

# Unit: Social/Emotional Development-1

Content Area: **Health and Physical Education**

Course(s):

Time Period: **Trimester 1**

Length: **Ongoing**

Status: **Published**

## Brief Summary of Unit

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Children will develop the social and emotional competencies they need to fully immerse themselves in the preschool day and become successful learners.

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

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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.9.1.1	Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)
AL.PK.9.1.5	Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, "Look—I finished it all by myself!").
SED.PK.0.1.1	Express individuality by making independent decisions about which materials to use.
SED.PK.0.1.2	Express ideas for activities and initiate discussions.
SED.PK.0.1.3	Actively engage in activities and interactions with teachers and peers.
SED.PK.0.1.4	Discuss their own actions and efforts.

## Transfer

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### Essential Questions

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- How can I build self confidence?
- How can I participate in class activities and discussions?
- What would make me feel comfortable in class?

### Essential Understandings

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- Children can trust their teachers and feel comfortable sharing their thoughts and ideas.
- Every child is an important member of their classroom.
- I can participate in many ways.
- It is okay to take risks.
- School is a safe, nurturing environment.

### Students Will Know

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- It is okay to make mistakes.
- Their actions, efforts and accomplishments are appreciated and acknowledged.
- They are a valued member of their classroom.
- They can make choices throughout their day.

### Students Will Be Skilled At

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- Following the routines independently
- Initiating participation in classroom activities.
- Making independent choices.
- Problem solving.
- Sharing their thoughts and ideas comfortably.

### Evidence/Performance Tasks

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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.

- Children will have the courage to continue to explore and expand their abilities.
- Children will make independent choices.
- Follow classroom routines independently.
- Participate in all activities.
- They will develop confidence as they practice and recognize their progress.

## Learning Plan

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- Acknowledge children's actions and achievements and provide positive praise.
- Allow children to share information about their life outside of school during "Sharing Time." Make related comments.
- Ask questions that encourage children to describe their actions and efforts.
- Establish a consistent daily routine so children know what to expect and can move about their day with independence. Post daily schedule in classroom.
- Make adaptations to the classroom environment to support individual children's needs (i.e., sensory table, quiet spaces, appropriately-sized furnishings, and visuals at eye level)
- Model verbal descriptions of children's actions and efforts (i.e., "Anna used the paintbrush to make squiggles.")
- Organize the classroom into specific learning centers such as the Puzzle Area, Book Area, House Area, Block Area, Art Area, etc.
- Provide an environment that is safe and nurturing to build trust.
- Provide an organized environment with a structured routine to enable children to independently follow the routines and access age appropriate materials.
- Provide materials and activities to enhance learning at each child's developmental level.
- Provide materials and activities to further learning at the child's developmental level and to foster feelings of competence (i.e., knobbed and regular puzzles, looped scissors, open-ended art materials, child-sized manipulatives).
- Use children's ideas and interests to inspire activities and to engage students in discussions (i.e., tire tracks made by bicycle wheels on the playground can lead to an exploration and discussion of the different kinds of tracks made by an assortment of wheeled vehicles)  
 Use children's ideas and interests to inspire activities and to engage students in discussions (i.e., tire tracks made by bicycle wheels on the playground can lead to an exploration and discussion of the different kinds of tracks made by an assortment of wheeled vehicles)
- Use open-ended questions to begin a discussion with individual children or groups of children (i.e., "What might happen if ...?" "What would you do if ...?" or "How would you feel if ...")

## Suggested Strategies for Modifications

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

[https://docs.google.com/spreadsheets/d/1vp4\\_sVkiJIcevefjdpDEpUQYy5Jja39vzPvk-fFJrJE/edit](https://docs.google.com/spreadsheets/d/1vp4_sVkiJIcevefjdpDEpUQYy5Jja39vzPvk-fFJrJE/edit)

- Incorporate accommodations and modifications of the students' IEPs

- Modeling
- Picture schedules
- Redirection
- Short, clear directions
- Verbal reminders for transitions
- Visual aides