Social-Emotional Development

Preschool Curriculum

Social-Emotional Development

Love  Happy  Frustrated
Excited  Sad  Tired
Friendship
# Social-Emotional Development

## TABLE OF CONTENTS

### SELF

<table>
<thead>
<tr>
<th>SE1-2</th>
<th>Awareness and Expression of Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE3-4</td>
<td>Self-Concept</td>
</tr>
<tr>
<td>SE5-7</td>
<td>Self-Regulation</td>
</tr>
<tr>
<td>SE8</td>
<td>Sense of Competence</td>
</tr>
</tbody>
</table>

### RELATIONSHIPS

<table>
<thead>
<tr>
<th>SE9-11</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM12-13</td>
<td>Interaction with Adults</td>
</tr>
<tr>
<td>PM14-16</td>
<td>Peer Interaction and Relationships</td>
</tr>
<tr>
<td>PM17-18</td>
<td>Empathy</td>
</tr>
</tbody>
</table>
SE1 Recognize and identify own emotions and the emotions of others.

What will Children be able to do...
- Recognize and label facial expressions of others
- Use words to describe how self and others are feeling

ACTIVITIES
- Songs
- Books
- Mirror play
- Role-Play

ENRICHMENT/SUPPORT
- Define why a person might be feeling given a specific situation
- Give examples of what makes them feel a particular emotion
- Modeling language
- Pictures
- Social stories

ASSESSMENT
- Personal Communication
- Teacher-made standard-based assessment
SE 2: Communicate a range of emotions in socially accepted ways.

What will Children be able to do...
- Use their words to tell what they are feeling

ACTIVITIES
- Books (multi-cultural books, dolls, pictures in the environment)
- Songs (multicultural books)
- Role-Play (Provide different types of clothing in the dramatic play area-sizes, cultures, gender.)
- Compare/Graph similarities/differences (how may blue eyes, boys/girls, self-portraits)
- Family Studies (Discuss photos, experiences, traditions)

ENRICHMENT/SUPPORT
- Explain why they feel a particular emotion
- Picture cues
- Scripted sentences
- Social stories

ASSESSMENT
- Observation
- Personal communication
SE3 Identify the diversity in human characteristics and how people are similar and different.

What will Children be able to do...
- State similarities and differences between themselves and others

ACTIVITIES
- Graphing (boy/girl/hair color/skin color/ etc.)
- Multi-cultural books and dolls
- Songs
- Art /self-portraits

ENRICHMENT/SUPPORT
- Graph by more complex characteristics
- Understand concept of same and different
- Matching identical pictures
- Matching similar pictures
- Sorting by characteristics

ASSESSMENT
- Observation
- Personal communication
- Work Samples
SE 4 Compare own characteristics to those of others.

What will Children be able to do…
- Define their own characteristics
- Define the characteristics of others

ACTIVITIES
- Graphing (boy/girl/hair color/skin color/ etc.)
- Multi-cultural books and dolls
- Songs
- Art /self-portraits

ENRICHMENT/SUPPORT
- Graph by more complex characteristics
- Understand concept of same and different
- Matching identical pictures
- Matching similar pictures
- Sorting by characteristics

ASSESSMENT
- Observation
- Personal communication
SED5 Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.

**What will Children be able to do...**
- React appropriately to a variety of experiences (excitement, disappointments, social situations, etc.)

**ACTIVITIES**
- Books
- Social stories
- Role-Play
- Writer’s Workshops (Draw or create books/stories about an events when they experienced a particular emotion)
- Discuss feelings
- Help children problem-solve situations, coping skills, and self-regulate.

**ENRICHMENT/SUPPORT**
- Explain why /what would be better way to act
- Cues (Visuals Schedules, Prompts, Count downs)
- Adult facilitation
- Pictures

**ASSESSMENT**
- Observation
- Personal communication
SE6 Demonstrate the ability to delay gratification for short periods of time.

**What will Children be able to do…**
- Wait for a turn during a group activity

**ACTIVITIES**
- Game playing
- Facilitated play
- Turn taking activities

**ENRICHMENT/SUPPORT**
- Wait turn with larger number of peers; increase wait time
- Be the facilitator
- Picture cues (wait cards, my turn / your turn cards)
- Timers (Visual and Auditory)
- Taking turns with adult / small group

**ASSESSMENT**
- Observation
- Personal communication
SE7 With modeling and support, show awareness of the consequences for his/her actions.

**What will Children be able to do...**
- Use an “I” statement to answer what happened

### ACTIVITIES
- Books
- Social stories
- Role-Play
- Discuss feelings
- Help children problem-solve situations, coping skills, and self-regulate.

### ENRICHMENT/SUPPORT
- Explain what they could have done instead
- Doing more independently (less modeling and support)
- Active cause and effect toys
- Social Stories
- Help children problem-solve situations, coping skills, and self-regulate.

### ASSESSMENT
- Observation
- Personal communication
SE 8  Show confidence in own abilities and accomplish routine and familiar tasks independently.

**What will Children be able to do…**
- Follow daily classroom routine with increased independence

**ACTIVITIES**
- Arrival / departure routine
- Snack routine
- Self-care
- Reading daily schedule (seeing what comes next)

**ENRICHMENT/SUPPORT**
- Help others follow the routine
- Picture schedule

**ASSESSMENT**
- Observation
- Personal communication
SE 9 Express affection for familiar adults.

What will Children be able to do...
- Acknowledge familiar adults (return a greeting, give a “High Five”, accept/give a hug, smile, eye contact)

ACTIVITIES
- Songs (hello song)
- Books
- Actively participating in group times
- Greetings at circle, new students, new adults

ENRICHMENT/SUPPORT
- Verbally greet and have a conversation with others
- Introduce yourself to others
- Modeling desired behaviors
- Social stories

ASSESSMENT
- Observation
- Personal communication
SE10 Seek security and support from familiar adults in anticipation of challenging situations.

**What will Children be able to do...**
- Children will ask for and accept help from familiar adults in challenging situations (opening snack package, going to the restroom, fire drills, new tasks, etc.)

**ACTIVITIES**
- Role-Play
- Class discussions-Model expectations, foster independence, and asking for help

**ENRICHMENT/SUPPORT**
- Helping others
- Stories
- Modeling language
- Picture cues (scripted sentences)

**ASSESSMENT**
- Observation
- Personal communication
What will Children be able to do...
- Join the class and actively participate upon arrival

ACTIVITIES
- Opportunities to become familiar with adults:
  - “Meet the Teacher” night
  - PTP “Popsicles on the Playground” night
  - Home visits
- Books

ENRICHMENT/SUPPORT
- Comforting a friend who is distressed
- Picture schedule

ASSESSMENT
- Observation
- Personal communication
SE 12 Engage in extended, reciprocal conversations with familiar adults.

What will Children be able to do...
- Ask and answer questions while staying on topic

ACTIVITIES
- Class discussions
- Conversation starters
- Snack time conversations

ENRICHMENT/SUPPORT
- Engage in conversation with a peer
- Turn taking activities
- Pictures cues

ASSESSMENT
- Observation
- Personal communication
SE13 Request and accept guidance from familiar adults.

What will Children be able to do…
- Children will ask for and accept help when they need it

ACTIVITIES
- Role-Play
- Class discussions

ENRICHMENT/SUPPORT
- Ask for help and accept help from peers
- Offer to help peers
- Social stories
- Modeling language
- Picture cues (scripted sentences)

ASSESSMENT
- Observation
- Personal communication
SE14   Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.

What will Children be able to do…
Interact appropriately with others by listening to other’s ideas, offering their own ideas, agreeing on a plan, and following through with the plan

ACTIVITIES

- Dramatic play
- Role-Play
- Project work
- Independent outdoor play
- Books

ENRICHMENT/SUPPORT

- Interact with larger groups of peers
- Increasingly complex play schemes
- Smaller groups
- Adult facilitation
- Follow a play scheme

ASSESSMENT

- Observation
- Personal communication
SE15   Demonstrate socially competent behavior with peers.

What will Children be able to do...

- Share, take turns and use socially appropriate language

ACTIVITIES

- Play simple games
- Circle time
- Play time
- Snack time

ENRICHMENT/SUPPORT

- Problem solving and negotiating with peer
- Social studies
- Turn taking activities

ASSESSMENT

- Observation
- Personal communication
SE 16 With modeling and support, negotiate to resolve social conflicts with peers.

What will Children be able to do...
- Offer suggestions and ideas, listen to other’s ideas and agree on a plan of action

ACTIVITIES
- Project work
- Role-Play
- Class discussions
- Books

ENRICHMENT/SUPPORT
- Negotiate and problem-solve independently
- Social stories
- Modeling / direct cues

ASSESSMENT
- Observation
- Personal communication
SE17  Show regard for the feelings of other living things.

**What will Children be able to do...**
- Label the difference between helpful or hurtful actions toward living things

**ACTIVITIES**
- Pet care
- Plant care / taking care of nature
- Nature walks
- “Friends like ________, Friends don’t like ________” sorting activity
- Books

**ENRICHMENT/SUPPORT**
- Explain why the action is helpful or hurtful
- Pictures
- Social stories

**ASSESSMENT**
- Observation
- Personal communication
SE18 Express concern for the needs of others and people in distress.

What will Children be able to do...
- Recognize when someone needs help and offer support.

ACTIVITIES
- Role-Play
- Books
- Class discussions
- Facilitated play

ENRICHMENT/SUPPORT
- Independently offer help without adult facilitation
- Facilitation and cues
- Recognizing emotions of distress

ASSESSMENT
- Observation
- Personal communication