

DEVELOPMENTAL DOMAIN 3
Social & Emotional

STANDARDS	BENCHMARKS / Example
<p>Self-awareness</p> <p>3.1 <i>Develops confidence and self-awareness</i></p>	<p>3.1.1 Recognizes own abilities and accomplishments <i>Example:</i></p> <ul style="list-style-type: none"> » <i>Child takes pride in showing his/her work to others</i> » <i>Child takes the lead in an activity</i> » <i>Child celebrates a milestone or achievement</i>
	<p>3.1.2 Recognizes individual uniqueness <i>Example:</i></p> <ul style="list-style-type: none"> » <i>Child recognizes himself/herself in a mirror</i> » <i>Child identifies his/her positive abilities</i> » <i>Child recognizes that his/her talent is a gift from God</i> » <i>Child identifies similarities and differences between self and peers</i>
	<p>3.1.3 Expresses feelings through facial expressions, movements, gestures, actions, sounds, words or language <i>Example:</i></p> <ul style="list-style-type: none"> » <i>Child shows feelings nonverbally through facial and body expressions</i> » <i>Child verbally expresses his/her feelings to a teacher or peer</i>
	<p>3.1.4 Begins to identify and understand one’s own feelings <i>Example:</i></p> <ul style="list-style-type: none"> » <i>Child verbalizes the situation that is making him/her feel a certain emotion</i> » <i>Child identifies his/her own feelings from pictures or chart</i>
<p>Self-Control</p> <p>3.2 <i>Develops self-control, competence, and personal responsibility</i></p>	<p>3.2.1 Manages transitions, adapts to changes, and accepts redirection <i>Example:</i></p> <ul style="list-style-type: none"> » <i>Child is able to accept separation from his/her parent/guardian/caregiver when dropped off</i> » <i>Child is able to leave play time and willingly transition to another activity</i> » <i>Child is able to separate from his/her friends when necessary</i>
	<p>3.2.2 Follows rules and routines purposefully and respectfully <i>Example:</i></p> <ul style="list-style-type: none"> » <i>Child puts things away when requested</i> » <i>Child follows the classroom routine without prompting or complaining</i> » <i>Child gets his/her own lunch and sets it out</i>
	<p>3.2.3 Shows initiative, self-direction, positive attitudes, sustains attention to task, and takes responsibility for actions <i>Example:</i></p> <ul style="list-style-type: none"> » <i>Child demonstrates persistence by working on a project to completion</i> » <i>Child cleans up spill without a request from the teacher</i> » <i>Child gets his/her own shoes and attempts to put them on</i>
	<p>3.2.4 Regulates emotions, behaviors, and impulse control in an appropriate manner <i>Example:</i></p> <ul style="list-style-type: none"> » <i>Child picks up a blanket or stuffed animal for comfort</i> » <i>Child waits his/her turn</i>

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<p>Interpersonal Relationships</p> <p>3.3 <i>Develops trust, prosocial behavior, interpersonal and social skills for relating with others</i></p>	<p>3.3.1 Respects rights and needs of others, and learns to help others <i>Example:</i> » <i>Child asks to play with a toy that another child is playing with</i> » <i>Child helps other children clean up</i></p>
	<p>3.3.2 Begins to accurately read and comprehend emotional states in others and shows empathy <i>Example:</i> » <i>Child empathizes by comforting another child</i> » <i>Child corrects a situation and provides help to someone who is hurting</i></p>
	<p>3.3.3 Works and plays cooperatively with others <i>Example:</i> » <i>Child works with other children to build a tower</i> » <i>Child cooperates with others to determine roles in dramatic play</i></p>
	<p>3.3.4 Uses age-appropriate conflict resolution skills <i>Example:</i> » <i>Child exchanges a toy with another child</i> » <i>Child shares crayons</i> » <i>Child uses words instead of physical actions</i></p>
	<p>3.3.5 Uses courteous words and actions <i>Example:</i> » <i>Child uses the words "Please", "No, thank you", and "Thank you" appropriately</i> » <i>Child offers a snack to a friend before taking his/her own</i></p>
	<p>3.3.6 Forms and sustains relationships with peers, adults, and those who provide consistent nurturance <i>Example:</i> » <i>Child makes a card for an adult</i> » <i>Child welcomes new classmate</i> » <i>Child seeks and/or accepts comfort from others</i></p>