**Unit 8 Plan**

**Preschool Social Studies**

**2013-2014**

**Unit/Topic Title:** I Am A Super Friend

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

**Trimester:** 3rd

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**Standard(s)**

1. Civics

**Prepared Graduates:**

- Analyze and practice rights, roles, and responsibilities of citizens
- Analyze origins, structure, and functions of governments and their impacts on societies and citizens

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**Grade Level Expectation: Preschool**

**Concepts and skills students master:**

- Individuals have unique talents and work with others in groups (4.1)
- Rules and their purpose and allowing groups to work effectively (4.2)

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**Evidence Outcomes**

**21st Century Skills and Readiness Competencies**

**Students can:**

- Identify examples of times when people can play different roles and bring unique talents to a variety of groups (4.1.c)
- Recognize interpersonal boundaries (4.2.b)
- Exert self-control (4.2.c)
- Interact positively with others (4.2.d)

**Inquiry Questions:**

- How can differences among group members make groups better?
- What happens when people do not work cooperatively?
- What personal boundaries are common?
- What makes an individual unique?
- Why would a person want to belong to a group?

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**Reinforcement concepts/outcome:**

- The concept of past, present, and future
- Review geographic symbols and features of maps
- Review money concepts

**Relevance and Application:**

- Groups have common purposes such as cleaning up the street, helping students learn or playing a sport.
- There are different roles in groups including leaders and team members.
- Situations may be fairer because of rules such as taking turns on playground equipment.
- People join groups based on similar interests and talents, such as dance groups, Boy Scouts or play groups.

**Nature of Civics:**

- Responsible community members identify qualities of leadership and effective action.
- Responsible community members know the roles of individuals vary by the
Essential Vocabulary

- Mastery: talent, boundaries, self-control

Assessments

- Teaching Strategies GOLD™
  - 30. Shows basic understanding of people and how they live
  - 3. Participates cooperatively and constructively in group situations
  - 3a. Balances needs and rights of self and others
    - 4. Takes turns
  - Regulates own emotions and behaviors
  - 1a. Manages feelings
    - 6. Is able to look at a situation differently or delay gratification
  - Establishes and sustains positive relationships
  - 2a. Forms relationships with adults
    - 8. Engages with trusted adults as resources and to share mutual interests
  - 2c. Interacts with peers
    - 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
  - 2d. Makes friends
    - 6. Establishes a special friendship with one other child, but the friendship might only last a short while
  - Participates cooperatively and constructively in group situations
  - 3b. Solves social problems
    - 6. Suggests solutions to social problems

Instructional Resources

- The Creative Curriculum System