# Unit: Social/Emotional Development-3

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Trimester 1**
Length: **Ongoing**
Status: **Published**

## Brief Summary of Unit

Children will work on identifying and expressing a variety of feelings. They will learn appropriate ways to express their own feelings and show empathy for others.

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.

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| SED.PK.0.3 | Children identify and express feelings. |
| SED.PK.0.3.1 | Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness. |
| SED.PK.0.3.2 | Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad). |
| SED.PK.0.3.3 | Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to "safe spot" to relax, expressive activities). |

## Transfer

## Essential Questions

- How can I express my feelings?
- What are different kinds of feelings?

## Essential Understandings

- Everyone has feelings
- Feelings should be expressed in appropriate ways
- You can show emotion using different facial expressions.

## Students Will Know

- They can express their own feelings in appropriate ways
- They can identify the way someone is feeling by looking at their face and listening to the tone of their voice
- They have feelings and so does everyone else

## Students Will Be Skilled At

- Displaying different emotions with their facial expressions (i.e. sad, mad, happy, surprised, scared faces).
- Expressing their feelings appropriately
- Identifying various feelings

## 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.

- Children will be able to channel feelings such as anger and frustration through specific techniques (e.g. taking deep breaths, using words, finding a safe spot, talking to someone)
- Children will express their own feelings throughout daily activities
- Identify pictures of children's faces demonstrating various feelings

## Learning Plan

- Develop children's awareness of a wide range of feelings with appropriate vocabulary during discussions and storytelling (e.g., "The three little kittens lost their mittens. How do you think they felt?/Which feeling are they feeling" (teacher points to poster with feelings depicted)).

- Look at flash cards that show children experiencing different feelings

- Play "Emotions BINGO"

- Provide children with techniques to use when they feel anger or frustration (e.g. breathing in and out, using words, etc.)

- Read books that pertain to feelings (e.g. The Way I Feel)

- Sing songs about feelings (e.g. "If You're Happy and You Know It").

- Take turns looking in a mirror and making happy, silly, sad, and angry faces

## 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

- 1:1 support and assistance
- Continued practice
- Incorporate accommodations and modifications of the students' IEPs
- Visuals