

## Curriculum Unit Overview

**Curriculum Area:** Social and Emotional Development

**Grade Level:** Pre-K

**Unit Summary:** Over the course of the year, students will develop their social and emotional skills by learning to express their emotions, solve social conflicts, engage in cooperative play, and demonstrate an awareness of the needs of others.

### Learning Targets

**Curriculum aligned with Standards:** New Jersey Preschool Teaching and Learning Standards 2014

**21<sup>st</sup> Century Skills:** Critical Thinking & Problem Solving X, Creativity and Innovation X, Collaboration, Teamwork and Leadership X, Cross-Cultural Understanding and Interpersonal Communications X, Communication and Media Fluency X, Accountability, Productivity and Ethics X

**Interdisciplinary Connection:** Math=MA, English=ELA, Science=SCI, Social Studies=SS, Physical Education=PE, Art=ART, Music=MU, Technology=TECH, World Language=WL

#### Standards:

**Standard 0.1: Children demonstrate self-confidence.**

- 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.

**Standard 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 (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.

**Standard 0.3: Children identify and express feelings.**

- 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)

**Standard 0.4: Children exhibit positive interactions with other children and adults.**

- 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).
- 0.4.3: Say “thank you,” “please,” and “excuse me.”
- 0.4.4: Respect the rights of others (e.g., “This painting belongs to Carlos.”)
- 0.4.5: Express needs verbally or nonverbally to teachers 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).

**Standard 0.5: Children exhibit pro-social behaviors.**

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.

**Unit Essential Questions**

*Students will wonder...*

- How do I develop a positive self identity?
- Why is managing my emotions important?
- How do I understand what I am feeling?
- How do I understand my behavior and how it affects others?
- How do I make responsible decisions?
- How can I react differently next time?

**Unit Enduring Understandings**

*Students will understand...*

- Awareness of the characteristics that make up their identity, and develop a healthy self image.
- How we behave impacts ourselves and others.
- Taking responsibility for your actions is important.
- Developing self awareness of thoughts and feelings informs decision making.

**Unit Learning Targets**

*Students will know:*

- Self-identity: Children have a positive self identity.
- Sense of competence: Children feel they are competent.
- Emotions: Children recognize, label, and regulate their feelings.
- Empathy: Children demonstrate empathy toward others.
- Community: Children participate in the community of the classroom.
- Building relationships: Children build relationships with other children and adults.
- Cooperative play: Children engage in cooperative play.
- Moral development: Children develop an internal sense of right and wrong.
- Conflict resolution: Children resolve social conflicts.

*Students will be able to:*

- Develop awareness of the characteristics that make up their identity, such as gender, ethnicity, culture, and abilities. They perceive their uniqueness and develop a healthy self-image.
- Make discoveries and solve problems with an expectation of success. They believe they can acquire the knowledge or skills they need.
- Identify and name their emotions, and recognize that others have feelings that may be the same as or different from their own. They regulate the expression of their feelings.
- Understand the feelings of others by drawing on their own experiences with the same emotions. They respond empathically by sharing the happiness of others and offering assistance when they see that others are emotionally upset or physically hurt.
- Act as members of the classroom community by participating in routines, cooperating with social expectations, and sharing responsibility for maintaining the classroom.
- Relate to others in the classroom. They refer to teachers and peers by name. Children develop friendships, seek out others, and engage in give-and-take interactions.

- Develop ethical behavior. They understand that there are moral principles that do not vary by situation (e.g., people should not hit others).
- Engage in conflict resolution, or social problem solving, to settle interpersonal differences. They identify the problem, offer and listen to others' ideas, and choose a solution that is agreeable to all.
- Involve adults and peers in their play. They engage in cooperative play with others by sharing materials, space, conversation, and ideas.

## Evidence of Learning

### Suggested Assessments

*Students learning is documented through anecdotal records and the Children's Observation Record (COR)*

#### **Developmental Range:**

The children will approach each activity at different developmental levels:

#### **Earlier:**

Student requires adult supervision throughout the activity. Student needs to be redirected back to activity several times. For small group activities, student explores materials. For large group activities, student observes others or participates with adult assistance. Student uses little or no language and requires prompts to follow directions.

#### **Middle:**

Student requires some adult supervision and can do an activity independently for brief periods. Student needs some verbal prompts to be redirected back to the activity. For small group activities, student uses materials in a purposeful way, copies actions of other students, or starts using materials purposely with verbal suggestion from adult. For large group activities, student participates with some verbal prompt from adult or copies actions of other students. Student uses some language to describe, request, suggest, and comment during activities.

#### **Later:**

Student can independently participate in activities after the adult introduces them. Student needs to be redirected a few times or does not need redirection. For small group activities, student uses materials in purposeful and complex ways. Student is able to assist peers with their materials. For large group activities, student participates independently and offers

### Suggested Assessment Evidence

Social and Emotional Development is addressed throughout the day in the High Scope Curriculum. These 5 principles form the framework of the High/Scope Approach:

- Active Learning
- Daily Routine
- Learning Environment
- Adult-Child Interactions
- Assessment

*Active learning students have direct, hands-on experiences with people, objects, events, and ideas based on children's interests and choices.*

#### Daily Routine:

- Plan-Do-Review lets children decide their activities, explore and then reflect on their experience
- Enables children to anticipate what will happen next
- Gives children control in their decisions, how to spend their time
- Small-Group allows for more focused discussion
- Large-Group builds a sense of community and offers time for music, movement, stories, etc.

#### Learning Environment:

- Provides opportunities for children to make choices
- Play space is created with defined areas; building, role play, reading, writing, sorting
- Storage of materials are at child's level, with picture labeled shelves to allow for children to easily return items

#### Adult-Child Interaction:

- Adults provide positive interactions with children
- Adults provide guidance for children, rather than give directives
- Adults establish authentic relationships with the children, showing genuine interest in their learning experiences

suggestions during the activity. Student uses sentences to describe what they are doing, ask questions, and participate in conversations.

- Adults assist in helping children be successful in conflict resolutions

Assessment:

- Teachers document their observations (anecdotal notes) of children
- Teachers communicate and share their observations
- Teachers work together to plan activities
- Teachers evaluate the learning environment and how materials are used to create an appropriate layout

### Learning Activities:

- Message Board
- Planning/Recall Activities
- Work Time
- Teacher created materials
- Games
- Large Group Time
- Small group time
- Planning/ recall time
- Transition activities
- Snack time /Meal time conversations
- Children's literature involving: community, community roles, families, people and diversity, feelings and emotions

### Modifications and/or Accommodations:

- **Special Education:** Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.
- **English Language Learners:** Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.
- **Students at Risk of School Failure:** Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.
- **Gifted Students:** Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related talent development opportunities.

### Teacher Resources:

- Educating Young Children (High/Scope Press)
- Essentials of Active Learning in Preschool (High/Scope Press)
- Small-Group Times to Scaffold Early Learning (High/Scope Press)
- 50 Large-Group Activities for Active Learners (High/Scope Press)
- Lesson Plans for the First 30 Days (High/Scope Press)
- [www.highscope.org](http://www.highscope.org)

