

Strand Topic: Social Emotional

A: Self Concept- children’s sense of self.¹

Essential Question: How do young children develop an understanding of themselves and others?¹

Standard (Indicator)	Concepts and Competencies (Skills/ Sequencing and Pacing)	Supportive Practices (Learning Experiences)	Materials and Resources	Possible Assessments
	The Learner Will...	The Adult Will...		
Develops self-help skills. ¹	<ul style="list-style-type: none"> • Put on a coat by pushing his or her arms through the sleeves with adult help.¹ • Put on a hat independently without reminders.¹ • Clean up after snack, throw trash away, clean up any spills.¹ • Attempt tasks independently before asking for help.⁴ • Recognize when help is needed and who are appropriate sources of help (e.g. familiar adult, community helpers, peers).⁴ • Ask for adult help to solve a problem or complete a task.⁴ • Respond appropriately to offers of help (e.g., “No 	<ul style="list-style-type: none"> • Hold coat for children as they put their arms through sleeves. Model clean-up skills; sing “Clean Up” song as fun reminder. • Explicitly encourage learners to attempt tasks before asking for assistance. Discuss where learners can go for help when needed. • Ask if a learner <i>wants</i> help before offering assistance. 	<ul style="list-style-type: none"> • Picture sequence cards or posters • Example Clean Up song: http://supersimplelearning.com/songs/original-series/one/clean-up/ 	<ul style="list-style-type: none"> • Use a chart for assessment – learners post a card shaped like a broom or trash can under their name for successful cleaning up/ skill mastery.

	<p>thanks, I can do it” or “Yes, thank you”.⁴</p>			
<p>Regulates own emotions and behaviors.³</p>	<ul style="list-style-type: none"> • Recognize and label basic feelings.⁴ • Express feelings that are appropriate to the situation.⁴ • Express feelings verbally or through play and artistic representation.⁴ • Name a range of feelings (e.g., excited, scared, happy, surprised, and angry).⁴ • Control negative responses by expressing them in appropriate ways (e.g., talking with a peer or telling a teacher).⁴ 	<ul style="list-style-type: none"> • Read books about feelings and relate to the learners experiences.⁴ • Engage learners in discussions about how they feel when they experience a variety of situations. • Model genuine, appropriate emotional responses, using non- judgmental language and expressions (e.g., “I feel...” or “That must have made you feel...”).⁴ • Model and explain an appropriate cool-down strategy (e.g., Deep breathing, counting slowly to 4, giving yourself a bear hug, SEL curriculum).⁴ • Establish and state clear behavior expectations (e.g., “At school we do not throw things. If you feel angry you can visit the quiet area, peace table, and choose something to work on”).⁴ 	<ul style="list-style-type: none"> • Books appropriate to topic. • Social Emotional Learning (SEL)² curriculum such as Second Step Units 2 & 3. • Quiet space to calm down, use for discussion, problem solving, etc. 	<ul style="list-style-type: none"> • Play act situations for learners to try out different responses to emotional settings, cues, etc. • Observation of learner interactions.

<p>Demonstrates confidence in approaching new tasks and experiences.³</p>	<ul style="list-style-type: none"> • Demonstrate awareness of self and his or her own preferences.⁴ • Do something he or she is good at, then try something they haven't done previously.⁴ • Recognize and talk about his or her accomplishments and develop confidence in trying new things.⁴ 	<ul style="list-style-type: none"> • Provide a safe environment for experimentation. • Provide positive feedback and support for learners' efforts. Ask learners why they chose the activities they chose. • Engage learners in discussion about encouraging each other in attempts at new activities. • Celebrate each other's attempts at new tasks and experiences. 	<ul style="list-style-type: none"> • Variety of materials, games, etc. for learners to try • Classroom activities and tasks 	<ul style="list-style-type: none"> • Observation
<p>Cares properly for materials, equipment and facilities.³</p>	<ul style="list-style-type: none"> • Put things where they belong after using them. • Use equipment appropriately. • Take proper care of facilities and not break or mark things. 	<ul style="list-style-type: none"> • Explicitly direct learners in locations for equipment and supplies; • Explicitly direct learners in how to use materials appropriately; • Explain and demonstrate how to respect the school's physical plant and grounds. 		<ul style="list-style-type: none"> • Observation

B: Identity- children’s ideas about their place in the world.¹

Essential Question: How do young children develop an understanding of themselves and others?¹

Standard (Indicator)	Concepts and Competencies (Skills/ Sequencing and Pacing)	Supportive Practices (Learning Experiences)	Materials and Resources	Possible Assessments
	The Learner Will...	The Adult Will...		
Communicates social and emotional interests and needs. ¹	<ul style="list-style-type: none"> • Begin to understand his or her own feelings and behaviors. • Begin expressing social and emotional interests in socially appropriate ways. (e.g. Shakes head to say, “No” instead of pushing an undesired food off the table.¹ Indicates, “Mine!” when another learner tries to take a toy away.)¹ • Seek to understand people’s feelings and behavior, notices diversity in human characteristics, and is interested in how people are similar and different.⁴ (e.g. Says, “I like to paint but 	<ul style="list-style-type: none"> • Guide and model desired behaviors. • Provide situations in which to practice desired behaviors such as a Second Step Lesson. • Verbally acknowledge a learner’s emotions. • Encourage learners to use their words to communicate needs and desires. • Ask learners questions about their interests and needs. • Model asking others about their interests. 	<ul style="list-style-type: none"> • SEL Curriculum such as Second Step² Unit 1, 2 & 4. • A safe environment in which they can express their feelings, likes and dislikes. • Quiet space to calm down. 	<ul style="list-style-type: none"> • e-DECA • Observation

	<p>Sandy doesn't").</p> <ul style="list-style-type: none"> • Begin to comprehend reasons people act as they do and how those responses contribute to differences between people.⁴ (e.g. Says, "Sasha is shy"). • Notice differences and responds with questions or curiosity.⁴ 			
<p>Adapts to the challenges of different environments.¹</p>	<ul style="list-style-type: none"> • Understand rules may be different in different locations. (e.g. Learner talks quietly in the library¹). • Understand different behaviors are expected in different situations. (e.g. Follows along with the routine of the classroom next door¹). • Try to identify and follow rules and expectations for each new setting. (Participates in group 	<ul style="list-style-type: none"> • Provide discussion about different places and reasons for different rules. • Provide group experiences. • Provide opportunities for learners to make the rules, then discusses with learners how rules from one setting may or may not transfer to a new setting. Discusses whether or not the rules the learners made worked 	<ul style="list-style-type: none"> • SEL Curriculum such as Second Step² Unit 2. 	<ul style="list-style-type: none"> • Discussion about rules. • Observation.

	games in the gym ¹).	in the situation they chose.		
Identifies personal characteristics and preferences. ³	<ul style="list-style-type: none"> • Describe his/her physical characteristics, behavior and abilities positively.⁴ • Show disappointment or excitement when an elicited response doesn't or does match the response the learner expected.⁴ • Describe his/her characteristics with those of others.⁴ (e.g. "I can jump rope but my brother can't." or "I like pizza. Do you like pizza?"). • Demonstrate ability to identify what he/she is thinking or feeling.⁴ • Asks for help when needed. • Seek out others to share information with. 	<ul style="list-style-type: none"> • Help learners identify appropriate helpers. • Help learners practice asking for help. • Provide support when asked for. • Provide time for socialization. 	<ul style="list-style-type: none"> • SEL Curriculum such as Second Step² Unit 2. • Visual reminders of steps for asking for help. 	<ul style="list-style-type: none"> • Observation.

<p>Follows simple classroom rules, routines, and transitions with occasional reminders.³</p>	<ul style="list-style-type: none"> • Follow classroom rules with few reminders. • Demonstrate following different sets of rules or expectations appropriate to each setting with few adult reminders. 	<ul style="list-style-type: none"> • Post classroom rules. • Discuss rules with regularity. • Discuss/ remind learners about new rules or different rules in a different setting. 	<ul style="list-style-type: none"> • SEL Curriculum such as Second Step² Unit 1. • Visual poster of the rules. 	
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C: Social Competence- children’s ability to navigate social situations.¹

Essential Question: How do young children develop an understanding of themselves and others?¹

Standard (Indicator)	Concepts and Competencies (Skills/ Sequencing and Pacing) The Learner Will...	Supportive Practices (Learning Experiences) The Adult Will...	Materials and Resources	Possible Assessments
Plays both by themselves and cooperatively with others. ¹	<ul style="list-style-type: none"> • Build with blocks with/next to another learner.¹ • Join other learners playing “house”.¹ • Say “Let’s play!”¹ 	<ul style="list-style-type: none"> • Show how to build with blocks. • Encourage learners to play with others. 	<ul style="list-style-type: none"> • Blocks • House/kitchen set/ free play materials. 	<ul style="list-style-type: none"> • Observe learner/learners
Follows routines and participates successfully in small and large groups. ¹	<ul style="list-style-type: none"> • Anticipate the next activity by looking at a chart or object being used for the daily schedule.¹ • Go to the carpet and sit quietly when asked.¹ • Join a group of learners already playing.¹ • Remind friends to wash their hands before snack time.¹ 	<ul style="list-style-type: none"> • Explain the chart that shows what will happen for the day or object being used. • Show where the carpet is and where to sit. • Show how to ask to join a group already playing. • Explain how to wash hands and show how to help others. 	<ul style="list-style-type: none"> • Sequencing Charts/ Visual Schedule. • Carpet • Various toys • Sink 	<ul style="list-style-type: none"> • Observe learner/learners

<p>Demonstrates willingness to investigate new and different environments.¹</p>	<ul style="list-style-type: none"> • Choose to play in new areas.¹ • Explore different areas of the class room/playground.¹ • Join a friend in other groups.¹ 	<ul style="list-style-type: none"> • Explain that it's ok to play in a different part of the class. • Show the different parts of the class in which they can work or play. • Explain it's ok to join in with other groups. • Encourage learners to join in other groups. 	<ul style="list-style-type: none"> • Different areas to play in the class room 	<ul style="list-style-type: none"> • Observe learner/learners
<p>Begins to develop problem solving skills by negotiating conflicts and differences.¹</p>	<ul style="list-style-type: none"> • Use a different toy while waiting for a preferred toy.¹ • Ask an adult for help when two learners want the same toy/item.¹ • Negotiate a trade that gets the learner the item/toy he/she wants.¹ 	<ul style="list-style-type: none"> • Demonstrate waiting for his/her turn so no one gets upset. • Explain that it is ok to let the teacher/para know when others want the same toy/item. • Show how the learner may make a trade. 	<ul style="list-style-type: none"> • SEL Curriculum such as Second Step² Unit 4. 	<ul style="list-style-type: none"> • Observe learner/learners
<p>Accepts peers in the classroom.³</p>	<ul style="list-style-type: none"> • Be welcoming of peers. • Greets others that they are familiar with by vocalizing, or smiling. 	<ul style="list-style-type: none"> • Provide circle time or social time that includes greetings. • Demonstrate how to greet and welcome peers. 	<ul style="list-style-type: none"> • SEL Curriculum such as Second Step² Unit 4. 	<ul style="list-style-type: none"> • Observe learner/learners

	<ul style="list-style-type: none"> • Greet others that her or she is not familiar with by vocalizing and introducing him or herself. • Respect peers' individuality. 			
Initiates, joins and sustains positive interactions with individuals or groups of children. ³	<ul style="list-style-type: none"> • Use verbal or nonverbal actions to join a group (e.g. "Can I please play too?"). • Appropriately responds to the request to participate with the established group. • Respond appropriately to an invitation or refusal to join a group. • Sustain activities with peers and help peers when asked. 	<ul style="list-style-type: none"> • Explain that it is important to ask before joining a group and it's important to graciously accept the response. • Demonstrate how to join a group and how to accept the invitation or refusal to join. • Show how the learners may help others while playing. 	<ul style="list-style-type: none"> • SEL Curriculum such as Second Step² Unit 4. 	<ul style="list-style-type: none"> • Observe learner/learners
Seeks adult help when needed to resolve conflict. ³	<ul style="list-style-type: none"> • Know that if he/she cannot resolve the conflict on his/her own he/she should seek out an adult 	<ul style="list-style-type: none"> • Explain that it's ok to ask an adult for help to resolve a conflict. • Models and role play conflict situations. 	<ul style="list-style-type: none"> • Poster • SEL Curriculum such as Second Step² Unit 4. 	<ul style="list-style-type: none"> • Observe learner/learners

		<ul style="list-style-type: none"> • Steps in to help facilitate a successful conflict resolution. • Discusses unsuccessful attempts with learners after they are calm. 		
Solves problems without having to try every possibility. ³	<ul style="list-style-type: none"> • Demonstrate having a repertoire of strategies for problem solving. • Be able to pick one or two strategies from their repertoire to successfully solve the problem. 	<ul style="list-style-type: none"> • Model strategies for problem solving. • Help learners choose strategies from their repertoire to identify strategies that work for the individual. 	<ul style="list-style-type: none"> • Poster • SEL Curriculum such as Second Step² Unit 4. 	<ul style="list-style-type: none"> • Observations

D: Emotional Expression- children’s ability to express feelings and understand behaviors.¹

Essential Question: How do young children develop an understanding of themselves and others?¹

Standard (Indicator)	Concepts and Competencies (Skills/ Sequencing and Pacing)	Supportive Practices (Learning Experiences)	Materials and Resources	Possible Assessments
	The Learner Will...	The Adult Will...		
Knows how their actions affect others by showing sympathy, empathy and an understanding of cause and effect. ¹	<ul style="list-style-type: none"> • Respond with empathy to others that are upset. • Understand cause and effect. (e.g. not inviting someone to play may hurt their feelings). • Recognize when someone needs help and offer assistance. • Understand equity through sharing fairly. • Take turns with others. 	<ul style="list-style-type: none"> • Encourage peers to help one another rather than offering adult assistance. • Read and discuss books about empathy. • Provide experiences for learners to practice empathy, sympathy, and cause and effect. 	<ul style="list-style-type: none"> • Books • Stuffed animals • Games • Role plays • SEL such as Second Step² Units 3 and 4. 	<ul style="list-style-type: none"> • e-DECA
Engages with trusted adults as resources and to share mutual interests. ³	<ul style="list-style-type: none"> • Seek out trusted adults for help or share interests. 	<ul style="list-style-type: none"> • Create an environment of trust by providing consistency and 	<ul style="list-style-type: none"> • Visual Schedule • Visual Rules 	<ul style="list-style-type: none"> • When given the opportunity the learner will share

		<p>predictability in daily routines.</p> <ul style="list-style-type: none"> • Be available for kind and non-judgmental assistance when needed. • Provide small group or one to one time for adults and learner interactions. 	<ul style="list-style-type: none"> • Visual Sequences/ Choices. 	<p>mutual interest with trusted adult.</p> <ul style="list-style-type: none"> • Observation.
<p>Responds to emotional cues; shows empathy.³</p>	<ul style="list-style-type: none"> • Recognize and label basic feelings. • Express feelings that are appropriate to the situation. • Respond kindly to an emotionally distressed peer. 	<ul style="list-style-type: none"> • Give examples of different feelings what it is like to be sad or happy. • Practice what different emotions look like. • Practice/discuss prior experiences or pretend experiences and how to respond to them appropriately. • Practice recognizing feeling and expressions. 	<ul style="list-style-type: none"> • SEL such as Second Step² Unit 2. 	<ul style="list-style-type: none"> • When presented with different emotions the learner will be able to name them. • Learners will demonstrate appropriate emotional responses to given situations.
<p>Complies with three verbal directions.³</p>	<ul style="list-style-type: none"> • Be able to follow three step verbal directions. 	<ul style="list-style-type: none"> • Explain how following directions is very important. • Provide one verbal direction, building to three verbal 	<ul style="list-style-type: none"> • SEL such as Second Step² Unit 1: Week 4. • Games involving 	<ul style="list-style-type: none"> • When given three verbal directions the learner will be able to follow⁴.

		<p>directions over time.</p> <ul style="list-style-type: none"> • Teach strategies to hold the verbal directions in their memory. 	<p>retrieval of up to 3 items in a specific sequence.</p> <ul style="list-style-type: none"> • Games emphasizing the importance of following directions in order. 	
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¹ New Hampshire Early Learning Curriculum Guidelines and Preschool Child Outcomes for Young Children with Disabilities, ages 3-5. (PTAN, 2005).

² Second Step Early Learning Program (Committee for Children).

³ New Hampshire Kindergarten Readiness Indicators (NH DOE, 2014).

⁴ Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten (Pennsylvania Department of Human Services and Pennsylvania Department of Education, 2014).