

Map Teacher: Chambers

Course Title/Grade: OT/PT PK-12

Department/Subject: SE

	Unit 1	Unit 2	Unit 3
Essential Questions	What do I need to function successfully in my classroom and other school environments?	What do I need to function successfully in my classroom and other school environments?	What do I need to function successfully in my classroom and other school environments?
Content	Develop gross motor coordination and gross motor foundation skills, and/or use adaptive equipment in order to compensate for delayed or deficient gross motor skills	<ul style="list-style-type: none"> Develop fine motor foundation and coordination skills, including oculo-motor (eye-movement) skills, and/or use adaptive equipment in order to compensate for delayed or deficient fine motor skills 	<ul style="list-style-type: none"> Develop sensory processing skills, and/or provide adaptive equipment/strategies/environments/tasks in order to compensate for delayed or deficient sensory processing systems
Skills	Hopping, jumping, riding pedal toys ascend/descend stairs, catch/throw balls, use two sides of the body in coordination, use two sides of body for separate functions, strength, joint stability, endurance	<ul style="list-style-type: none"> Speed /dexterity, use of two hands together, develop skill of hand, isolated wrist/finger movement, functional grasp, tool use, oculo-motor coordination eye-hand coordination, use adaptive equipment to compensate for delayed or deficient fine motor skills 	<ul style="list-style-type: none"> Visual perception, visual-motor integration, vestibular, proprioception, kinesthesia, awareness and/or acceptance of various sensory stimuli, motor planning, coordination of both sides of body
NJ Core Content Standard	All NJ Core Content Standards are affected by this topic, specifically 2.1, 3.5, 3.1, 3.2, 3.4, 3.5	All NJ Core Content Standards are affected by this topic, specifically 2.1, 3.5, 3.1, 3.2, 3.4, 3.5	All NJ Core Content Standards are affected by this topic, specifically 2.1, 2.5, 3.1, 3.2, 3.4, 3.5
Assessments	Peabody Developmental Motor Scales, DeGangi-Berk Test of Sensory Integration, Bruininks-Oseretsky Test of Motor Proficiency, Observation of independent function in the school environment	Peabody Developmental Motor Scales, Bruininks-Oseretsky Test of Motor Proficiency, Evaluation Tool of Children's Handwriting, Visual Skills Appraisal DeGangi-Berk Test of Sensory Integration, Observation	Observation of student in school environment, Visual Skills Assessment, Sensory Checklist, Teacher Questionnaire, Developmental Test of Visual Perception

Unit 4**Unit 5**

Essential Questions	What do I need to successfully participate in my classroom and other school environments?	What do I need to successfully participate in my classroom and other school environments?
Content	Develop independent self-help skills, and/or use adaptive equipment to adapted environments/tasks in order to compensate for delayed or deficient sensory motor systems	Adapt the classroom and/or other school environments to promote success with school-related activities
Skills	Don/doff clothing items/fasteners, use of eating utensils, snack/lunch tasks (carrying tray, opening containers), bathroom skills-manage clothing items, hand washing, safety-walking in hallway, wearing prescribed safety gear	Adaptations include, but are not limited to: Adjust desk and seating to fit student, strategic seating, adaptive chairs/desks, adaptive strategies or equipment to compensate for over/under-reactive sensory systems.
NJ Core Content Standards	2.1, 6.2	All NJ core Content Standards are affected by this topic
Assessments	Observation of student in various school environments, including classroom, lunchroom, school bus, playground, etc. Teacher report of level of independence	Observation of student in school environments, Teacher report of student's level of participation and independence

Unit 6**Unit 7****Unit 8**

	Unit 6	Unit 7	Unit 8
Essential Questions	What do I need to be successful in my classroom and other school environments?	What do I need to be successful in my classroom and other school environments?	What do I need to be successful in my classroom and other school environments?
Content	Adaptation of classroom tasks, and/or instruct in the use of adaptive strategies and equipment	<ul style="list-style-type: none"> • Provide and instruct in the use of adaptive equipment/strategies 	<ul style="list-style-type: none"> • Independent work habits
Skills	Examples of task adaptations include, but are not limited to: break-down tasks into component parts, increase/decrease temporal, physical, or sensory components, provide/instruct in the use of adaptive equipment/strategies, provide "visual schedules"	<ul style="list-style-type: none"> • Adaptive equipment, not limited to: adaptive tools, computer access, specialized seating/desks, weighted tools, color coding, typoscope (line viewer), personal word processor/spelling correctors, slant boards, visual schedule, fidget items for concentrate 	<ul style="list-style-type: none"> • Visual schedules, timers, color coding, "Social Stories", speaking spelling correctors, specialized computer access, computer programs, use of adaptive equipment that compensates for delayed or deficient motor or sensory processing skills
NJ Core Content Standard	Affects all NJ Core Content Standards	Affects all NJ Core Content Standards, including 3.1, 3.2, 3.4, 6.2	Affects all NJ Core Content Standards, including 2.1, 3.1, 3.2, 6.2
Assessments	Observation of student in classroom and other school environments, teacher report of student's level of participation and independence	Observation of student in classroom and other school environments, teacher report of student's level of independence and participation	Observation of student in classroom and other school environments, teacher report of student's level of independence and participation