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

<table>
<thead>
<tr>
<th>Objective</th>
<th>Beginning of the Year</th>
<th>Middle of the Year</th>
<th>End of the Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-regulation</strong></td>
<td><em>Begins to comfort self by seeking out special object or person</em></td>
<td><em>Comforts self by seeking out special object or person</em></td>
<td><em>Is able to look at a situation differently or delay gratification</em></td>
</tr>
<tr>
<td></td>
<td><em>Begins to accept redirection from adults</em></td>
<td><em>Accepts redirection from adults</em></td>
<td><em>Manages classroom rules, routines, and transitions with occasional reminders</em></td>
</tr>
<tr>
<td></td>
<td><em>Begins to demonstrate confidence in meeting own needs</em></td>
<td><em>Begins to look at a situation differently or delay gratification</em></td>
<td><em>Begins to take responsibility for own well-being</em></td>
</tr>
<tr>
<td></td>
<td><em>Comforts self by seeking out special object or person</em></td>
<td><em>Begins to manage classroom rules, routines, and transitions with occasional reminders</em></td>
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<td></td>
<td><em>Accepts redirection from adults</em></td>
<td><em>Demonstrates confidence in meeting own needs</em></td>
<td></td>
</tr>
<tr>
<td><strong>Positive Relationships</strong></td>
<td><em>Manages separations without distress and engages with trusted adults</em></td>
<td><em>Manages separations without distress and engages with trusted adults</em></td>
<td><em>Begins to engage with trusted adults as resources and to share mutual interests</em></td>
</tr>
<tr>
<td></td>
<td><em>Begins to demonstrate concern about the feelings of others</em></td>
<td><em>Demonstrates concern about the feelings of others</em></td>
<td><em>Begins to identify basic emotional reactions of others and their causes accurately</em></td>
</tr>
<tr>
<td></td>
<td><em>Begins to use successful strategies for entering groups</em></td>
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</tr>
<tr>
<td></td>
<td><em>Begins to play with one or two preferred playmates</em></td>
<td><em>Plays with one or two preferred playmates</em></td>
<td><em>Begins to establish a special friendship with one other child, but the friendship might only last a short while</em></td>
</tr>
<tr>
<td><strong>Group Participation</strong></td>
<td><em>Begins to take turns</em></td>
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<td><em>Takes turns</em></td>
</tr>
<tr>
<td></td>
<td><em>Seeks adult help to resolve social problems</em></td>
<td><em>Begins to suggest solutions to social problems</em></td>
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</tr>
</tbody>
</table>

#### Scope and Sequence for 4 year olds

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-regulation</strong></td>
<td><em>Begin to be able to look at a situation differently or delay gratification</em></td>
<td><em>Looks at a situation differently or delay gratification</em></td>
<td><em>Controls strong emotions in an appropriate manner most of the time</em></td>
</tr>
<tr>
<td></td>
<td><em>Begins to manage classroom rules, routines and transitions with occasional reminders’</em></td>
<td><em>Begins to control strong emotions in an appropriate manner most of the time</em></td>
<td><em>Begins to apply rules in new but similar situations</em></td>
</tr>
<tr>
<td></td>
<td><em>Demonstrates confidence in meeting own needs</em></td>
<td><em>Manages classroom rules, routines, and transitions with occasional reminders</em></td>
<td><em>Takes responsibility for own well-being</em></td>
</tr>
<tr>
<td></td>
<td><em>Looks at a situation differently or delay gratification</em></td>
<td><em>Begins to take responsibility for own well-being</em></td>
<td></td>
</tr>
<tr>
<td><strong>Positive Relationships</strong></td>
<td><em>Begins to engage with trusted adults as resources and to share mutual interests</em></td>
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<td><em>Begins to identify basic emotional reactions of others and their causes accurately</em></td>
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<td></td>
<td><em>Uses successful strategies for entering groups</em></td>
<td><em>Begins to establish a special friendship with one other child, but the friendship might only last a short while</em></td>
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<td></td>
<td><em>Begins to establish a special friendship with one other child, but the friendship might only last a short while</em></td>
<td><em>Engages with trusted adults as resources and to share mutual interests</em></td>
<td><em>Initiates, joins in, and sustains positive interactions with a group of two to three children</em></td>
</tr>
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<td><em>Begins to establish a special friendship with one other child, but the friendship might only last a short while</em></td>
<td><em>Identifies basic emotional reactions of others and their causes accurately</em></td>
<td><em>Establishes a special friendship with one other child, but the friendship might only last a short while</em></td>
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<td><strong>Group Participation</strong></td>
<td><em>Takes turns</em></td>
<td><em>Begins or initiates the sharing of materials in the classroom and outdoors</em></td>
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<td></td>
<td><em>Begins to suggest solutions to social problems</em></td>
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<td><em>Begins to resolve social problems through negotiation and compromise</em></td>
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</table>
# SOCIAL DEVELOPMENT

## Scope and Sequence for 3 year olds

<table>
<thead>
<tr>
<th>Objective</th>
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| **Self**  | *Demonstrates understanding that each person has unique characteristics, ways of communicating, and ways of solving problems*  
*Communicates that each person is part of a family that has unique characteristics*  
*Shows awareness that each person has basic needs that must be met to stay healthy, e.g. food, clothing, shelter* |
| **People and How They Live** | *Shows awareness that there are similarities and differences among people and families*  
*Demonstrates understanding of the various jobs of people in the community*  
*Shows understanding that people buy, sell, and trade to get goods and services that they do not raise, make, or find themselves*  
*Communicates about the various means of transportation that people use to move goods and go from place to place*  
*Shows increasing awareness that respect for others, cooperation, and fairness help us get along in communities*  
*Demonstrates increasing understanding that there are rules in our homes, schools, community and that each rule has a purpose*  
*Communicates understanding that people have various rights and responsibilities* |
| **Change** | *Demonstrates understanding that people and things change over time*  
*Shows that time can be measured*  
*Communicates about time, e.g., uses words such as yesterday, today, tomorrow, day, week, month minute, hour* |
| **Geographic Knowledge** | *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)*  
*Communicates that we depend on people who live far away for many necessities and information*  
*Shows increasing understanding that maps are tools with symbols that help us locate objects, find where we are, and where we are going* |

## Scope and Sequence for 4 year olds

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| **Self**  | *Demonstrates understanding that each person has unique characteristics, ways of communicating, and ways of solving problems*  
*Communicates that each person is part of a family that has unique characteristics*  
*Shows awareness that each person has basic needs that must be met to stay healthy, e.g. food, clothing, shelter* |
| **People and How They Live** | *Shows awareness that there are similarities and differences among people and families*  
*Demonstrates understanding of the various jobs of people in the community*  
*Shows understanding that people buy, sell, and trade to get goods and services that they do not raise, make, or find themselves*  
*Communicates about the various means of transportation that people use to move goods and go from place to place*  
*Shows increasing awareness that respect for others, cooperation, and fairness help us get along in communities*  
*Demonstrates increasing understanding that there are rules in our homes, schools, community and that each rule has a purpose*  
*Communicates understanding that people have various rights and responsibilities* |
| **Change** | *Demonstrates understanding that people and things change over time*  
*Shows that time can be measured*  
*Communicates about time, e.g., uses words such as yesterday, today, tomorrow, day, week, month minute, hour* |
| **Geographic Knowledge** | *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)*  
*Communicates that we depend on people who live far away for many necessities and information*  
*Shows increasing understanding that maps are tools with symbols that help us locate objects, find where we are, and where we are going* |