

Unit: Social/Emotional Development-2

Content Area: **Health and Physical Education**

Course(s):

Time Period: **Trimester 1**

Length: **Ongoing**

Status: **Published**

Brief Summary of Unit

Children will demonstrate self-direction by making independent choices, following the routines of the classroom and successfully transitioning from one activity to the next.

In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Standards

The standards in this unit reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship.

MA.K-12.1: Make sense of problems and persevere in solving them.

MA.K-12.5: Use appropriate tools strategically.

LA.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

AL.PK.9.1.2	Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).
AL.PK.9.1.3	Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).
SED.PK.0.2	Children demonstrate self-direction.
SED.PK.0.2.1	Make independent choices and plans from a broad range of diverse interest centers.
SED.PK.0.2.2	Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).
SED.PK.0.2.3	Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
SED.PK.0.2.4	Attend to tasks for a period of time.

Transfer

Essential Questions

- How can children demonstrate their independence in the classroom?
- What strategies can be used to foster independence and responsibility?

Essential Understandings

- There is order to their day by using a consistent routine.
- They can make choices and demonstrate independence throughout their day.
- They need to respect and care for their classroom and materials.

Students Will Know

- There is a structure and routine to their day in class.
- They are responsible for taking care of their belongings.
- They can make choices about what they want to play with during center time.

Students Will Be Skilled At

- Following the arrival and dismissal procedures each day
- Following the classroom routine
- Following the classroom rules
- Making choices
- Successful transitions

Evidence/Performance Tasks

This course is designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

- Attend to tasks for longer periods of time.
- Children will adjust to new situations.
- Children will be able to accept changes that occur in their schedule (i.e. fire drill, assembly, etc.)
- Children will follow the daily routines.

- Children will take care of their belongings.
- Make choices.
- Make smooth transitions from one activity to the next.
- Use self help skills and participate in classroom tasks with minimal assistance (i.e. clean up time, hand washing, unpacking backpacks, etc.)

Learning Plan

- Display pictures of learning centers in a pocket chart to help children plan/choose where they would like to play.
- Establish a consistent daily routine so children know what to expect and can move about their day with independence.
- Facilitate open-ended and child-initiated activities to encourage independence and self-direction (i.e., Jorge's interest in trains might lead a small group of children to build a train station from materials found in the classroom).
- Keep transitions short to adapt to children's limited attention spans, and conduct daily routines (i.e. toileting and washing hands) individually or in pairs to avoid whole-group waiting times and to support independence. Limit whole-group transitions and use them as learning times (i.e., "Children who ride the bus may get their coats." or "Children in the red group may go wash their hands.").
- Limit whole-group activities to short periods of time with interactive involvement (i.e., body movement, singing, finger-plays).
- Organize the classroom environment and establish a consistent, daily routine that enables children to independently choose materials and put them away on their own (i.e., keep supplies on low shelves, use child-sized utensils, organize centers so that children can maneuver easily).
- Provide opportunities for children to develop self help skills (i.e. taking care of their personal belongings, opening their napkin, getting their snack, throwing their snack away, washing/drying hands, etc.)
- Use songs, rhymes, movement, and pictures to reinforce independent functioning in the classroom (i.e., post pictures that represent the daily schedule, sing songs to cue transition times).

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1vp4_sVkiJIcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit

- Picture schedule
- Short clear directions
- Verbal reminders for transitions
- Visual aides

