

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

Trimester: **3rd**

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

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| Standard(s) | |
| 1. Civics | |
| Prepared Graduates: | |
| <ul style="list-style-type: none"> ➤ Analyze and practice rights, roles, and responsibilities of citizens ➤ Analyze origins, structure, and functions of governments and their impacts on societies and citizens | |
| Grade Level Expectation: Preschool | |
| Concepts and skills students master: | |
| <ul style="list-style-type: none"> • Individuals have unique talents and work with others in groups (4.1) • Rules and their purpose and allowing groups to work effectively (4.2) | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| <p>Students can:</p> <ul style="list-style-type: none"> • 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) <p>Reinforcement concepts/outcome:</p> <ul style="list-style-type: none"> • The concept of past, present, and future • Review geographic symbols and features of maps • Review money concepts | <p>Inquiry Questions:</p> <ul style="list-style-type: none"> • 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? <p>Relevance and Application:</p> <ul style="list-style-type: none"> • 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. <p>Nature of Civics:</p> <ul style="list-style-type: none"> • Responsible community members identify qualities of leadership and effective action. • Responsible community members know the roles of individuals vary by the |

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| | <ul style="list-style-type: none"> • purpose of the group. • Responsible community members investigate the causes of inequalities that exist within and among groups |
| Essential Vocabulary | |
| <ul style="list-style-type: none"> ➤ Mastery: talent, boundaries, self-control | |
| Assessments | |
| <ul style="list-style-type: none"> • Teaching Strategies GOLD™ <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ 4. Takes turns • Regulates own emotions and behaviors • 1a. Manages feelings <ul style="list-style-type: none"> ○ 6. Is able to look at a situation differently or delay gratification • Establishes and sustains positive relationships • 2a. Forms relationships with adults <ul style="list-style-type: none"> ○ 8. Engages with trusted adults as resources and to share mutual interests • 2c. Interacts with peers <ul style="list-style-type: none"> ○ 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children • 2d. Makes friends <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 6. Suggests solutions to social problems | |
| Instructional Resources | |
| <ul style="list-style-type: none"> ➤ The Creative Curriculum System | |