▪ <b>Classify objects and count the number of objects in each category.</b></li> </ul>
1.1 Sort and classify objects by one attribute into two or more groups, with increasing accuracy.	1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).*	3. Classify objects into given categories, count the numbers of objects in each category and sort the categories by count.
<b>2.0 Children begin to recognize simple, repeating patterns.</b>	<b>2.0 Children expand their understanding of simple, repeating patterns.</b>	
2.1 Begin to identify or recognize a simple repeating pattern.	2.1 Recognizes and duplicates simple repeating patterns.	
2.2 Attempt to create a simple repeating pattern or participate in making one.	2.2 Begin to extend and create simple repeating patterns	

\*The footnote that appears in the published version of this foundation has been omitted so that the alignment can be highlighted.

Strand: Measurement		Measurement and Data
At around 48 months	At around 60 months	By the end of kindergarten
<b>1.0 Children begin to compare and order objects.</b>	<b>1.0 Children expand their understanding of comparing, ordering, and measuring objects.</b>	<b>Measurement and Data</b> <ul style="list-style-type: none"> <li>▪ Describe and compare measurable attributes.</li> </ul>
1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as bigger, longer, heavier, or taller, or by placing objects side by side to compare length.	1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.  2. Directly compare two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
1.2 Order three objects by size.	1.2 Order four or more objects by size.	
	1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.*	
		<b><u>4. Demonstrate an understanding of concepts time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar). (CA-Standard MG 1.2)</u></b> <b><u>a. Name the days of the week. ( CA-Standard 1.3)</u></b> <b><u>b. Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o’clock, bedtime is 8 o’clock at night). (CA-Standard MG 1.4).</u></b>

\*The footnote that appears in the published version of this foundation has been omitted so that the alignment can be highlighted.

Strand: Geometry		Geometry
At around 48 months	At around 60 months	By the end of kindergarten
<b>1.0 Children begin to identify and use common shapes in their everyday environment.</b>	<b>1.0 Children identify and use a variety of shapes in their everyday environment.</b>	<b>Geometry</b> <ul style="list-style-type: none"> <li>▪ Identify and describe shapes (squares, circles, triangles, hexagons, cubes, cones, cylinders, and spheres).</li> <li>▪ Analyze, compare, create, and compose shapes.</li> </ul>
1.1 Identify simple two-dimensional shapes, such as a circle and square.	1.1 Identify, describe, and construct a variety of different shapes, including variations of circle, triangle, rectangle, square, and other shapes.	<b>Identify and describe shapes (squares, circles, triangles, hexagons, cubes, cones, cylinders, and spheres).</b> <ol style="list-style-type: none"> <li>1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</li> <li>2. Correctly name shapes regardless of their orientations or overall size.</li> <li>3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</li> </ol> <b>Analyze, compare, create, and compose shapes.</b> <ol style="list-style-type: none"> <li>4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/”corners”) and other attributes (e.g., having sides of equal length).</li> </ol>
1.2 Use individual shapes to represent different elements of a picture or design.	1.2 Combine different shapes to create a picture design.	<b>Analyze, compare, create, and compose shapes.</b> <ol style="list-style-type: none"> <li>5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</li> <li>6. Compose simple shapes to form larger shapes. <i>For example, “Can you join these triangles with full sides touching to make a rectangle?”</i></li> </ol>

<b>2.0 Children begin to understand positions in space.</b>	<b>2.0 Children expand their understanding of positions in space.</b>	<b>Geometry</b> <ul style="list-style-type: none"> <li>Identify and describe shapes (squares, circles, triangles, hexagons, cubes, cones, cylinders, and spheres).</li> </ul>
2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.	2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.	<b>Identify and describe shapes (squares, circles, triangles, hexagons, cubes, cones, cylinders, and spheres).</b> <ol style="list-style-type: none"> <li>Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</li> </ol>
<b>Strand: Mathematical Reasoning</b>		<b>Mathematical Practices</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
<b>1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.</b>	<b>1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.</b>	<b>Mathematical Practices</b>
1.1 Begin to apply simple mathematical strategies to solve problems in their environment.	1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.	<b>Mathematical Practices</b> <ol style="list-style-type: none"> <li>Make sense of problems and persevere in solving them.</li> <li>Reason abstractly and quantitatively.</li> <li>Construct viable arguments and critique the reasoning of others.</li> <li>Model with mathematics.</li> <li>Use appropriate tools strategically.</li> <li>Attend to precision.</li> <li>Look for and make use of structure.</li> <li>Look for and express regularity in repeated reasoning.</li> </ol>

**Table 1.13**  
**Detailed View of the Alignment Between the Visual and Performing Arts Domain and the California Content Standards**

California Preschool Learning Foundations	California Content Standards Kindergarten
<b>Domain:</b> <b>Visual and Performing Arts</b>	<b>Domains:</b> <b>Visual and Performing Arts</b> <ul style="list-style-type: none"> <li>• Visual Arts</li> <li>• Music</li> <li>• Theatre</li> <li>• Dance</li> </ul>
<b>Strand:</b> <b>Visual Art</b>	<b>Visual Arts</b>
<b>1.0 Notice, Respond, and Engage</b>	<b>1.0 Artistic Perception:</b> <i>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</i> Develop Perceptual Skills and Visual Arts Vocabulary; Analyze Art Elements and Principles of Design  <b>3.0 Historical and Cultural Context:</b> <i>Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts</i> Diversity of the Visual Arts  <b>4.0 Aesthetic Valuing: Responding to, Analyzing, and Making Judgments About Works in the Visual Arts</b> Derive Meaning; Make Informed Judgments

At around 48 months	At around 60 months	By the end of kindergarten
<p>1.1 Notice and communicate about objects or forms that appear in art.</p>	<p>1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.</p>	<p><b><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></b>  1.1 Recognize and describe simple patterns found in the environment and works of art.</p> <p><b><i>Analyze Art Elements and Principles of Design</i></b>  1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.</p>
<p>1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.</p>	<p>1.2 Begin to plan art and show increasing care and persistence in completing it.</p>	<p><b><i>Derive Meaning</i></b>  4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).</p>
<p>1.3 Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials.</p>	<p>1.3 Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.</p>	<p><b><i>Derive Meaning</i></b>  4.2 Describe what is seen (including both literal and expressive content) in selected works of art.</p> <p><b><i>Diversity of the Visual Arts</i></b>  3.3 Look and discuss works of art from a variety of times and places.</p>
<p>1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.</p>	<p>1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book, and explain their ideas in some detail.</p>	<p><b><i>Make Informed Judgments</i></b>  4.3 Discuss how and why they make a specific work of art.</p> <p>4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary</p>

<b>2.0 Develop Skills in Visual Art</b>		<b>2.0 Creative Expression: <i>Creating, Performing, and Participating in the Visual Arts</i></b> Skills, Processes, Materials, and Tools; Communication and Expression Through Original Works of Art  Also aligned with an element from: <b>1.0 Artistic Perception: <i>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</i></b> Develop Perceptual Skills and Visual Arts Vocabulary
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
2.1 Make a straight and curved marks and lines; begin to draw rough circle shapes.	2.1 Draw single circle and adds lines to create representations of people and things.	<b><i>Skills, Processes, Materials, and Tools</i></b> 2.1 Use lines, shapes/forms, and colors to make patterns.  2.3 Make a collage with cut or torn paper shapes/forms.
2.2 Begin to create paintings or drawings that suggest people, animals, and objects.	2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.	<b><i>Communication and Expression Through Original Works of Art</i></b> 2.4 Paint pictures expressing ideas about family and neighborhood.  2.5 Use lines in drawings and paintings to express feelings.
2.3 Make somewhat regular-shaped balls and coils out of dough or clay.	2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).	2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art.
2.4 Begin to use paper and other materials to assemble simple collages.	2.4 Use paper and other materials to make two- and three-dimensional assembled works.	2.7 Create a three-dimensional form, such as a real or imaginary animal.

2.5 Begin to recognize and name materials and tools used for visual arts.*	2.5 Recognize and name materials and tools used for visual arts.*	<b>Develop Perceptual Skills and Visual Arts Vocabulary</b> 1.2 Name art materials (e.g., clay, paint, crayons) introduced in lessons.
2.6 Demonstrate some motor control when working with visual arts tools.*	2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.*	<b>Skills, Processes, Materials, and Tools</b> 2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.
<b>3.0 Create, Invent, and Express Through Visual Art</b>		<b>2.0 Creative Expression: Creating, Performing, and Participating in the Visual Arts</b> Communication and Expression Through Original Works of Art
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
3.1 Create art and sometimes name the work.	3.1 Intentionally create content in a work of art.	<b>Communication and Expression Through Original Works of Art</b> 2.4 Paint pictures expressing ideas about family and neighborhood.
3.2 Begin to draw figures or objects.	3.2 Draw more detailed figures or objects with more control of line and shape.	2.5 Use lines in drawings and paintings to express feelings.
3.3 Begin to use intensity of marks and color to express a feeling or mood.	3.3 Use intensity of marks and color more frequently to express feeling or mood.	2.7 Create a three-dimensional form, such as a real or imaginary animal.

\*The footnote that appears in the published version of this foundation has been omitted so that the alignment may be highlighted.



	<p>Other areas covered under the visual arts content standards for kindergarten:</p> <p><b>3.0 Historical and Cultural Context: <i>Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts</i></b>  Role and Development of the Visual Arts</p> <p><b><i>Role and Development of the Visual Arts</i></b></p> <p>3.1 Describe functional and nonutilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.</p> <p>3.2 Identify and describe works of art that show people doing things together.</p> <p><b>5.0 Connections, Relationships, Applications:</b>  <b><i>Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers</i></b>  Connections and Applications; Visual Literacy; Careers and Career-Related Skills</p> <p><b><i>Connections and Applications</i></b></p> <p>5.1 Draw geometric shapes/forms (e.g., circles, squares, triangles) and repeat them in dance/movement sequences.</p> <p>5.2 Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.</p> <p><b><i>Visual Literacy</i></b></p> <p>5.3 Point out images (e.g., photographs, paintings, murals, ceramic, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.</p> <p><b><i>Careers and Career-Related Skills</i></b></p> <p>5.4 Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.</p>
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<b>Strand: Music</b>		<b>Music</b>
<b>1.0 Notice, Respond, and Engage</b>		<p><b>1.0 Artistic Perception: <i>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music</i></b> Listen to, Analyze, and Describe Music; Read and Notate Music</p> <p><b>3.0 Historical and Cultural Context: <i>Understanding the Historical Contributions and Cultural Dimensions of Music</i></b> Diversity of Music</p> <p><b>4.0 Aesthetic Valuing: <i>Derive Meaning</i></b> Responding to, Analyzing, and Making Judgments About Works of Music</p>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.	1.1 Verbally reflect on music and describe music by using an expanded vocabulary.	<p><b><i>Listen to, Analyze, and Describe Music</i></b> 1.2 Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat)</p> <p><b><i>Derive Meaning</i></b> 4.2 Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).</p> <p><b><i>Diversity of Music</i></b> 3.3 Use a personal vocabulary to describe voices and instruments from diverse cultures.</p>
1.2 Recognize simple repeating melody and rhythm patterns.*	1.2 Demonstrate more complex repeating melody and rhythm patterns.*	
1.3 Identify the sources of a limited variety of musical sounds.	1.3 Identify the sources of a wider variety of music and music-like sounds.	

1.4 Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.*	1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.*	<b>Derive Meaning</b> 4.1 Create movements that correspond to specific music.
		Other areas covered under the kindergarten content standards in Music:  <b>Read and Notate Music</b> 1.1 Use icons or invented symbols to represent beat.
<b>2.0 Develop Skills In Music</b>		<b>2.0 Creative Expression: Creating, Performing, and Participating in Music</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.	2.1 Become more able to discriminate between different voices, various instrumental and environmental sounds, and follow words in a song.	<b>Apply Vocal and Instrumental Skills</b> 2.1 Use the singing voice to echo short melodic patterns.  2.2 Sing age-appropriate songs from memory.  2.3 Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamic, and melodic direction.
2.2 Explore vocally: sing repetitive patterns and parts of songs alone and with others.	2.2 Extend vocal exploration; sing repetitive patterns and whole songs alone and with others in wider pitch ranges.	

\*The footnote that appears in the published version of this foundation has been omitted so that the alignment may be highlighted.

<b>3.0 Create, Invent, and Express Through Music</b>		<b>2.0 Creative Expression: <i>Compose, Arrange, and Improvise</i></b> Creating, Performing, and Participating in Music  <b>4.0 Aesthetic Valuing: <i>Responding to, Analyzing, and Making Judgments About Works of Music</i></b> Derive Meaning
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
3.2 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.	<b><i>Compose, Arrange, and Improvise</i></b> 2.4 Create accompaniments, using the voice or a variety of classroom instruments.  <b><i>Derive Meaning</i></b> 4.1 Create movements that correspond to specific music.
3.2 Move or use body to demonstrate beat and tempo, often spontaneously.	3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally.	
3.3 Improvise vocally and instrumentally.	3.3 Explore, improvise, and create brief melodies with voice or instrument.	
		Other areas covered under the music content standards in kindergarten:  <b>3.0 Historical and Cultural Context: <i>Understanding the Historical Contributions and Cultural Dimensions of Music</i></b> Role of Music; Diversity of Music  <b><i>Role of Music</i></b> 3.1 Identify the various uses of music in daily experiences.

	<p><b><i>Diversity of Music</i></b>  3.2 Sing and play simple singing games from various cultures.</p> <p>3.4 Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody).</p> <p><b>5.0 Connections, Relationships, Applications: <i>Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers</i></b>  Connections and Applications; Careers and Career-Related Skills</p> <p><b><i>Connections and Applications</i></b>  5.1 Use music, together with dance, theatre, and the visual arts, for storytelling.</p> <p><b><i>Careers and Career-Related Skills</i></b>  5.2 Identify and talk about the reasons artists have for creating dances, music, theatre pieces, and works of visual art.</p>
<p><b>Strand: Drama</b></p>	<p><b>Theatre</b></p>
<p><b>1.0 Notice, Respond, and Engage</b></p>	<p><b>1.0 Artistic Perception:</b>  <b><i>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre</i></b>  Development of the Vocabulary of Theatre; Comprehension and Analysis of the Elements of Theatre</p> <p><b>2.0 Aesthetic Valuing:</b>  <b><i>Responding to, Analyzing, and Critiquing Theatrical Experiences</i></b></p>

		Critical Assessment of Theatre; Derivation of Meaning from Works of Theatre
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Demonstrate an understanding of simple drama vocabulary.*	1.1 Demonstrate a broader understanding of drama vocabulary.*	<b><i>Development of the Vocabulary of Theatre</i></b> 1.1 Use the vocabulary of theatre, such as <i>actor, character, cooperation, setting, the five senses, and audience</i> , to describe theatrical experiences.
1.2 Identify preferences and interests related to participating in drama.	1.2 Explain preferences and interests related to participating in drama.	<b><i>Critical Assessment of Theatre</i></b> 4.1 Respond appropriately to a theatrical experience as an audience member.
1.3 Demonstrate knowledge of simple plot of a participatory drama.	1.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.	<b><i>Comprehension and Analysis of the Elements of Theatre</i></b> 1.2 Identify differences between real people and imaginary characters.  <b><i>Derivation of Meaning from Works of Theatre</i></b> 4.2 Compare a real story with a fantasy story.

\*The footnote that appears in the published version of this foundation has been omitted so that the alignment may be highlighted.

<b>2.0 Develop Skills to Create, Invent, and Express Through Drama</b>		<b>2.0 Creative Expression:</b> <i>Creating, Performing, and Participating in Theatre</i> Development of Theatrical Skills; Creation/Invention in Theatre  <b>3.0 Historical and Cultural Context:</b> <i>Understanding the Historical Contributions and Cultural Dimensions of Theatre</i> Role and Cultural Significance of Theatre
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
2.1 Demonstrate basic role-play skills with imagination and creativity.	2.1 Demonstrate extended role play skills with increased imagination and creativity.	<b><i>Development of Theatrical Skills</i></b> 2.1 Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors).  <b><i>Creation/Invention in Theatre</i></b> 2.2 Perform group pantomimes and improvisations to retell familiar stories.  <b><i>Role and Cultural Significance of Theatre</i></b> 3.1 Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.  3.2 Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.
2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.	2.2 Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.	<b><i>Creation/Invention in Theatre</i></b> 2.3 Use costumes and props in role playing.

	<p>Other areas covered under the theatre content standards for kindergarten:</p> <p><b>5.0 Connections, Relationships, Applications:</b>  <b><i>Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers</i></b>  Connections and Applications; Career and Career-Related Skills</p> <p><b><i>Connections and Applications</i></b>  5.1 Dramatize information from other content areas. Use movement and voice, for example, to reinforce vocabulary, such as <i>fast, slow, in, on, through, over, under</i>.</p> <p><b><i>Career and Career-Related Skills</i></b>  5.2 Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.</p>
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<p><b>Strand:</b>  <b>Dance</b></p>	<p><b>Dance</b></p> <p>Also aligned with elements from:  <b>Physical Education</b></p>
<p><b>1.0 Notice, Respond, and Engage</b></p>	<p><b>1.0 Artistic Perception:</b>  <b><i>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to</i></b></p>



		<p><b>Dance</b> Development of Motor Skills and Technical Expertise; Comprehension and Analysis of Dance Elements; Development of Dance Vocabulary</p> <p><b>4.0 Aesthetic Valuing:</b> <b>Responding to, Analyzing, and Making Judgment About Works of Dance</b> Description, Analysis, and Criticism of Dance</p>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Engage in dance movements.	1.1 Further engage and participate in dance movements.	<p><b>Development of Motor Skills and Technical Expertise</b> 1.1 Build the range and capacity to move in a variety of ways.</p> <p>1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).</p>
1.2 Begin to understand and use vocabulary related to dance.	1.2 Connect dance terminology with demonstrated steps.	<p><b>Comprehension and Analysis of Dance Elements</b> 1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).</p> <p><b>Development of Dance Vocabulary</b> 1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).</p> <p><b>Description, Analysis, and Criticism of Dance</b> 4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).</p>
1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall.	1.3 Respond to more than one skill instruction at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of	<p><b>Development of Motor Skills and Technical Expertise</b> 1.1 Build the range and capacity to move in a variety of ways.</p> <p><b>Comprehension and Analysis of Dance Elements</b> 1.3 Understand and respond to a wide range of opposites (e.g.,</p>

	skills.	high/low, forward/backward, wiggle/freeze).  <b>Development of Dance Vocabulary</b> 1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).
1.4 Explore and use different steps and movements to create or form a dance.	1.4 Use understanding of different steps and movements to create or form a dance.	

<b>2.0 Develop Skills in Dance</b>		<b>1.0 Artistic Perception:</b> <i>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance</i> Development of Motor Skills and Technical Expertise  <b>Domain: Physical Education</b> <b>Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities: <i>Movement Concepts; Rhythmic Skills.</i></b>  <b>Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities: <i>Movement Concepts.</i></b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
2.1 Begin to be aware of own body in space.	2.1 Continue to develop awareness of body in space.	<b>Development of Motor Skills and Technical Expertise</b> 1.1 Build the range and capacity to move in a variety of ways.

2.2 Begin to be aware of other people in dance or when moving in space.	2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.	1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).  <b>Movement Concepts (Standard 1, Physical Education)</b> 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.  <b>Movement Concepts (Standard 2, Physical Education)</b> 2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.
2.3 Begin to respond to tempo and timing through movement.	2.3 Demonstrate some advanced skills in responding to tempo and timing through movement.	<b>Rhythmic Skills (Standard 1, Physical Education)</b> 1.16 Perform locomotor and nonlocomotor movements to a steady beat.  1.17 Clap in time to a simple, rhythmic beat.
<b>3.0 Create, Invent, and Express Through Dance</b>		<b>2.0 Creative Expression: Creating, Performing, and Participating in Dance</b>  Creation/Invention of Dance Movements
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
3.1 Begin to act out and dramatize through music and movement patterns.	3.1 Extend understanding and skills for acting out and dramatizing through music and movement patterns.	<b>Creation/Invention of Dance Movements</b> 2.1 Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).  2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.  2.3 Respond spontaneously to different types of music, rhythms, and sounds.
3.2 Invent dance movements.	3.2 Invent and recreate dance movements.	
3.3 Improvise simple dances that have a beginning and an end.	3.3 Improvise more complex dances that have a beginning, middle, and an end.	

<p>3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.</p>	<p>3.4 Communicate and express feelings intentionally through dance.</p>	
		<p>Other areas covered under the dance content standards for kindergarten:</p> <p><b>3.0 Historical and Cultural Context:</b>  <i>Understanding the Historical Contributions and Cultural Dimensions of Dance</i></p> <p><i>Development of Dance</i></p> <p>3.1 Name and perform folk/traditional dances from the United States and other countries.</p> <p><b>5.0 Connections, Relationships, Applications:</b>  <i>Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers</i></p> <p>5.1 Give examples of the relationship between everyday movement in school and dance movement.</p>

**Table 1.15**  
**Detailed View of the Alignment Between the Physical Development Domain Alignment and the California Content Standards**

California Preschool Learning Foundations		California Content Standards Kindergarten
<b>Domain:</b> <b>Physical Development</b>		<b>Domain:</b> <b>Physical Education</b>
<b>Strand:</b> <b>Fundamental Movement Skills</b>		<p><b>Standard 1:</b> Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><b>Standard 2:</b> Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p>
<b>1.0 Balance</b>		<b>Standard 1: <i>Movement Concepts; Body Management</i></b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Maintain balance while holding still; sometimes may need assistance.	1.1 Show increasing balance and control when holding still.	<p><b>Standard 1: <i>Movement Concepts</i></b> 1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.</p> <p><b>Standard 1: <i>Body Management</i></b> 1.5 Create shapes by using nonlocomotor movements. 1.6 Balance on one, two, three, four, and five body parts.</p>

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 while 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.
<b>2.0 Locomotor Skills</b>		<b>Standard 1: <i>Locomotor Movement</i></b> <b>Standard 2: <i>Locomotor Movement</i></b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
2.1 Walk with balance, not always stable, oppositional arm movements 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).	<b>Standard 1: <i>Body Management</i></b> 1.7 Balance while walking forward and sideways on a narrow, elevated surface.  <b>Standard 2: <i>Locomotor Movement</i></b> 2.5 Identify the locomotor skills of walk, jog, 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 of arms and legs.	2.2 Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.	<b>Standard 1: <i>Locomotor Movement</i></b> 1.10 Travel in straight, curved, and zigzag pathways.  <b>Standard 2: <i>Locomotor Movement</i></b> 2.5 Identify the locomotor skills of walk, jog, 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.	<b>Standard 1: <i>Locomotor Movement</i></b> 1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.  <b>Standard 2: <i>Locomotor Movement</i></b> 2.5 Identify the locomotor skills of walk, jog, 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.	<b>Standard 2: Locomotor Movement</b> 2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.
		Other areas covered under the physical education content standards for kindergarten:  <b>Standard 1: Locomotor Movement</b> 1.9 Perform a continuous log roll.
<b>3.0 Manipulative Skills</b>		<b>Standard 1: Manipulative Skills</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
3.1 Begin 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 using arms, hands and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	1.12 Strike a stationary ball or balloon with the hands, arms, and feet. 1.13 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.
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.	

<b>Strand: Perceptual–Motor Skills and Movement Concepts</b>		<p><b>Standard 1:</b> Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><b>Standard 2:</b> Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p>
<b>1.0 Body Awareness</b>		<b>Standard 2: <i>Body Management</i></b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Demonstrate knowledge of the names of body parts.	1.1 Demonstrate knowledge of an increasing number of body parts.	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.  2.4 Explain base of support.
<b>2.0 Spatial Awareness</b>		<p><b>Standard 1: <i>Movement Concepts</i></b> <b>Standard 2: <i>Movement Concepts</i></b></p>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	<p><b>Standard 1: <i>Movement Concepts</i></b> 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.</p> <p><b>Standard 2: <i>Movement Concepts</i></b> 2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.</p>
<b>3.0 Directional Awareness</b>		<b>Standard 1: <i>Body Management; Movement Concepts</i></b>



		<b>Standard 2: Movement Concepts</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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 sides of the body.	<b>Standard 1: Body Management</b> 1.8 Demonstrate the relationship of <i>under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of</i> 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.	<b>Standard 1: Movement Concepts</b> 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.	<b>Standard 2: Movement Concepts</b> 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:  <b>Standard 2: Manipulative Skills</b> 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 follow-through phase of bouncing a ball continuously.  <b>Standard 1: Movement Concepts</b> 1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.

<b>Strand: Active Physical Play</b>		<p><b>Standard 3:</b> Students assess and maintain a level of physical fitness to improve health and performance.</p> <p><b>Standard 4:</b> Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p>
<b>1.0 Active Participation</b>		<p><b>Standard 3: <i>Fitness Concepts</i></b> <b>Standard 4: <i>Fitness Concepts</i></b></p>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	<p><b>Standard 3: <i>Fitness Concepts</i></b> 3.1 Participate in physical activities that are enjoyable and challenging.</p> <p><b>Standard 4: <i>Fitness Concepts</i></b> 4.1 Identify physical activities that are enjoyable and challenging.</p>
		<p><b>Standard 4: <i>Fitness Concepts</i></b> 4.2 Describe the role of water as an essential nutrient for the body.</p> <p>4.3 Explain that nutritious food provides energy for physical activity.</p>
<b>2.0 Cardiovascular Endurance</b>		<p><b>Standard 3: <i>Aerobic Capacity</i></b> <b>Standard 4: <i>Aerobic Capacity</i></b></p>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	<p><b>Standard 3: <i>Aerobic Capacity</i></b> 3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.</p> <p><b>Standard 4: <i>Aerobic Capacity</i></b> 4.4 Identify the location of the heart and explain that it is a muscle.</p>

		<p>4.5 Explain that physical activity increases the heart rate.</p> <p>4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.</p>
<b>3.0 Muscular Strength, Muscular Endurance, and Flexibility</b>		<p><b>Standard 3: <i>Muscular Strength/Endurance; Flexibility</i></b></p> <p><b>Standard 4: <i>Muscular Strength/Endurance; Flexibility</i></b></p>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
<p>3.1 Engages in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.</p>	<p>3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.</p>	<p><b>Standard 3: <i>Muscular Strength/Endurance</i></b></p> <p>3.3 Hang from overhead bars for increasing periods of time.</p> <p>3.4 Climb a ladder, jungle gym, or apparatus.</p> <p><b>Standard 3: <i>Flexibility</i></b></p> <p>3.5 Stretch shoulders, legs, arms, and back without bouncing.</p> <p><b>Standard 4: <i>Muscular Strength/Endurance</i></b></p> <p>4.9 Explain that strong muscles help the body to climb, hang, push, and pull.</p> <p>4.8 Describe the role of muscles in moving the bones.</p> <p><b>Standard 4: <i>Flexibility</i></b></p> <p>4.9 Identify the body part involved when stretching.</p>
		<p>Other areas covered under the physical education content standards for kindergarten:</p> <p><b>Standard 3: <i>Body Composition</i></b></p> <p>3.6 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.</p> <p><b>Standard 3: <i>Assessment</i></b></p> <p>3.7 Identify indicators of increased capacity to participate in vigorous physical activity.</p>

	<p><b>Standard 4: <i>Body Composition</i></b> 4.10 Explain that the body is composed of bones, organs, fat, and other tissues.</p> <p><b>Standard 5:</b> Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p> <p><b><i>Self-Responsibility</i></b> 5.1 Identify the feelings that result from participation in physical activity. 5.2 Participate willingly in physical activities.</p> <p><b><i>Social Interaction</i></b> 5.3 Demonstrate the characteristics of sharing in a physical activity. 5.4 Describe how positive social interaction can make physical activity with others more fun.</p> <p><b><i>Group Dynamics</i></b> 5.5 Participate as a leader and a follower during physical activities.</p>
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**Table 1.17**  
**Detailed View of the Alignment Between the Health Domain and the California Content Standards**

California Preschool Learning Foundations		California Content Standards Kindergarten
<b>Domain: Health</b>		<b>Domain: Health Education</b>
<b>Strand: Health Habits</b>		<b>Personal and Community Health Growth and Development</b>
<b>1.0 Basic Hygiene</b>		<b>Personal and Community Health</b> <ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> <li>• <b>Standard 7: Practicing Health-Enhancing Behaviors</b></li> </ul>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Demonstrate knowledge of some steps in the handwashing routine.	1.1 Demonstrate knowledge of more steps in the handwashing routine.	<b>Standard 1: Essential Concepts</b> 1.2 Identify effective dental and personal hygiene practices.  1.3. Define “germs.”  1.4. Explain why the transmission of germs may be harmful to health.
1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.	<b>Standard 7: Practicing Health-Enhancing Behaviors</b> 7.1. Show effective dental and personal hygiene practices.  7.2. Demonstrate ways to prevent the transmission of germs (e.g., washing hands, using tissues).

<b>2.0 Oral Health</b>		<b>Personal and Community Health</b> <ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> <li>• <b>Standard 7: Practicing Health-Enhancing Behaviors</b></li> </ul>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	2.1 Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.	<b>Standard 1: Essential Concepts</b> 1.1.P Identify effective dental and personal hygiene practices.  <b>Standard 7: Practicing Health-Enhancing Behaviors</b> 7.1.P Show effective dental and personal hygiene practices.
<b>3.0 Knowledge of Wellness</b>		<b>Growth and Development</b> <ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> </ul> <b>Personal and Community Health</b> <ul style="list-style-type: none"> <li>• <b>Standard 3: Accessing Valid Information</b></li> <li>• <b>Standard 4: Interpersonal Communication</b></li> </ul>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.	<b>Standard 1: Essential Concepts (Growth and Development)</b> 1.2.G Describe their own physical characteristics.  1.5.G Name body parts and their functions.  1.6.G Name and describe the five senses.
3.2 Begin to understand that health care providers try to keep people well and help them when they are not well.	3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.	<b>Standard 1: Essential Concepts (Growth and Development)</b> 1.4.G Identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists).  <b>Standard 3: Accessing Valid Information (Personal and Community</b>

		<b>Health)</b> 3.1.P Identify health care workers who can help promote healthy practices.
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.	3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.	<b>Standard 4: Interpersonal Communication (Personal and Community Health)</b> 4.1.P Demonstrate how to ask for assistance with a health-related problem.
<b>4.0 Sun Safety</b>		<b>Personal and Community Health</b> <ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> </ul>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
4.1 Begin to practice sun-safe actions, with adult support and guidance.	4.1 Practice sun-safe actions with decreasing adult support and guidance.	<b>Standard 1: Essential Concepts</b> 1.2 Describe sun-safety practices.
<b>Strand: Safety</b>		<b>Injury Prevention and Safety</b>
<b>1.0 Injury Prevention</b>		<b>Injury Prevention and Safety</b> <ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> <li>• <b>Standard 3: Accessing Valid Information</b></li> <li>• <b>Standard 4: Interpersonal Communication</b></li> <li>• <b>Standard 5: Decision Making</b></li> <li>• <b>Standard 7: Practicing Health-Enhancing Behaviors</b></li> </ul>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Follow safety rules with adult support and prompting.	1.1 Follow safety rules more independently though may still need adult support and	<b>Standard 1: Essential Concepts</b> 1.1 Identify safety rules for the home, the school, and the community.

	prompting.	<b>Standard 7: Practicing Health-Enhancing Behaviors</b> 7.1 Follow rules for safe play and safety routines.
1.2 Begin to show ability to follow emergency routines, after instruction and practice (for example, a fire drill or earthquake drill).	1.2 Demonstrate increased ability to follow emergency routines, after instruction and practice.	<b>Standard 1: Essential Concepts</b> 1.2 Identify emergency situations.  <b>Standard 3: Accessing Valid Information</b> 3.1 Identify trusted adults who can help in emergency situations.  <b>Standard 4: Interpersonal Communication</b> 4.1 Demonstrate how to ask a trusted adult for help or call 9-1-1.  <b>Standard 5: Decision Making</b> 5.1 Identify situations when it is necessary to seek adult help or call 9-1-1.
1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.	<b>Standard 1: Essential Concepts</b> 1.3.S Explain ways to stay safe when riding in a bus or other vehicle.  1.8.S Identify ways to stay safe when crossing streets, riding a bicycle, or playing.  <b>Standard 7: Practicing Health-Enhancing Behaviors</b> 7.2.S Show how to cross the street safely.
		Other areas covered under the health education content standards for kindergarten in Injury Prevention and Safety:  <b>Standard 1: Essential Concepts</b> 1.4.S Distinguish between appropriate and inappropriate touching.  1.5.S Explain that everyone has the right to tell others not to touch his or her body.



	<p>1.6.S Describe school rules about getting along with others.</p> <p>1.7.S Recognize the characteristics of bullying.</p> <p>1.9.S Recognize that anything may be poisonous or cause harm if used unsafely.</p> <p>1.10.S Identify people who are strangers and how to avoid contact with strangers.</p> <p>1.11.S Demonstrate how to ask trusted adults for help.</p> <p>1.12.S Define and explain the dangers of weapons.</p> <p>1.13.S Explain the importance of telling a trusted adult if you see or hear about someone having a weapon.</p> <p><b>Standard 4: Interpersonal Communication</b></p> <p>4.2.S Show how to answer the phone in a safe way.</p> <p><b>Standard 5: Decision Making</b></p> <p>5.2.S Role-play what to do if a stranger at home, in a car, or on the street approaches you.</p> <p><b>Standard 8: Health Promotion</b></p> <p>8.1.S Show how to tell a trusted adult when you or a friend find a weapon.*</p>
<p><b>Strand:</b> <b>Nutrition</b></p>	<p><b>Nutrition and Physical Activity</b></p>
<p><b>1.0 Nutrition Knowledge</b></p>	<p><b>Nutrition and Physical Activity</b></p> <ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> </ul>

At around 48 months	At around 60 months	By the end of kindergarten
1.1 Identify different kinds of foods.	1.1 Identify a larger variety of foods and may know some of the related food groups.	<b>Standard 1: Essential Concepts</b> 1.1.N Name a variety of healthy foods and explain why they are necessary for good health.

\*The footnote that appears in the published version of this standard has been omitted so that the alignment can be highlighted.

<b>2.0 Nutrition Choices</b>		<b>Nutrition and Physical Activity</b>
		<ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> <li>• <b>Standard 2: Analyzing Influences</b></li> <li>• <b>Standard 4: Interpersonal Communication</b></li> <li>• <b>Standard 7: Practicing Health-Enhancing Behaviors</b></li> </ul>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and chooses from a variety of foods at mealtimes.	2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and chooses from a greater variety of foods at mealtimes.	<p><b>Standard 1: Essential Concepts</b></p> <p>1.1.N Name a variety of healthy foods and explain why they are necessary for good health.</p> <p>1.2.N Identify a variety of healthy snacks.</p> <p>1.4.N Recognize the importance of a healthy breakfast.</p>
2.2 Indicate food preferences that reflect familial and cultural practices.	2.2 Indicate food preferences based on familial and cultural practices, as well as some knowledge of healthy choices.	<p><b>Standard 2: Analyzing Influences</b></p> <p>2.1.N Recognize that not all products advertised or sold are good for them.</p> <p><b>Standard 4: Interpersonal Communication</b></p> <p>4.1.N Explain how to ask family members for healthy food options.</p> <p><b>Standard 7: Practicing Health-Enhancing Behaviors</b></p> <p>7.1.N Select nutritious snacks.</p> <p>7.2.N Plan a nutritious breakfast.</p> <p>7.3.N Choose healthy foods in a variety of settings.</p>

<b>3.0 Self-Regulation of Eating</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
3.1 Indicate awareness of own hunger and fullness.	3.1 Indicate greater awareness of own hunger and fullness.	
		<p>Other areas covered under the health education content standards for kindergarten:</p> <p><b>Alcohol, Tobacco, and Other Drugs</b></p> <ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> </ul> <p><b>Mental, Emotional, and Social Health</b> (See the alignment for Social–Emotional Development)</p> <ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> <li>• <b>Standard 2: Analyzing Influences</b></li> <li>• <b>Standard 3: Accessing Valid Information</b></li> <li>• <b>Standard 4: Interpersonal Communication</b></li> <li>• <b>Standard 5: Decision Making</b></li> <li>• <b>Standard 6: Goal Setting</b></li> <li>• <b>Standard 7: Practicing Health-Enhancing Behaviors</b></li> <li>• <b>Standard 8: Health Promotion</b></li> </ul>

**Table 1.19**  
**Detailed View of the Alignment Between the History–Social Science Domain and the**  
**California Content Standards**

California Preschool Learning Foundations		California Content Standards Kindergarten
<b>Domain:</b> <b>History–Social Science</b>		<b>Domain:</b> <b>History–Social Science</b>
<b>Strand:</b> <b>Self and Society</b>		<p><b>K.1 Students understand that being a good citizen involves acting in certain ways.</b></p> <p><b>K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.</b></p> <p><b>K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</b></p>
<b>1.0 Culture and Diversity</b>		<b>K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Exhibit developing cultural,	1.1 Manifest stronger cultural,	<b>K.2 Students recognize national and state symbols and icons such as</b>

ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.	ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.	<b>the national and state flags, the bald eagle, and the Statue of Liberty.</b>
<b>2.0 Relationships</b>		<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
2.1 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.	2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.	<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b> 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
<b>3.0 Social Roles and Occupations</b>		<b>K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
3.1 Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.	3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.	<b>K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</b>

<b>Strand: Becoming a Preschool Community Member (Civics)</b>		<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b>
<b>1.0 Skills for Democratic Participation</b>		<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.	1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.	<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b> 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.  2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
<b>2.0 Responsible Conduct</b>		<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control,	2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being	<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b> 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.

however, is inconsistent, especially when children are frustrated or upset.	responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations.	2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
<b>3.0 Fairness and Respect for Other People</b>		<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.	3.1 Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.	<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b> 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.  2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
<b>4.0 Conflict Resolution</b>		<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
4.1 Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.	4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.	<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b> 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.  2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.



<b>Strand: Sense of Time (History)</b>		<b>K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</b>
		<b>K.6 Students understand that history relates to events, people, and places of other times.</b>
<b>1.0 Understanding Past Events</b>		<b>K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events occurred in relation to each other and to connect them with current experience.	1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.	<b>K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</b>

<b>2.0 Anticipating and Planning Future Events</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
2.1 Anticipate events in familiar situations in the near future, with adult assistance.	2.1 Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.	
<b>3.0 Personal History</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
3.1 Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.	3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.	
<b>4.0 Historical Changes in People and the World</b>		<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b> <b>K.6 Students understand that history relates to events, people, and places of other times.</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
4.1 Easily distinguish older family members from younger ones (and other people) and events in the recent past from those that happened “long ago,” although do not readily sequence historical	4.1 Develop an interest in family history (e.g., when family members were children) as well as events of “long ago,” and begin to understand when these events occurred in relation to each other.	<b>K.6 Students understand that history relates to events, people, and places of other times.</b> 1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis of the events (e.g., Thanksgiving, Independence Day, Washington’s and Lincoln’s Birthdays, Martin Luther King Jr.

<p>events on a timeline.</p>		<p>Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).</p> <p>2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.</p> <p>3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).</p> <p><b>K.1 Students understand that being a good citizen involves acting in certain ways.</b></p> <p>3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</p>
<p><b>Strand: Sense of Place (Geography and Ecology)</b></p>		<p><b>K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.</b></p>
<p><b>1.0 Navigating Familiar Locations</b></p>		<p><b>K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.</b></p>
<p><b>At around 48 months</b></p>	<p><b>At around 60 months</b></p>	<p><b>By the end of kindergarten</b></p>
<p>1.1 Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with</p>	<p>1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams,</p>	<p><b>K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.</b></p> <p>1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.</p>

each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy).	weather, common activities), the distances between familiar locations (such as between home and school); and compare their home community with those of others.	5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.
<b>2.0 Caring for the Natural World</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
2.1 Show an interest in nature (including animals, plants, and weather) especially as children experience it directly. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals.	2.1 Show an interest in a wider range of natural phenomena, including those outside direct experience (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).	
<b>3.0 Understanding the Physical World Through Drawings and Maps</b>		<b>K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
3.1 Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols.	3.1 Create their own drawings, maps and models; are more skilled at using globes, maps and map symbols; and use maps for	<b>K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.</b> 2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and

	basic problem solving (such as locating objects) with adult guidance.	<p>stories.</p> <p>3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).</p> <p>4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.</p>
<b>Strand: Marketplace (Economics)</b>		
<b>1.0 Exchange</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
1.1 Understand ownership, limited supply, what stores do, give-and-take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins.	1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).	

**Table 1.21**  
**Detailed View of the Alignment Between the Science Domain and the California Content Standards**

California Preschool Learning Foundations		California Content Standards Kindergarten
<b>Domain: Science</b>		<b>Domain: Science</b>  Also aligned with an element from: <b>Mathematics</b>
<b>Strand: Scientific Inquiry</b>		<b>Investigation and Experimentation</b> 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
<b>1.0 Observation and Investigation</b>		<b>Investigation and Experimentation</b>
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Demonstrate curiosity and raise simple questions about objects and events in the environment.	1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in the environment.	
1.2 Observe objects and events in the environment and describe them.	1.2 Observe objects and events in the environment and describe them in greater detail.	a. Observe common objects by using the five senses.  b. Describe the properties of common objects.  c. Describe the relative position of objects by using one reference (e.g., above or below).

1.3 Begin to identify and use, with adult support, some observation and measurement tools.	1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.	
1.4 Compare and contrast objects and events and begin to describe similarities and differences.	1.4 Compare and contrast objects and events and describe similarities and differences in greater detail.	d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight.).
1.5 Make predictions and check them, with adult support, through concrete experiences.	1.5 Demonstrate an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect.).	
1.6 Make inferences and form generalizations based on evidence.	1.6 Demonstrate an increased ability to make inferences and form generalizations based on evidence.	
<b>2.0 Documentation and Communication</b>		<b>Investigation and Experimentation</b> <b>Domain: Mathematics</b> • <b>Statistics, Data Analysis, and Probability</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
2.1 Record observations or findings in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals,	2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to	<b>Investigation and Experimentation</b> e. Communicate observations orally and through drawings. <b>Statistics, Data Analysis, and Probability (Mathematics)</b> 1.1 Pose information questions; collect data; and record the results

models, and photos.	adults), charts, journals, models, photos, or by tallying and graphing information.	using objects, pictures, and picture graphs.
2.2 Share findings and explanations, which may be correct or incorrect, with or without adult prompting.	2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.	
<b>Strand: Physical Sciences</b>		<b>Physical Sciences</b> 1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:
<b>1.0 Properties and Characteristics of Nonliving Objects and Materials</b>		<b>Physical Sciences</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Observe, investigate, and identify characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).	1.1 Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties (size, weight, shape, color, texture, and sound) of objects and of solid and nonsolid materials.	a. Students know that objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).
<b>2.0 Changes in Nonliving Objects and Materials</b>		<b>Physical Sciences</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
2.1 Demonstrate awareness that objects and materials can change, and explore and describe changes in objects and materials (rearrangement	2.1 Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail	b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other. c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.



of parts; change in color, shape, texture, temperature).	changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature).	
2.2 Observe and describe the motion of objects (in terms of speed, direction, the ways things move), and explore the effect of own actions (e.g., pushing pulling, rolling, dropping) on making objects move.	2.2 Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, ways thing move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.	
<b>Strand: Life Sciences</b>		<b>Life Sciences</b> 2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:
<b>1.0 Properties and Characteristics of Living Things</b>		<b>Life Sciences</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them.	1.1 Identify characteristics of a greater variety of animals and plants, and demonstrate an increased ability to categorize them.	a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
1.2 Begin to indicate knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking), in humans and other animals.	1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking), in humans and other animals.	c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

1.3 Identify the habitats of people and familiar animals and plants in the environment and begin to realize that living things have habitats in different environments.	1.3 Recognize that living things have habitats in different environments suited to their unique needs.	
1.4 Indicate knowledge of the difference between animate objects (animals, people) and inanimate objects. For example, expect animate objects to initiate movement and to have different insides than inanimate objects.	1.4 Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that living things (humans, animals, and plants) undergo biological processes such as growth, illness, healing, and death.	b. Students know stories sometimes give plants and animals attributes they do not really have.
<b>2.0 Changes in Living Things</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
2.1 Observe and explore growth and changes in humans, animals, and plants and demonstrate an understanding that living things change over time in size and in other capacities as they grow.	2.1 Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle (for example, from a caterpillar to butterfly).	
2.2 Recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants.	2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).	
<b>Strand:</b>		

<b>Earth Sciences</b>		<b>Earth Sciences</b> 3. Earth is composed of land, air, and water. As a basis for understanding this concept:
<b>1.0 Properties and Characteristics of Earth Materials and Objects</b>		<b>Earth Sciences</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
<b>2.0 Changes in the Earth</b>		<b>Earth Sciences</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
2.1 Observe and describe natural objects in the sky (sun, moon, stars, clouds).	2.1 Demonstrate an increased ability to observe and describe natural objects in the sky; begin to notice how they appear to move and change.	
2.2 Notice and describe changes in weather.	2.2 Demonstrate an increased ability to observe, describe, and discuss changes in weather.	b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.
2.3 Begin to notice the effects of weather and seasonal changes on their own lives and on plants and animals.	2.3 Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.	

<p>2.4 Develop awareness of the importance of caring for and respecting the environment and participate in activities related to its care.</p>	<p>2.4 Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment and participate in activities related to its care.</p>	<p>c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.</p>
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