

# **SOCIAL AND EMOTIONAL DEVELOPMENT**

## **Nebraska Early Learning Guidelines for Ages 3 to 5**

### **SE.01**

#### **Self-Concept**

- \* Child develops independence, confidence, and competence
  - + Likes self and shows pride in accomplishments
  - + Shows growing independence in a range of activities, routines and tasks
  - + Joins other children in various play activities
  - + Chooses from a range of activities within the program
- \* Child identifies own characteristics (name, age, gender, family members, etc.)

### **SE.02**

#### **Self-Control**

- \* Child expresses feelings and shows concern for others
  - + Shows awareness and responds appropriately to the feelings of others
  - + Calms self after excitement, express strong emotions constructively and controls aggression
  - + Manages fears by expressing concerns and accepting support from adults
- \* Child follows rules and routines
  - + Attempts to solve problems with other children independently, by negotiation or other socially acceptable means
  - + Participates in daily routines without being asked
  - + Builds awareness and ability to follow basic health and safety rules

### **SE.03**

#### **Cooperation**

- \* Child increases ability to sustain relationships
  - + Uses compromise and conflict resolution skills
  - + Plays actively with other children
  - + Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means
  - + Use language to engage others in meaningful conversation
  - + Recognizes how actions affects others and accepts consequences for own actions

### **SE.04**

#### **Social Relationships**

- \* Develops secure relationships with adults and other children
- \* Child interacts empathetically and cooperatively with adults and peers
  - + Receives social support and shows loyalty to a friend
  - + Solves problems with other children independently
  - + Shows awareness of and responds to the feelings of others
  - + Knows how to join a group of playing children
- \* Adapts to new environments with appropriate emotions and behaviors

### **SE.05**

#### **Knowledge of Families and Communities**

- \* Child understands and respects similarities and differences among adults and children in their program, home and community
  - + Begins to understand various family roles, jobs, and rules
- \* Child expresses some understanding of familiar locations in community such as where people live, and where stores, parks, and restaurants are located
- \* Child uses familiar words to identify family members and workers in their community
- \* Child understands that events happened in the past and how these events relate to, and can change self, family and community
- \* Child understands the reason for rules in the home, classroom, and laws in the community

# EMOTIONAL DEVELOPMENT

## Scope and Sequence for 3 year olds

Objective	Beginning of the Year	Middle of the Year	End of the Year
<b>Self-regulation</b>	<ul style="list-style-type: none"> <li>*Begins to comfort self by seeking out special object or person</li> <li>*Begins to accept redirection from adults</li> <li>*Begins to demonstrate confidence in meeting own needs</li> </ul>	<ul style="list-style-type: none"> <li>*Comforts self by seeking out special object or person</li> <li>*Accepts redirection from adults</li> <li>*Begins to look at a situation differently or delay gratification</li> <li>*Begins to manage classroom rules, routines, and transitions with occasional reminders</li> <li>*Demonstrates confidence in meeting own needs</li> </ul>	<ul style="list-style-type: none"> <li>*Is able to look at a situation differently or delay gratification</li> <li>*Manages classroom rules, routines, and transitions with occasional reminders</li> <li>*Begins to take responsibility for own well-being</li> </ul>
<b>Positive Relationships</b>	<ul style="list-style-type: none"> <li>*Manages separations without distress and engages with trusted adults</li> <li>*Begins to demonstrate concern about the feelings of others</li> <li>*Begins to use successful strategies for entering groups</li> <li>*Begins to play with one or two preferred playmates</li> </ul>	<ul style="list-style-type: none"> <li>*Manages separations without distress and engages with trusted adults</li> <li>*Demonstrates concern about the feelings of others</li> <li>*Begins to use successful strategies for entering a group</li> <li>*Plays with one or two preferred playmates</li> </ul>	<ul style="list-style-type: none"> <li>*Begins to engage with trusted adults as resources and to share mutual interests</li> <li>*Begins to identify basic emotional reactions of others and their causes accurately</li> <li>*Uses successful strategies for entering a group</li> <li>*Begins to establish a special friendship with one other child, but the friendship might only last a short while</li> </ul>
<b>Group Participation</b>	<ul style="list-style-type: none"> <li>*Begins to take turns</li> <li>*Seeks adult help to resolve social problems</li> </ul>	<ul style="list-style-type: none"> <li>*Begins to take turns</li> <li>*Begins to suggest solutions to social problems</li> </ul>	<ul style="list-style-type: none"> <li>*Takes turns</li> <li>*Suggests solutions to social problems</li> </ul>

## Scope and Sequence for 4 year olds

Objective	Beginning of the Year	Middle of the Year	End of the Year
<b>Self-regulation</b>	<ul style="list-style-type: none"> <li>*Begin to be able to look at a situation differently or delay gratification</li> <li>*Begins to manage classroom rules, routines and transitions with occasional reminders'</li> <li>*Demonstrates confidence in meeting own needs</li> </ul>	<ul style="list-style-type: none"> <li>*Looks at a situation differently or delay gratification</li> <li>*Begins to control strong emotions in an appropriate manner most of the time</li> <li>*Manages classroom rules, routines, and transitions with occasional reminders</li> <li>*Begins to take responsibility for own well-being</li> </ul>	<ul style="list-style-type: none"> <li>*Controls strong emotions in an appropriate manner most of the time</li> <li>*Begins to apply rules in new but similar situations</li> <li>*Takes responsibility for own well-being</li> </ul>
<b>Positive Relationships</b>	<ul style="list-style-type: none"> <li>*Begins to engage with trusted adults as resources and to share mutual interests</li> <li>*Begins to identify basic emotional reactions of others and their causes accurately</li> <li>*Uses successful strategies for entering groups</li> <li>*Begins to establish a special friendship with one other child, but the friendship might only last a short while</li> </ul>	<ul style="list-style-type: none"> <li>*Begins to engage with trusted adults as resources and to share mutual interests</li> <li>*Begins to identify basic emotional reactions of others and their causes accurately</li> <li>*Begins to establish a special friendship with one other child, but the friendship might only last a short while</li> </ul>	<ul style="list-style-type: none"> <li>*Engages with trusted adults as resources and to share mutual interests</li> <li>*Identifies basic emotional reactions of others and their causes accurately</li> <li>*Initiates, joins in, and sustains positive interactions with a group of two to three children</li> <li>*Establishes a special friendship with one other child, but the friendship might only last a short while</li> </ul>
<b>Group Participation</b>	<ul style="list-style-type: none"> <li>*Takes turns</li> <li>*Begins to suggest solutions to social problems</li> </ul>	<ul style="list-style-type: none"> <li>*Begins or initiates the sharing of materials in the classroom and outdoors</li> <li>*Suggests solutions to social problems</li> </ul>	<ul style="list-style-type: none"> <li>*Initiates the sharing of materials in the classroom or outdoors</li> <li>*Begins to resolve social problems through negotiation and compromise</li> </ul>

# SOCIAL DEVELOPMENT

## Scope and Sequence for 3 year olds

Objective	Throughout the Year
<b>Self</b>	<ul style="list-style-type: none"> <li>*Demonstrates understanding that each person has unique characteristics, ways of communicating, and ways of solving problems</li> <li>*Communicates that each person is part of a family that has unique characteristics</li> <li>*Shows awareness that each person has basic needs that must be met to stay health, e.g. food, clothing, shelter</li> </ul>
<b>People and How They Live</b>	<ul style="list-style-type: none"> <li>*Shows awareness that there are similarities and differences among people and families</li> <li>*Demonstrates understanding of the various jobs of people in the community</li> <li>*Shows understanding that people buy, sell, and trade to get goods and services that they do not raise, make, or find themselves</li> <li>*Communicates about the various means of transportation that people use to move goods and go from place to place</li> <li>*Shows increasing awareness that respect for others, cooperation, and fairness help us get along in communities</li> <li>*Demonstrates increasing understanding that there are rules in our homes, schools, community and that each rule has a purpose</li> <li>*Communicates understanding that people have various rights and responsibilities</li> </ul>
<b>Change</b>	<ul style="list-style-type: none"> <li>*Demonstrates understanding that people and things change over time</li> <li>*Shows that time can be measured</li> <li>*Communicates about time, e.g., uses words such as <i>yesterday, today, tomorrow, day, week, month minute, hour</i></li> </ul>
<b>Geographic Knowledge</b>	<ul style="list-style-type: none"> <li>*Demonstrates understanding that we are surrounded by geographical features (e.g. mountain, hill, desert, lake, river, creek , bayou) and that specific information identifies a location (e.g., address)</li> <li>*Communicates that we depend on people who live far away for many necessities and information</li> <li>*Shows increasing understanding that maps are tools with symbols that help us locate objects, find where we are, and where we are going</li> </ul>

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