### DEVELOPMENTAL DOMAIN 3

**Social & Emotional**

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>BENCHMARKS / Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-awareness</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 Develops confidence and self-awareness</td>
<td></td>
</tr>
</tbody>
</table>
| 3.1.1 Recognizes own abilities and accomplishments | Example:  
- Child takes pride in showing his/her work to others  
- Child takes the lead in an activity  
- Child celebrates a milestone or achievement |
| 3.1.2 Recognizes individual uniqueness | Example:  
- Child recognizes himself/herself in a mirror  
- Child identifies his/her positive abilities  
- Child recognizes that his/her talent is a gift from God  
- Child identifies similarities and differences between self and peers |
| 3.1.3 Expresses feelings through facial expressions, movements, gestures, actions, sounds, words or language | Example:  
- Child shows feelings nonverbally through facial and body expressions  
- Child verbally expresses his/her feelings to a teacher or peer |
| 3.1.4 Begins to identify and understand one's own feelings | Example:  
- Child verbalizes the situation that is making him/her feel a certain emotion  
- Child identifies his/her own feelings from pictures or chart |
| **Self-Control** | |
| 3.2 Develops self-control, competence, and personal responsibility | |
| 3.2.1 Manages transitions, adapts to changes, and accepts redirection | Example:  
- Child is able to accept separation from his/her parent/guardian/caregiver when dropped off  
- Child is able to leave play time and willingly transition to another activity  
- Child is able to separate from his/her friends when necessary |
| 3.2.2 Follows rules and routines purposefully and respectfully | Example:  
- Child puts things away when requested  
- Child follows the classroom routine without prompting or complaining  
- Child gets his/her own lunch and sets it out |
| 3.2.3 Shows initiative, self-direction, positive attitudes, sustains attention to task, and takes responsibility for actions | Example:  
- Child demonstrates persistence by working on a project to completion  
- Child cleans up spill without a request from the teacher  
- Child gets his/her own shoes and attempts to put them on |
| 3.2.4 Regulates emotions, behaviors, and impulse control in an appropriate manner | Example:  
- Child picks up a blanket or stuffed animal for comfort  
- Child waits his/her turn |
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<thead>
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</tr>
</thead>
<tbody>
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<td><strong>Interpersonal Relationships</strong></td>
</tr>
</tbody>
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| 3.3.1 Respects rights and needs of others, and learns to help others | Example:  
  » Child asks to play with a toy that another child is playing with  
  » Child helps other children clean up |
| 3.3.2 Begins to accurately read and comprehend emotional states in others and shows empathy | Example:  
  » Child empathizes by comforting another child  
  » Child corrects a situation and provides help to someone who is hurting |
| 3.3.3 Works and plays cooperatively with others | Example:  
  » Child works with other children to build a tower  
  » Child cooperates with others to determine roles in dramatic play |
| 3.3.4 Uses age-appropriate conflict resolution skills | Example:  
  » Child exchanges a toy with another child  
  » Child shares crayons  
  » Child uses words instead of physical actions |
| 3.3.5 Uses courteous words and actions | Example:  
  » Child uses the words “Please”, “No, thank you”, and “Thank you” appropriately  
  » Child offers a snack to a friend before taking his/her own |
| 3.3.6 Forms and sustains relationships with peers, adults, and those who provide consistent nurturance | Example:  
  » Child makes a card for an adult  
  » Child welcomes new classmate  
  » Child seeks and/or accepts comfort from others |