Kindergarten PE/Health
Course Compendium

UNITS OF STUDY*

PE Unit 1-   *Loco Motor Movements*
PE Unit 2-   *Manipulative Skills*
PE Unit 3-   *Cooperative Games*
PE Unit 4-   *Striking Activities*
PE Unit 5   *Rhythmic Movements*
PE Unit 6   *Muscular/Cardiovascular Endurance*
PE Unit 7-   *Gross Motor Movement*
PE Unit 8-   *Recreational Activities*

INTERDISCIPLINARY CONNECTIONS

Social Studies
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Language Arts
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
RL.K.10. Actively engage in group reading activities with purpose and understanding
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NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Mathematics
K..CC.A. Know number names and the count sequence.
K. CC..B. Count to tell the number of objects.
K. CC. C. Compare numbers.

21st Century Life and Careers

CRP2.   Apply appropriate academic and technical skills.
CRP4.   Communicate clearly and effectively and with reason.
CRP6.   Demonstrate creativity and innovation.
CRP11. Use technology to enhance productivity.
9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
9.3.HL-HI.2 Describe the content and diverse uses of health information.

*See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments

Technology

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	**Students Receiving Special Education Services**	**Advanced Learners**
- WIDA Can Do Descriptors for Kindergarten* - WIDA Essential Actions Handbook - FABRIC Paradigm - Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs). **Potential Accommodations for ELLs** - Personal glossary - Text-to-speech - Extended time - Simplified / verbal instructions - Frequent breaks - Small group/One to one - Additional time - Review of directions - Student restates information - Extra visual and verbal cues and prompts - Preferential seating - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback	- New Jersey Tiered System of Supports - National Center on Universal Design for Learning - About UDL - UDL Checklist - UDL Key Terms Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner. **Potential Accommodations for Special Education** **Presentation accommodations**: - Listen to audio recordings instead of reading text - Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge - Work with fewer items per page and/or materials in a larger print size - Use a visual blocker - Use visual presentations of verbal material, such as word webs and visual organizers - Be given a written list of instructions/picture cues **Response accommodations**: - Give responses in a form (oral or written) that's easier for him/her - Dictate answers to a scribe	- Knowledge and Skill Standards in Gifted Education for All Teachers - Pre-K-Grade 12 Gifted Programming Standards - Gifted Programming Glossary of Terms **Potential Accommodations for Advanced Learners** - Use of high level academic vocabulary/texts - Problem-based learning - Pre-assess to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities **Students with 504 Plans** Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

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- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to give responses in class
- Use a calculator or table of "math facts"

Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he/she learns best (for example, near the teacher)
- Take a test in small group setting

Timing accommodations:
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Assignment modifications:
- Complete fewer or different homework problems than peers
- Shorten assignment
- Answer fewer or different test questions
- Create alternate projects or assignments

At Risk Learners / Differentiation Strategies

Alternative Assessments	Independent Research & Projects	Jigsaw
Choice Boards	Multiple Intelligence Options	Exploration by Interest
Games and Tournaments	Project-Based Learning	Flexible Grouping
Group Investigations	Varied Supplemental Activities	Goal-Setting with Students
Learning Contracts	Varied Journal Prompts or RAFT Writing	Open-Ended Activities
Leveled Rubrics	Tiered Activities/Assignments	Use of Reading Buddies
Multiple Texts	Tiered Products	Varied Product Choices
Personal Agendas	Graphic Organizers	Stations/Centers
	Choice of Books/Activities	Work Alone/Together
	Mini-Workshops to Reteach or Extend	
	Think-Pair-Share by readiness or interest	
	Use of Collaboration of Various Activities	

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