

Suite360 Preschool Scope & Sequence



Navigate360

Building safer tomorrows.™

LESSON	CASEL COMPETENCY	THEME	KEY VOCABULARY
Starting School	Self-Management	Starting School	Feelings, nervous, excited, introduce
How I Feel	Self-Awareness	Feelings	Transition, feelings, emotions
What Are My Strengths?	Self-Awareness	All About Me	Curious, strengths, interests
I Can Use the SHIELD Strategy!	Self-Management	Self-Control	Coping strategies, SHIELD
I Need Help!	Relationship Skills	Asking for Help	Tattling
Let's Be Friends	Social Awareness	Making Friends	Gratitude, personal space, traditions
I Have a Problem	Responsible Decision-Making	Resolving Problems	Apologize
Talking and Listening to Others	Relationship Skills	Communication Skills	Interrupt, connection, fair
What Are Rules?	Responsible Decision-Making	Rules and Consequences	Honesty, rules, fair, unfair, consequences
I Am Responsible!	Responsible Decision-Making	Being Responsible	Recycling, responsible, responsibilities, goal
I Can Help Others!	Relationship Skills	Helping Others	Citizenship, flexible
Making Changes	Self-Management	Transitions	Disappointed, positive self-talk

Preschool Standards Alignment

Starting School

CALIFORNIA TRANSFORMATIVE SEL COMPETENCIES

SEL STANDARDS - MA

EARLY LEARNING & DEVELOPMENT STANDARDS; BIRTH TO KINDERGARTEN - OH

SOCIAL/EMOTIONAL DEVELOPMENT - IL

1.B.1. Students recognize, label and understand basic emotions in themselves and know that more than one emotion can be experienced at once.



30.C.ECd: Demonstrate engagement and sustained attention in activities.

How I Feel

CALIFORNIA TRANSFORMATIVE SEL COMPETENCIES

SEL STANDARDS - MA

EARLY LEARNING & DEVELOPMENT STANDARDS; BIRTH TO KINDERGARTEN - OH

SOCIAL/EMOTIONAL DEVELOPMENT - IL

1.B.1. Students recognize, label and understand basic emotions in themselves and know that more than one emotion can be experienced at once. Students are aware of how emotions can affect their body.

1: The child will be able to recognize, identify and express his/her emotions.

Recognize and identify own emotions and emotions of others. Communicate a range of emotions in socially accepted ways.

30.A.ECa: Recognize and label basic emotions.

1.F.1. Students reflect on experiences as the causes of certain emotions. Students recognize the purpose of emotions and name simple ways their emotions influence their decisions and behavior.

2.A.1. Students practice noticing their emotions, where they experience them in their bodies, and using those signs to choose strategies to express feelings in helpful ways. Students practice strategies that help them to sustain joy and feel calmer, patient, focused and energized.



30.A.ECc: Express feelings that are appropriate to the situation.

What Are My Strengths?



CALIFORNIA TRANSFORMATIVE SEL COMPETENCIES

1.A.1. Students name their personal characteristics and life experiences and have an increasingly accurate basic sense of self. Students are aware of their own likes and dislikes.

1.C.1. Students name people, places and ideas that are important to them. Students can describe their own family traditions.

1.G.1. Students are aware of, and distinguish between, their wants and needs. Students can name their strengths such as skills, knowledge or talents.

4.D.1. Students show willingness to learn about the cultures of others. Students take pride in their own culture and share information with others.

SEL STANDARDS - MA

2: The child will demonstrate accurate self-perception.

3: The child will demonstrate self-efficacy (confidence/competence).

EARLY LEARNING & DEVELOPMENT STANDARDS; BIRTH TO KINDERGARTEN - OH

Compare own characteristics to those of others. Shows confidence in own abilities and accomplish routine and familiar tasks independently.

SOCIAL/EMOTIONAL DEVELOPMENT - IL

30.B.ECa: Describe self using several basic characteristics.



I Can Use the SHIELD Strategy!

CALIFORNIA TRANSFORMATIVE SEL COMPETENCIES

5.F.1. Students can explain and begin to practice stop, think, act strategies.

2.B.1. Students identify situations and relationships that calm them. Students understand and begin to practice how to be physically healthy in ways that are within their control.

2.C.1. Students identify and practice strategies they have used or can use to stay hopeful and “bounce back” from challenges.

SEL STANDARDS - MA

4: The child will demonstrate impulse control and stress management.

EARLY LEARNING & DEVELOPMENT STANDARDS; BIRTH TO KINDERGARTEN - OH

Manage the expression of feelings, thoughts, impulses, and behaviors with minimal guidance from adults.

SOCIAL/EMOTIONAL DEVELOPMENT - IL

31.B.ECc: Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.





I Need Help!

CALIFORNIA TRANSFORMATIVE SEL COMPETENCIES

4.A.1. Students begin to identify inappropriate requests and situations. They understand they can say “no” and respect when others say “no” to them.

4.G.1. Students communicate their own ideas, wants and needs without negatively impacting others.

4.H.1. Students recognize all people have the right to be treated fairly. Students understand the difference between tattling and reporting and know when it is important to report something to an adult.

2.G.1. Students begin practicing self-monitoring thoughts and actions and asking for help to stay motivated and focused. Students are aware of their body during active listening. Students are able to identify when they are focused and paying attention.

SEL STANDARDS - MA

8: The child will engage socially, and build relationships with other children and with adults.

10: The child will demonstrate the ability to seek help and offer help.

EARLY LEARNING & DEVELOPMENT STANDARDS; BIRTH TO KINDERGARTEN - OH

Express affection for familiar adults. Seek security and support from familiar adults in anticipation of challenging situations. Separate from familiar adults in familiar setting with minimal support. Request and accept guidance from familiar adults.

SOCIAL/EMOTIONAL DEVELOPMENT - IL

31.A.ECc: Interact easily with familiar adults.

31.A.ECd: Demonstrate attachment to familiar adults.

31.C.ECc: Seek adult help when needed to resolve conflict.



Let's Be Friends



CALIFORNIA TRANSFORMATIVE SEL COMPETENCIES

SEL STANDARDS - MA

EARLY LEARNING & DEVELOPMENT STANDARDS; BIRTH TO KINDERGARTEN - OH

SOCIAL/EMOTIONAL DEVELOPMENT - IL

- 1.D.1.** Students understand acceptance versus exclusion and how they help or harm others.
- 3.A.1.** Students discuss similarities and differences between themselves and others and different social and cultural groups.
- 3.B.1.** Students recognize and name emotions in others using verbal and physical cues. Students describe how others may feel in a variety of situations and show empathy for others' experiences.
- 4.B.1.** Students practice ways to be a leader and contribute to groups in their learning context.
- 4.C.1.** Students identify what it means to be a good friend. Students demonstrate gratitude toward others.
- 2.E.1.** Students understand and practice maintaining others' stated emotional and physical boundaries.

- 5:** The child will display empathetic characteristics.
- 6:** The child will recognize diversity and demonstrate respect for others.

Identify the diversity in human characteristics and how people are similar or different. Interact with peers in more complex pretend play including planning, coordination or roles and cooperation.

- 31.A.ECa:** Show empathy, sympathy and caring for others.
- 31.A.ECb:** Recognize the feelings and perspectives of others.
- 31.A.ECe:** Develop positive relationships with peers.
- 31.B.ECb:** Engage in cooperative group play.



I Have a Problem

CALIFORNIA TRANSFORMATIVE SEL COMPETENCIES

SEL STANDARDS - MA

EARLY LEARNING & DEVELOPMENT STANDARDS; BIRTH TO KINDERGARTEN - OH

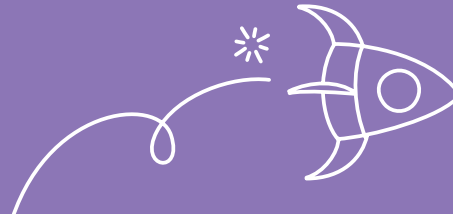
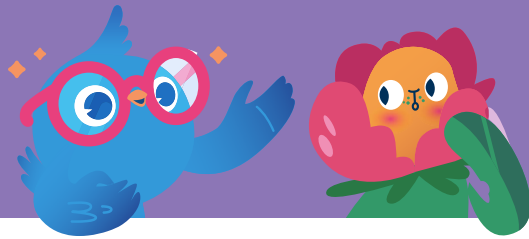
SOCIAL/EMOTIONAL DEVELOPMENT - IL

- 3.D.1.** Students describe what it means to be a helpful community member. Students can identify people in their learning environment and family that can support them when they need help.
- 4.E.1.** Students identify and talk through a problem and generate solutions with others.
- 4.F.1.** Students can effectively apologize by recognizing what happened and owning their own actions.

- 9:** The child will demonstrate the ability to manage conflict.

Demonstrate socially competent behavior with peers. With modeling and support, negotiate to resolve conflicts with peers.

- 30.C.ECb:** Demonstrate persistence and creativity in seeking solutions to problems.
- 32.B.ECa:** Participate in discussions about finding alternative solutions to problems.
- 31.C.ECb:** Solve simple conflicts with peers with independence, using gestures or words.



Talking and Listening to Others

CALIFORNIA TRANSFORMATIVE SEL COMPETENCIES

SEL STANDARDS - MA

EARLY LEARNING & DEVELOPMENT STANDARDS; BIRTH TO KINDERGARTEN - OH

SOCIAL/EMOTIONAL DEVELOPMENT - IL

3.C.1. Students contribute to creating and maintaining shared agreements that guide their interactions with others and their environment. Students show kindness toward people of all backgrounds and experiences.

2.D.1. Students understand the purpose of feedback and can listen to and accept simple, constructive feedback.

7: The child will demonstrate the ability to communicate with others in a variety of ways.

Engage in extended, reciprocal conversations with familiar adults.

30.A.ECb: Use appropriate communication skills when expressing needs, wants and feelings.

31.B.ECa: Interact verbally and nonverbally with other children.

What Are Rules?

CALIFORNIA TRANSFORMATIVE SEL COMPETENCIES

SEL STANDARDS - MA

EARLY LEARNING & DEVELOPMENT STANDARDS; BIRTH TO KINDERGARTEN - OH

SOCIAL/EMOTIONAL DEVELOPMENT - IL

3.F.1. Students describe and demonstrate fairness toward others. Students can describe how rules can benefit some people over others. Students cooperate and play with peers respectfully.

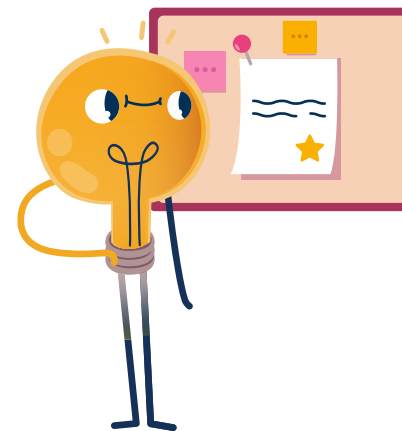
5.B.1. Students demonstrate honesty and fairness and can explain the importance of both to relationships. Students explore caring and ethical actions on behalf of our planet.

5.D.1. Students understand why safety rules exist. Students can describe physically unsafe behaviors and choices in their learning and home environments. Students can demonstrate safe behavior.

5.G.1. Students can name the likely consequences of their actions with support. Students explore cause and effect and how choices can have impacts far beyond themselves.

12: The child will demonstrate the ability to reflect on and evaluate the results of his or her actions and decisions.

With modeling and support, show awareness for his/her actions.



30.A.ECd: Begin to understand and follow rules.

30.A.ECf: Begin to understand the consequences of his or her behavior.

32.A.ECa: Participate in discussions about why rules exist.

32.A.ECb: Follow rules and make good choices about behavior.



I Am Responsible!

CALIFORNIA TRANSFORMATIVE SEL COMPETENCIES

SEL STANDARDS - MA

EARLY LEARNING & DEVELOPMENT STANDARDS; BIRTH TO KINDERGARTEN - OH

SOCIAL/EMOTIONAL DEVELOPMENT - IL

3.G.1. Students name ways that they can contribute to or participate in groups and communities and how they can be helpful, fair, compassionate, and respectful to those in other groups or communities.

5.C.1. Students describe personal and social problems and can name possible solutions with support.

2.H.1. Students keep their spaces and belongings organized with guidance.

11: The child will demonstrate beginning personal, social and ethical responsibility.

Show regard for the feelings of other living things.

30.A.ECe: Use materials with purpose, safety and respect.

31.C.ECa: Begin to share materials and experiences and take turns.

I Can Help Others!

CALIFORNIA TRANSFORMATIVE SEL COMPETENCIES

SEL STANDARDS - MA

EARLY LEARNING & DEVELOPMENT STANDARDS; BIRTH TO KINDERGARTEN - OH

SOCIAL/EMOTIONAL DEVELOPMENT - IL

1.E.1. Students identify ways to help and practice helping others at school, home and other settings.

3.E.1. Students name groups or communities they are a part of and their qualities. Students demonstrate pride in belonging to their groups or communities and take action to make others feel welcome.

5.E.1. Students identify ways that they can help and why it is important to be a helper at home, at school and in other settings. Students begin to explore the concept of citizenship and what it means to be a good citizen or participant in a democracy.

N/A

Express concerns for the needs of others and people in distress.

32.C: Contribute to the well-being of one's school and community.





Making Changes

CALIFORNIA TRANSFORMATIVE SEL COMPETENCIES

SEL STANDARDS - MA

EARLY LEARNING & DEVELOPMENT STANDARDS; BIRTH TO KINDERGARTEN - OH

SOCIAL/EMOTIONAL DEVELOPMENT - IL

1.H.1. Students believe in their capacity to learn and that they are capable, important community members. Students practice having an optimistic outlook.

N/A

Demonstrate the ability to delay gratification for short periods of time.

30.C.EC.c: Show some initiative, self-direction and independence in actions.

5.A.1. Students express curiosity and openness to new people and situations. Students are interested in new experiences.

