

Unit: Social Studies Family Life Skills-6.2

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 1**
Length: **Ongoing**
Status: **Published**

Brief Summary of Unit

Students will explore their interactions with others as well as the rules and skills that help people live together in a community.

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.

SOC.PK.6.2	Children become contributing members of the classroom community.
SOC.PK.6.2.1	Demonstrate understanding of rules by following most classroom routines.
SOC.PK.6.2.2	Demonstrates responsibility by initiating simple classroom tasks and jobs.
SOC.PK.6.2.3	Demonstrate appropriate behavior when collaborating with others.

Transfer

Essential Questions

- How can we solve problems in our classroom?
- What are responsibilities?
- What does it mean to be a member of a classroom community?
- Why do we need rules?

Essential Understandings

- We can cooperate to solve problems
- We can help out in the classroom
- We need rules to keep us safe
- We need to work together in our classroom

Students Will Know

- Rules are necessary at school, home, and in the community
- There are jobs I can do to help out in my classroom
- There are many ways to share toys, games and classroom materials

Students Will Be Skilled At

- Students will explore their interactions with others as well as the rules and skills that help people live together in a community.

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.

- Answer the essential questions
- As a class brainstorm classroom rules to be followed, list on chart, and post in the classroom
- As a class, read and discuss Scholastic, Clifford Magazine
- discuss the importance of the rules

Learning Plan

- As a class role play what to do when a problem occurs in our classroom using Zippy and Moe puppets

- Establish classroom routines
- Involve children in developing a few simple rules with an emphasis on positive rules (e.g., “walking feet” instead of “no running”).
- Learn and practice ways to be helpful in school
- Model appropriate behaviors during snack (e.g., sitting during meals,engaging in conversation)
- Plan activities and routines that encourage cooperation and collaboration (e.g., classroom murals, pair-painting, buddy system)
- Preview the essential questions and connect to learning throughout the unit
- Sing “The Rules Rap” by Dr. Jean

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

- Allow for oral clarification
- Allow preferential seating for students who need additional help
- Incorporate accommodations and modifications of the students’ IEPs
- One on one practice/support
- Provide additional materials, pictures, and visual aids for students on an “as needed” basis.
- Repetition