

## DEVELOPMENTAL DOMAIN 3

## Social &amp; Emotional

| STANDARDS                                                                                     | BENCHMARKS / Example                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Self-Awareness</b><br><br>3.1 Develops confidence and self-awareness                       | 3.1.1 Recognizes own abilities and accomplishments<br><i>Example:</i> <ul style="list-style-type: none"> <li>» Child takes pride in showing their work to others</li> <li>» Child takes the lead in an activity</li> <li>» Child celebrates a milestone or achievement</li> </ul>                                                                                                                           |
|                                                                                               | 3.1.2 Recognizes individual uniqueness<br><i>Example:</i> <ul style="list-style-type: none"> <li>» Child recognizes self in mirror</li> <li>» Child identifies own positive abilities</li> <li>» Child recognizes that talents are a gift from God</li> <li>» Child identifies similarities and differences between self and peers</li> </ul>                                                               |
|                                                                                               | 3.1.3 Expresses feelings through facial expressions, movements, gestures, actions, sounds, words, or language<br><i>Example:</i> <ul style="list-style-type: none"> <li>» Child shows feelings nonverbally through facial and body expressions</li> <li>» Child verbally expresses their feelings to a teacher or peer</li> </ul>                                                                           |
|                                                                                               | 3.1.4 Begins to identify and understand one's own feelings<br><i>Example:</i> <ul style="list-style-type: none"> <li>» Child verbalizes the situation that is making them feel a certain emotion</li> <li>» Child identifies own feelings from pictures or a chart</li> </ul>                                                                                                                               |
| <b>Self-Control</b><br><br>3.2 Develops self-control, competence, and personal responsibility | 3.2.1 Manages transitions, adapts to changes, and accepts redirection<br><i>Example:</i> <ul style="list-style-type: none"> <li>» Child is able to accept separation from parent/guardian/caregiver when dropped off</li> <li>» Child is able to leave playtime and transition to another activity</li> <li>» Child is able to separate from their friends when necessary</li> </ul>                        |
|                                                                                               | 3.2.2 Follows rules and routines purposefully and respectfully<br><i>Example:</i> <ul style="list-style-type: none"> <li>» Child puts things away when requested</li> <li>» Child follows the classroom routine without prompting or complaining</li> <li>» Child gets own lunch and sets it out</li> </ul>                                                                                                 |
|                                                                                               | 3.2.3 Shows initiative, self-direction, positive attitudes, sustains attention to tasks, and takes responsibility for actions<br><i>Example:</i> <ul style="list-style-type: none"> <li>» Child demonstrates persistence by working on an activity to completion</li> <li>» Child cleans up spill without a request from the teacher</li> <li>» Child gets own shoes and attempts to put them on</li> </ul> |
|                                                                                               | 3.2.4 Regulates emotions, behaviors, and impulse control in an appropriate manner<br><i>Example:</i> <ul style="list-style-type: none"> <li>» Child goes to a quiet place in the classroom to self-regulate using stuffed animals, fidget toys, etc.</li> <li>» Child waits their turn</li> <li>» Child demonstrates control over actions and words in response to a challenging situation</li> </ul>       |

| STANDARDS                                                                                                                                             | BENCHMARKS / Example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Interpersonal Relationships</b><br><br>3.3 <i>Develops trust, prosocial behavior, and interpersonal and social skills for relating with others</i> | 3.3.1 <b>Respects rights and needs of others</b><br><i>Example:</i> <ul style="list-style-type: none"> <li>» Child asks to play with a toy that another child is playing with</li> <li>» Child waits for turn</li> </ul>                                                                                                                                                                                                                                                                                                       |
|                                                                                                                                                       | 3.3.2 <b>Begins to identify and comprehend emotional states in others and shows empathy</b><br><i>Example:</i> <ul style="list-style-type: none"> <li>» Child empathizes by comforting another child</li> <li>» Child provides help to someone who is hurting</li> </ul>                                                                                                                                                                                                                                                       |
|                                                                                                                                                       | 3.3.3 <b>Works, plays cooperatively, and learns to help others</b><br><i>Example:</i> <ul style="list-style-type: none"> <li>» Child works with other children to build a tower</li> <li>» Child cooperates with others to determine roles in dramatic play</li> <li>» Child helps other children clean up</li> </ul>                                                                                                                                                                                                          |
|                                                                                                                                                       | 3.3.4 <b>Uses age-appropriate conflict resolution skills</b><br><i>Example:</i> <ul style="list-style-type: none"> <li>» Child uses “I statements,” such as “I feel angry when you take my crayon,” or a child accepts the action of exchanging toys</li> <li>» Child identifies a variety of choices when having a conflict with others (example of resolution: child says, “I will trade this toy for the one you have”)</li> <li>» Child uses words or sign language to communicate, instead of physical actions</li> </ul> |
|                                                                                                                                                       | 3.3.5 <b>Uses courteous words and actions</b><br><i>Example:</i> <ul style="list-style-type: none"> <li>» Child uses the words or signs “please,” “no, thank you”, and “thank you” appropriately</li> <li>» Child offers a snack to a friend before taking their own</li> </ul>                                                                                                                                                                                                                                                |
|                                                                                                                                                       | 3.3.6 <b>Forms healthy attachments with peers, adults, and caregivers</b><br><i>Example:</i> <ul style="list-style-type: none"> <li>» Child makes a card for others</li> <li>» Child welcomes new classmate</li> <li>» Child settles after receiving comfort from caregivers</li> <li>» Child learns to use caregiver as a resource to meet needs (such as child asks or uses signs for obtaining objects such as shoes, bottle, etc.)</li> </ul>                                                                              |

| STANDARDS                                                                                                                 | BENCHMARKS / Example                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Social Awareness</b><br><br>3.4 <i>Develops an understanding and appropriate response to the perspective of others</i> | 3.4.1 <b>Begins to recognize and name the emotions another child is exhibiting.</b><br><i>Example:</i><br>» Child labels emotions such as angry, happy, sad, frustrated, etc. (i.e., in stories, on the playground, etc.)<br>» Child matches picture emotions that are exhibited                                                                                                |
|                                                                                                                           | 3.4.2 <b>Begins to recognize emotions of others and responds with empathy</b><br><i>Example:</i><br>» Child expresses concern when another child is crying<br>» Child offers toy to another child who is sad                                                                                                                                                                    |
|                                                                                                                           | 3.4.3 <b>Begins to develop an awareness of their social environment</b><br><i>Example:</i><br>» Child participates in group play and activities<br>» Child follows classroom routines<br>» Child responds with “please” and “thank you” when someone shares a crayon<br>» Child recognizes similarities and differences of cultural characteristics of families and communities |
|                                                                                                                           | 3.4.4 <b>Begins to identify and find support from various sources (e.g., teachers, friends, community helpers, school nurse, etc.)</b><br><i>Example:</i><br>» Child tells teacher, “I saw Johnny hit Suzie”<br>» Child confides in an adult when uncomfortable, distressed, or hurt                                                                                            |
| <b>Responsible Decision-Making</b><br><br>3.5 <i>Develops ability to make wise choices</i>                                | 3.5.1 <b>Begins to understand aspects involved in making a decision</b><br><i>Example:</i><br>» Child weighs pros and cons before making a decision<br>» Child considers consequences of choices<br>» Child demonstrates the ability to make simple choices, such as selecting a book to read or a toy to play with                                                             |
|                                                                                                                           | 3.5.2 <b>Begins to understand the effects of decisions</b><br><i>Example:</i><br>» Child leaves coat outside on a rainy day<br>» Child exhibits understanding that cleaning up quickly gets the class outside to play sooner                                                                                                                                                    |
|                                                                                                                           | 3.5.3 <b>Begins to identify good and bad choices when making a decision</b><br><i>Example:</i><br>» Child reaches to take a toy from another child and realizes probable reaction<br>» Children will collaborate with peers to solve problems peacefully (e.g., building a structure with blocks)                                                                               |
|                                                                                                                           | 3.5.4 <b>Begins to take responsibility for decisions</b><br><i>Example:</i><br>» Child corrects personal mishaps without being prompted<br>» Child accepts correction for an irresponsible decision<br>» Child tells the truth regarding a mistake that’s been made                                                                                                             |