

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

Trimester: **1st**

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

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

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