

Unit: Social/Emotional Development-4

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

Brief Summary of Unit

Children will learn to be polite and engage appropriately with others. Students will learn to use kind words, courtesy phrases, and resolve conflicts appropriately.

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.

AL.PK.9.1.4	Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, 'This is hard. Can you help me figure it out?').
AL.PK.9.3.1	Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., "I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.")
SED.PK.0.4	Children exhibit positive interactions with other children and adults.
SED.PK.0.4.1	Engage appropriately with peers and teachers in classroom activities.
SED.PK.0.4.2	Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a

	tissue, sit next to a friend/teacher, hold hands).
SED.PK.0.4.3	Say “thank you,” “please,” and “excuse me.”
SED.PK.0.4.4	Respect the rights of others (e.g., “This painting belongs to Carlos.”).
SED.PK.0.4.5	Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).
SED.PK.0.4.6	Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).

Transfer

Essential Questions

- How do you express feelings?
- What are appropriate ways for children to interact with one another?
- What can I do to be polite and kind to others?

Essential Understandings

- Certain words and actions are kind
- It’s important to use manners and be kind to others
- Students can express their feelings and frustrations.
- The right of others need to be respected

Students Will Know

- They can use good manners
- They can use words to describe their different feelings
- They should be polite to peers and adults

Students Will Be Skilled At

- Begin to have an awareness of good and bad behaviors in others and self
- Respecting the property of others
- Using manners during daily activities (e.g. saying please, no thank you, etc.)
- Using positive techniques to solve problems
- Using their words and actions to express kindness (e.g. giving a friend a tissue, a hug, help with a toy, etc.)

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.

- Involve children in solving problems that arise in the classroom by using positive problem solving techniques (e.g. working together, taking deep breaths, seeking help, etc.)
- Providing hugs, help, tissue, etc. to a friend when they are in need
- Sharing in the play area and respecting others
- Using manners throughout the day

Learning Plan

- Demonstrate and involve children in respecting the rights of others (e.g., “Devon, first Sheila will take a turn, and then it will be your turn.”).
- Encourage expressing needs verbally by modeling appropriate language (e.g., “Ask Nancy if she can please pass the juice to you.”).
- Encourage the use of manners through modeling and role-playing (e.g., holding the door for a friend, using “please,” “thank you,” and “excuse me”).
- Involve children in solving problems that arise in the classroom using conflict resolution skills (e.g., talk about the problem, and the feelings related to the problem, and negotiate solutions)
- Demonstrate kindness and role play specific situations
- Go over classroom rules
- Model positive behavior instead of giving empty praise (e.g., “Shadeen, you helped Keisha with her coat. Now she will be warm and cozy.”).
- Sing “Manners” song

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. In addition to the materials below, the link connects to district approved textbooks and resources utilized in this course: [CORE BOOK LIST](#)

- Good Manners Song on you tube-Kidloom
- Rules Poster
- What Would You Do ? Teaching Kit from Lakeshore

Suggested Strategies for Modifications

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

https://docs.google.com/spreadsheets/d/1vp4_sVkiJlcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit

- 1:1 support
- Continued practice
- Visual aides