

Unit/Topic Title: **Rules and Routines**

Trimester: **1<sup>st</sup>**

Estimated Time (When): **August/September (4 weeks)** (includes time for re-teaching and enrichment)

<b>Standard(s)</b>	
<ol style="list-style-type: none"> <li>1. Civics</li> <li>2. Geography</li> </ol>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Analyze and practice rights ,roles, ad responsibilities of citizens</li> <li>➤ Develop spatial understanding, perspectives, and personal connections to the world</li> </ul>	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
<ul style="list-style-type: none"> <li>• Individuals have unique talents and work with others in groups (4.1)</li> <li>• Rules and their purpose in allowing groups to work effectively (4.2)</li> <li>• Develop spatial understanding, perspectives, and connections to the world (2.1)</li> </ul>	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"> <li>• Name groups to which they belong and identify the leader(s) (4.1.b)</li> <li>• Explain that groups have rules (4.2.a)</li> <li>• Describe surroundings (2.1.c)</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>• What happens if there are no rules?</li> <li>• What happens when people do not work cooperatively?</li> <li>• What personal boundaries are common?</li> <li>• Why would a person want to belong to a group?</li> <li>• How do you describe your surroundings?</li> <li>• Where is this place located?</li> </ul>
<b>Introductory concepts/outcomes:</b> <ul style="list-style-type: none"> <li>• Exert self-control physically</li> <li>• Uses positive interactions with peers (year long)</li> <li>• Learn boundaries of self and others (year long)</li> <li>• Knows class rules and that they can change (year long)</li> <li>• Sequence daily activities or events</li> <li>• Identify common places in school (block center, art center, etc.) and</li> </ul>	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>• Actions affect us and others. For example, fighting may result in injury and punishment.</li> <li>• Rules are different in different settings. For example, school rules may be different from home rules.</li> <li>• Situations may be fairer because of rules such as taking turns on playground equipment.</li> <li>• Words can describe surroundings. For example, the dentist is inside her office; the fire fighter is on the truck; and the puppy is inside the doghouse.</li> <li>• Individuals perform different activities in different places. For example,</li> </ul>

<p>home</p>	<p>cooking is done in the kitchen, hiking in the mountains, walking the dog in the park, learning in school, and working in a store.</p> <p><b>Nature of Civics:</b></p> <ul style="list-style-type: none"> <li>• Responsible community members identify the effects of rules on individuals and groups.</li> </ul> <p><b>Nature of Geography:</b></p> <ul style="list-style-type: none"> <li>• Spatial thinkers understand that space is organized, have personal experiences with their environment, and look for patterns.</li> </ul>
<p><b>Essential Vocabulary</b></p>	
<p>➤ Mastery: groups leaders rules surroundings Introductory: self-control, interact, peers, boundaries, change</p>	
<p><b>Assessments</b></p>	
<p>Teaching Strategies GOLD™</p> <ul style="list-style-type: none"> <li>• 29. Demonstrates knowledge about self</li> <li>• 1. Regulates own emotions and behaviors</li> <li>• 1.b. Follows limits and expectations             <ul style="list-style-type: none"> <li>○ 6. Manages classroom rules, routines, and transitions with occasional reminders</li> </ul> </li> <li>• 32. Demonstrates simple geographic knowledge</li> </ul>	
<p><b>Instructional Resources</b></p>	
<p>➤ The Creative Curriculum System</p>	