

## Preschool Curriculum

### Social-Emotional Development

**Love      Happy      Frustrated**

**Excited      Sad      Tired**

**Friendship**

# Social-Emotional Development

## TABLE OF CONTENTS

### SELF.....

SE1-2      *Awareness and Expression of Emotions*

SE3-4      *Self-Concept*

SE5-7      *Self-Regulation*

SE8        *Sense of Competence*

### RELATIONSHIPS.....

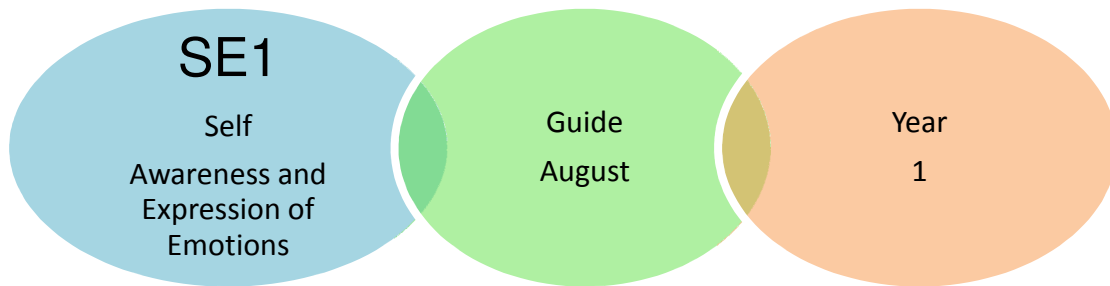
SE9-11     *Attachment*

PM12-13   *Interaction with Adults*

PM14-16   *Peer Interaction and Relationships*

PM17-18   *Empathy*

## Social-Emotional Development



SE 1 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

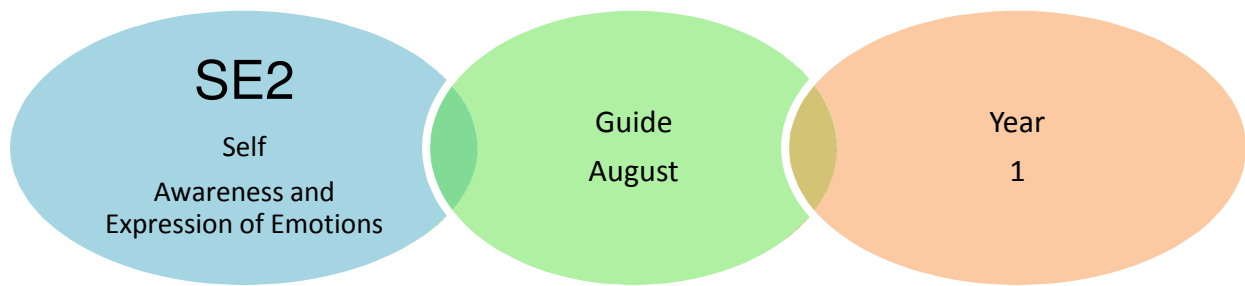
### ENRICHMENT/SUPPORT

- 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

## Social-Emotional Development



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 many 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

## Social-Emotional Development



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

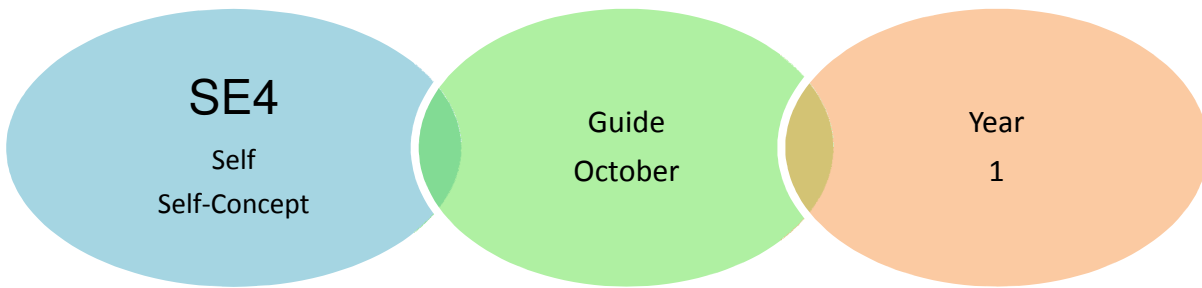
### ENRICHMENT/SUPPORT

- 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

## Social-Emotional Development



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

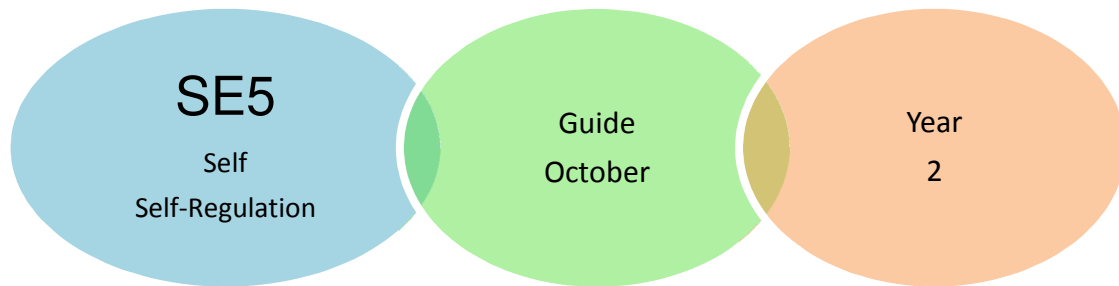
### ENRICHMENT/SUPPORT

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

### ASSESSMENT

- Observation
- Personal communication

## Social-Emotional Development



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.

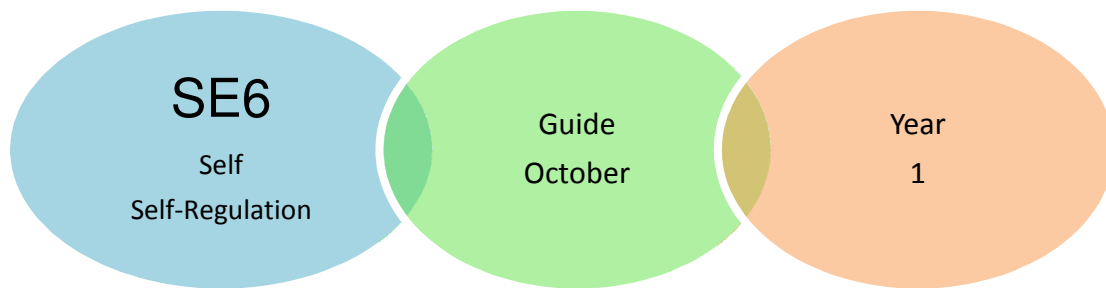
### ENRICHMENT/SUPPORT

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

### ASSESSMENT

- Observation
- Personal communication

## Social-Emotional Development



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

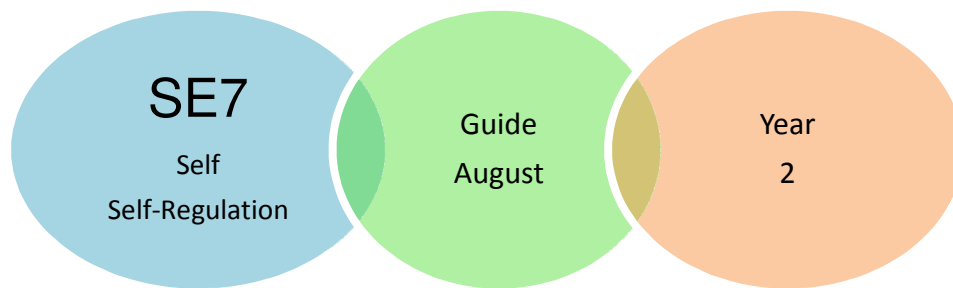
- Wait turn with larger number of peers; increase wait time
- Be the facilitator
- Picture cues (wait cards, my turn / your turn cards)
- Timers (Visual and Auditory)
- Taking turns with adult / small group

### ASSESSMENT

- Observation
- Personal communication



## Social-Emotional Development



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.

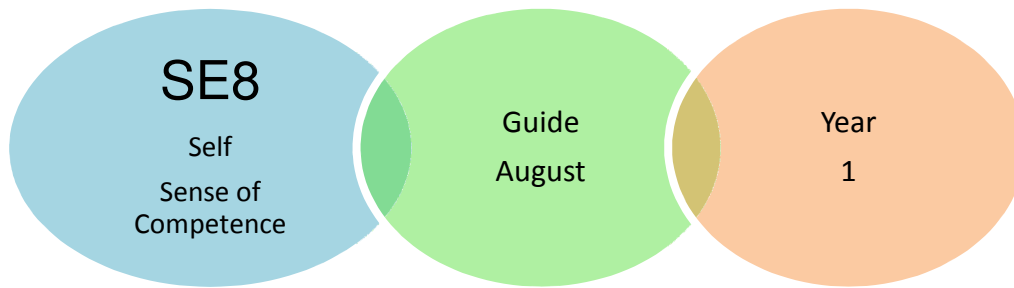
### ENRICHMENT/SUPPORT

- 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

## Social-Emotional Development



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)

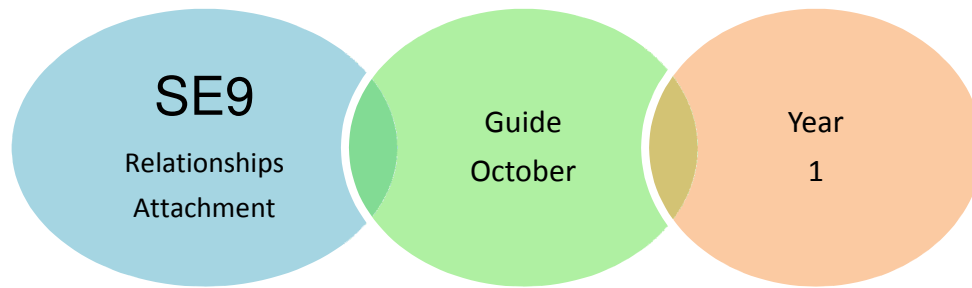
### ENRICHMENT/SUPPORT

- Help others follow the routine
- Picture schedule

### ASSESSMENT

- Observation
- Personal communication

## Social-Emotional Development



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

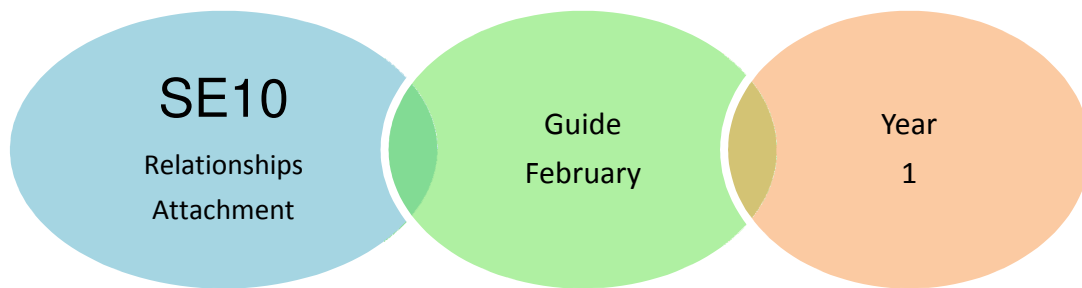
### ENRICHMENT/SUPPORT

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

### ASSESSMENT

- Observation
- Personal communication

## Social-Emotional Development



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

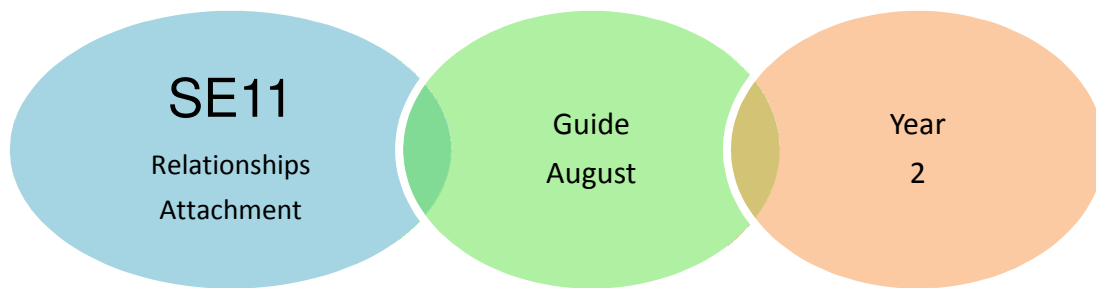
### ENRICHMENT/SUPPORT

- Helping others
- Stories
- Modeling language
- Picture cues (scripted sentences)

### ASSESSMENT

- Observation
- Personal communication

## Social-Emotional Development



SE11 Separate from familiar adults in a familiar setting with minimal distress.

### 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

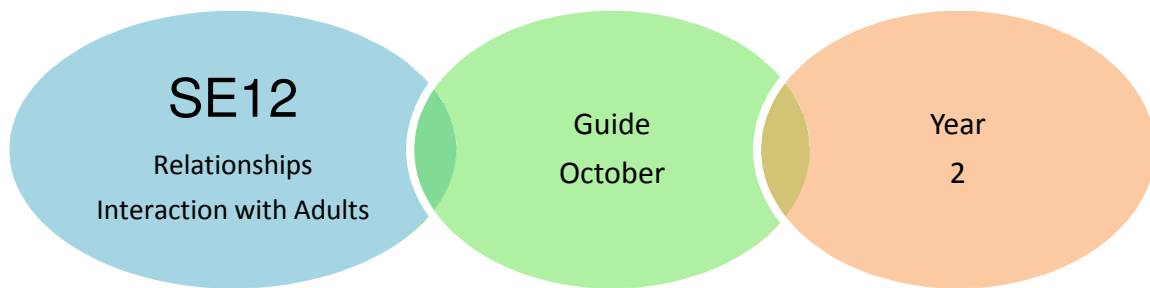
### ENRICHMENT/SUPPORT

- Comforting a friend who is distressed
- Picture schedule

### ASSESSMENT

- Observation
- Personal communication

## Social-Emotional Development



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

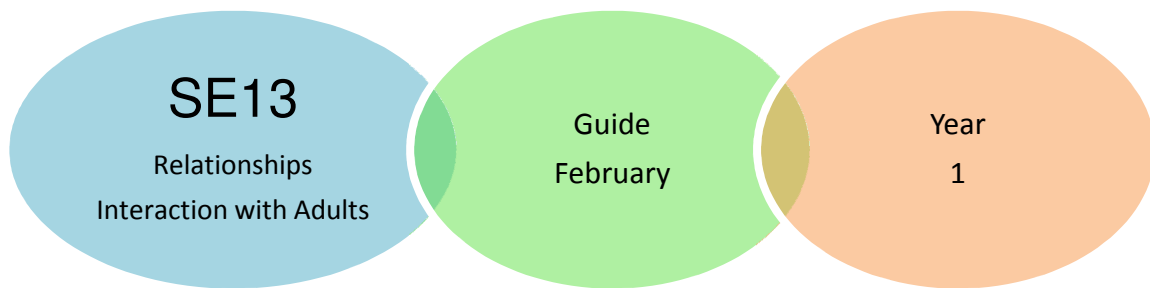
### ENRICHMENT/SUPPORT

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

### ASSESSMENT

- Observation
- Personal communication

## Social-Emotional Development



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

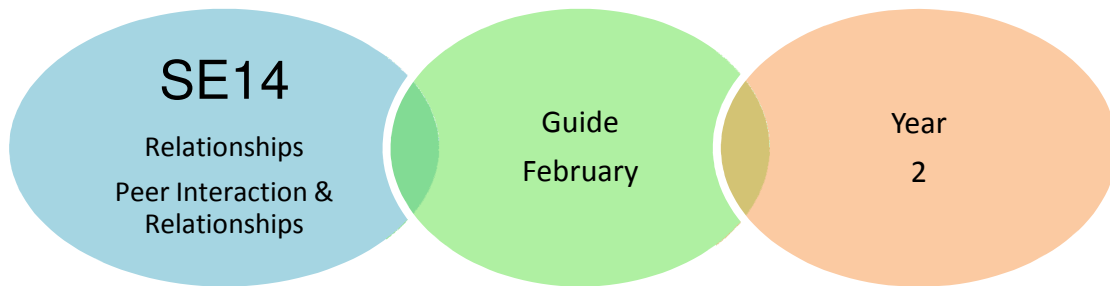
### ENRICHMENT/SUPPORT

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

### ASSESSMENT

- Observation
- Personal communication

## Social-Emotional Development



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

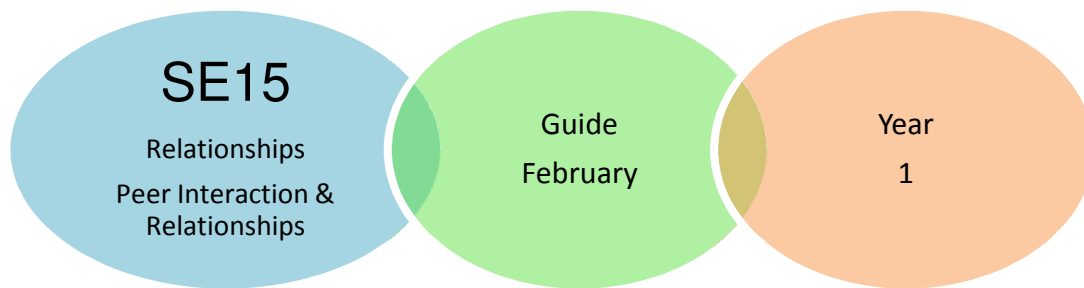
- Interact with larger groups of peers
- Increasingly complex play schemes
- Smaller groups
- Adult facilitation
- Follow a play scheme

### ASSESSMENT

- Observation
- Personal communication



## Social-Emotional Development



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

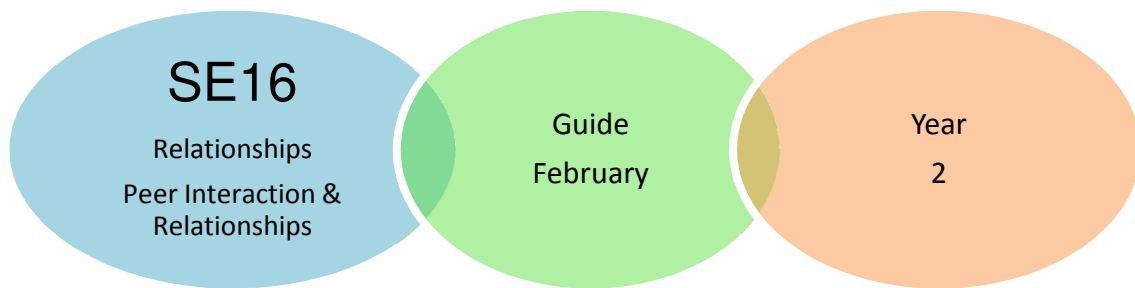
### ENRICHMENT/SUPPORT

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

### ASSESSMENT

- Observation
- Personal communication

## Social-Emotional Development



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

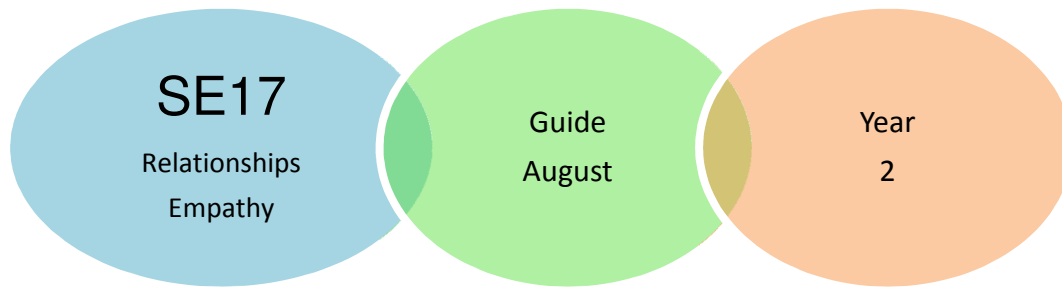
### ENRICHMENT/SUPPORT

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

### ASSESSMENT

- Observation
- Personal communication

## Social-Emotional Development



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

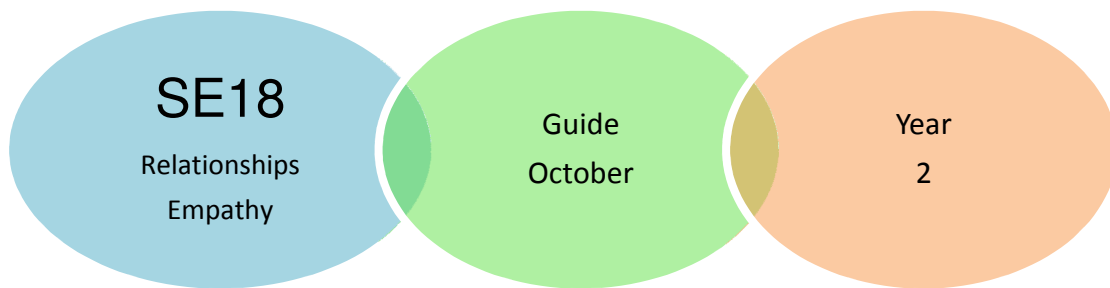
### ENRICHMENT/SUPPORT

- Explain why the action is helpful or hurtful
- Pictures
- Social stories

### ASSESSMENT

- Observation
- Personal communication

## Social-Emotional Development



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