Unit 2: Respect/Kindness/Rules and Laws

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **November-December**
Status: **Published**

Unit Overview

This unit helps preschool children develop an understanding of respect, kindness, and the importance of rules and laws in their everyday lives. Beginning with classroom expectations and expanding to simple community rules, children learn how positive behaviors help everyone feel safe, valued, and included. Through stories, discussions, role-play, and play-based learning, students practice empathy, self-regulation, and cooperation while building early civic awareness.

Enduring Understandings

• To become a respectful citizen treat others kindly, manners are imperative.

• Being respectful allows a person to live by the "Golden Rule" and to treat others the way you want to be treated.

• Our world would be chaos if we didn't follow rules and laws.

Essential Questions

• Why are manners important?

• Why is it important to be respectful and kind?

• What would happen if we didn't have rules and laws?

Learning Objectives

- Demonstrate kind and respectful behaviors toward others
- Identify and explain simple classroom rules
- Understand that rules and laws help keep people safe
- Practice problem-solving and conflict resolution with adult support
- Show responsibility by following routines and expectations

Standards: Content

6.1.3	Express individuality and cultural diversity (e.g., through dramatic play).
6.2.1	Demonstrate understanding of rules by following most classroom routines.
6.2.2	Demonstrates responsibility by initiating simple classroom tasks and jobs.
6.2.3	Demonstrate appropriate behavior when collaborating with others.
6.4.1	Learn about and respect other cultures within the classroom and community.

Standards: Interdisciplinary

0.1.1	Express individuality by making independent decisions about which materials to use.
0.1.2	Express ideas for activities and initiate discussions.
0.1.3	Actively engage in activities and interactions with teachers and peers.
0.1.4	Discuss their own actions and efforts.
0.2	Children demonstrate self-direction.
0.2.1	Make independent choices and plans from a broad range of diverse interest centers.
0.2.2	Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).
0.2.3	Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
0.2.4	Attend to tasks for a period of time.
0.3.1	Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.
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).
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).
0.4.1	Engage appropriately with peers and teachers in classroom activities.
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).
0.4.4	Respect the rights of others (e.g., “This painting belongs to Carlos.”).
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!”).
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).
0.5.1	Play independently and cooperatively in pairs and small groups.
0.5.2	Engage in pretend play.
0.5.3	Demonstrate how to enter into play when a group of children are already involved in play.

0.5.4	Take turns.
0.5.5	Demonstrate understanding the concept of sharing by attempting to share.
SL.PK.6	With guidance and support, speak audibly and express thoughts, feelings, and ideas.
L.PK.1.d	Understand and use question words (e.g., who, what, where, when, why, how).
L.PK.1.e	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).
L.PK.1.f	Begin to speak in complete sentences.
L.PK.1.g	Understands and can follow simple multi-step directions.
L.PK.2.c	Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.

Assessment Evidence

Formative	• Student participation • Whole group instruction/discussion • Small group instruction/discussion • Completed projects • Classroom Observations • Question and answer • Completed classwork
Summative	● Work samples and portfolios ● Unit Projects ● Student photographs and video clips
Alternative & Benchmark	● Work samples and portfolios ● Unit Projects ● Student photographs and video clips
Assessment Evidence Resource	

Instructional Resources

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
X	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		