

Curriculum Unit Overview

Curriculum Area: Physical Development and Health

Grade Level: Pre-K

Unit Summary: Throughout the year, students will be encouraged to use large and small muscles, engage in self-care and share authentic conversations about growing bodies and healthful behaviors.

Learning Targets

Curriculum aligned with Standards: New Jersey Preschool Teaching and Learning Standards 2014

21st Century Skills: Critical Thinking & Problem Solving X, Creativity and Innovation X, Collaboration, Teamwork and Leadership X, Cross-Cultural Understanding and Interpersonal Communications X, Communication and Media Fluency X, Accountability, Productivity and Ethics X

Interdisciplinary Connection: Math=MA, English=ELA, Science=SCI, Social Studies=SS, Physical Education=PE, Art=ART, Music=MU, Technology=TECH, World Language=WL

Standards:

Standard 2.1: Children develop self-help and personal hygiene skills.

- 2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- 2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).

Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.

- 2.2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
- 2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).

Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.

- 2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
- 2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
- 2.3.3 Identify community helpers who assist in maintaining a safe environment.
- 2.3.4 Know how to dial 911 for help

Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.

- 2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).
- 2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).

Unit Essential Questions

Students will wonder...

- How do different parts of my body move?
- How can we keep ourselves and others healthy?

Unit Enduring Understandings

Students will understand that...

- Children use non-locomotor and locomotor, and coordinate gross motor movements to move different parts of the body.

<ul style="list-style-type: none"> ● Why do we call 911? ● How should we dress in the fall/winter/spring/summer? ● How can we keep safe when playing outdoors? ● What is the (community helper) role in keeping us safe? 	<ul style="list-style-type: none"> ● Children carry out behaviors that are healthy and safe throughout the day.
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<p>Unit Learning Targets</p> <p><i>Students will know:</i></p> <ul style="list-style-type: none"> ● <u>Gross-motor skills:</u> Children demonstrate strength, flexibility, balance, and timing in using their large muscles. ● <u>Fine-motor skills:</u> Children demonstrate dexterity and hand-eye coordination in using their small muscles. ● <u>Body awareness:</u> Children know about their bodies and how to navigate them in space. ● <u>Personal care:</u> Children carry out personal care routines on their own. ● <u>Healthy behavior:</u> Children engage in healthy practices. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Children use bending, twisting, rocking, walking, climbing, running, jumping, hopping, skipping, marching, galloping to move. ● Children use the fine-motor movements (e.g., molding, squeezing, poking, smoothing, positioning, writing, cutting) needed to manipulate materials and tools. They have hand-eye coordination (e.g., stacking blocks, assembling puzzles, stringing beads, pouring juice, pounding nails). ● Children recognize the names and locations of body parts. They are aware of their own bodies in relation to people and objects around them. Children feel, and move their bodies to a steady beat. ● Children feed themselves, dress, wash their hands, brush their teeth, use tissues, and use the toilet. ● Children participate in active, physical play. They know that some foods are healthier than others. Children carry out behaviors that are healthy (e.g., cough into their elbow, wash their hands after toileting, use their own fork) and safe (e.g., wear a bike helmet, not walk in front of a moving swing, walk around a spill).
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Evidence of Learning

<p>Suggested Assessments</p> <p><i>Students learning is documented through anecdotal records and the Children's Observation Record (COR)</i></p> <p>Developmental Range: The children will approach each activity at different developmental levels:</p> <p>Earlier: Student requires adult supervision throughout the activity. Student needs to be redirected back to activity several times. For small group activities, student explores materials. For large group activities, student observes others or participates with adult assistance. Student uses little or no language and requires prompts to follow directions.</p> <p>Middle: Student requires some adult supervision and can do</p>	<p>Suggested Assessment Evidence</p> <p>Physical Development and Health is addressed throughout the day in the High Scope Curriculum. These 5 principles form the framework of the High/Scope Approach:</p> <ul style="list-style-type: none"> ● Active Learning ● Daily Routine ● Learning Environment ● Adult-Child Interactions ● Assessment <p><i>Active learning students have direct, hands-on experiences with people, objects, events, and ideas based on children's interests and choices.</i></p> <p>Daily Routine:</p> <ul style="list-style-type: none"> ● Plan-Do-Review lets children decide their activities, explore and then reflect on their experience
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an activity independently for brief periods. Student needs some verbal prompts to be redirected back to the activity. For small group activities, student uses materials in a purposeful way, copies actions of other students, or starts using materials purposely with verbal suggestion from adult. For large group activities, student participates with some verbal prompt from adult or copies actions of other students. Student uses some language to describe, request, suggest, and comment during activities.

Later:

Student can independently participate in activities after the adult introduces them. Student needs to be redirected a few times or does not need redirection. For small group activities, student uses materials in purposeful and complex ways. Student is able to assist peers with their materials. For large group activities, student participates independently and offers suggestions during the activity. Student uses sentences to describe what they are doing, ask questions, and participate in conversations.

- Enables children to anticipate what will happen next
- Gives children control in their decisions, how to spend their time
- Small-Group allows for more focused discussion
- Large-Group builds a sense of community and offers time for music, movement, stories, etc.

Learning Environment:

- Provides opportunities for children to make choices
- Play space is created with defined areas; building, role play, reading, writing, sorting
- Storage of materials are at child's level, with picture labeled shelves to allow for children to easily return items

Adult-Child Interaction:

- Adults provide positive interactions with children
- Adults provide guidance for children, rather than give directives
- Adults establish authentic relationships with the children, showing genuine interest in their learning experiences
- Adults assist in helping children be successful in conflict resolutions

Assessment:

- Teachers document their observations of children
- Teachers communicate and share their observations
- Teachers work together to plan activities
- Teachers evaluate the learning environment and how materials are used to create an appropriate layout

Learning Activities:

- Planning/Recall Activities
- Work Time
- Teacher created materials
- Games
- Large Group Time
- Small group time
- Planning/ recall time
- Transition activities
- Snack time /Meal time conversations
- Children's literature involving: community, community roles, families, people and diversity, feelings and emotions

Modifications and/or Accommodations:

- **Special Education:** Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments

into segments of shorter tasks.

- **English Language Learners:** Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.
- **Students at Risk of School Failure:** Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.
- **Gifted Students:** Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related talent development opportunities.

Teacher Resources:

- Educating Young Children (High/Scope Press)
- Essentials of Active Learning in Preschool (High/Scope Press)
- Small-Group Times to Scaffold Early Learning (High/Scope Press)
- 50 Large-Group Activities for Active Learners (High/Scope Press)
- Lesson Plans for the First 30 Days (High/Scope Press)
- www.highscope.org