# South Dakota Early Learning Guidelines and Head Start Child Development and Early Learning Framework

## SOCIAL/EMOTIONAL DEVELOPMENT

<table>
<thead>
<tr>
<th>South Dakota Early Learning Guidelines</th>
<th>Head Start Child Development and Early Learning Framework</th>
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</thead>
<tbody>
<tr>
<td><strong>STANDARD 1 — Self-concept and Self-Confidence</strong>&lt;br&gt;Children demonstrate a positive self-concept and self-confidence in play and everyday tasks.</td>
<td><strong>Domain:</strong> Social &amp; Emotional Development</td>
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<tr>
<td></td>
<td><strong>Domain Element:</strong>&lt;br&gt;<strong>Self-Concept &amp; Self-Efficacy:</strong> The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.</td>
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### Benchmarks

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Identify themselves by name.</td>
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<td>2.</td>
<td>Describe themselves using several basic descriptors, such as gender and physical features.</td>
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<tr>
<td>3.</td>
<td>Take pride in accomplishments.</td>
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<td>4.</td>
<td>Adjust to new situations.</td>
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<td>5.</td>
<td>Separate easily from family member or familiar caregiver.</td>
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<tr>
<td>6.</td>
<td>Demonstrate self-efficacy by exerting independence in play situations and during regular routines.</td>
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### Examples

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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Identifies personal characteristics, preferences, thoughts, and feelings. (&lt;strong&gt;Self-Concept &amp; Self-Efficacy&lt;/strong&gt;)</td>
</tr>
<tr>
<td>2.</td>
<td>Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks. (&lt;strong&gt;Self-Concept &amp; Self-Efficacy&lt;/strong&gt;)</td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrates age-appropriate independence in a range of activities, routines, and tasks. (&lt;strong&gt;Self-Concept &amp; Self-Efficacy&lt;/strong&gt;)</td>
</tr>
<tr>
<td>4.</td>
<td>Demonstrates age-appropriate independence in decision making regarding activities and materials. (&lt;strong&gt;Self-Concept &amp; Self-Efficacy&lt;/strong&gt;)</td>
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*H.S. Example is paired with more than one South Dakota Benchmark.*
**STANDARD 2 — Regulating Emotions**
Children demonstrate an ability to understand and regulate their emotions in play and everyday tasks.

<table>
<thead>
<tr>
<th><strong>Domain:</strong> Social &amp; Emotional Development</th>
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<tr>
<td><strong>Domain Elements:</strong></td>
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<tr>
<td>Self-Regulation: The ability to recognize and regulate emotions, attention, impulses, and behavior.</td>
</tr>
<tr>
<td>Social Relationships: The healthy relationships and interactions with adults and peers.</td>
</tr>
<tr>
<td>Emotional &amp; Behavioral Health: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.</td>
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<th><strong>Benchmarks</strong></th>
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<tr>
<td>1. Use words to express their needs, wants, and feelings, as well as to identify the emotions of others.</td>
<td>Recognizes and labels emotions. <em>(Self-Regulation)</em></td>
</tr>
<tr>
<td>Recognizes and labels others’ emotions. <em>(Social Relationships)</em></td>
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</tr>
<tr>
<td>2. Demonstrate knowledge that there are different ways of showing feelings.</td>
<td>Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear. <em>(Emotional &amp; Behavioral Health)</em></td>
</tr>
<tr>
<td>3. Recognize they can do things to change the way they feel and how others feel.</td>
<td>Handles impulses and behavior with minimal direction from adults. <em>(Self-Regulation)</em></td>
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<tr>
<td>Adapts to new environments with appropriate emotions and behaviors. <em>(Emotional &amp; Behavioral Health)</em></td>
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<tr>
<th><strong>STANDARD 3 — Respect and Appreciation of Similarities and Differences</strong></th>
<th><strong>Domain: Social &amp; Emotional Development</strong></th>
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</table>
| Children respect others and recognize and appreciate their similarities and differences in play and everyday tasks. | **Domain Elements:**
| **Social Relationships:** The healthy relationships and interactions with adults and peers. |
| **Domain: Social Studies Knowledge & Skills** | **Domain Element:**
| **Self, Family & Community:** The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity. |

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<td>1. Express ways in which others are similar and different, such as eye color, gender, and favorite activities.</td>
<td>Understands similarities and respects differences among people. <em>(Self, Family &amp; Community)</em></td>
</tr>
<tr>
<td>2. Play with a variety of children, regardless of gender, race, or ability.</td>
<td>Understands similarities and respects differences among people. <em>(Self, Family &amp; Community)</em></td>
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<td>3. Recognize that everyone has emotions and that other people may not feel the same way they do about everything.</td>
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<tr>
<td>4. Demonstrate caring and concern for others.</td>
<td>Expresses empathy and sympathy to peers. <em>(Social Relationships)</em></td>
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<tr>
<td>5. Respect the rights and property of others.</td>
<td>Understands the reasons for rules in the home and classroom and for laws in the community. <em>(Self, Family &amp; Community)</em></td>
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*H.S. Example is paired with more than one South Dakota Benchmark.*
**STANDARD 4 — Pro-social Behaviors and Cooperation**

Children demonstrate pro-social behaviors and social competence, and participate cooperatively as members of a group in play and everyday tasks.

**Domain:** Social & Emotional Development

**Approaches to Learning**

**Domain Elements:**
- **Social Relationships:** The healthy relationships and interactions with adults and peers.
- **Cooperation (from Approaches):** An interest and engagement in group experiences.
- **Self-Regulation:** The ability to recognize and regulate emotions, attention, impulses, and behavior.
- **Emotional & Behavioral Health:** A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.

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<th>Benchmarks</th>
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<tr>
<td>1. Develop positive relationships with peers and trusted adults.</td>
<td>Communicates with familiar adults and accepts or requests guidance.</td>
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<tr>
<td></td>
<td><em>(Social Relationships)</em></td>
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<tr>
<td>2. Participate in group routines, and transition smoothly from one activity to the next.</td>
<td>Shifts attention between tasks and moves through transitions with minimal direction from adults. <em>(Self-Regulation)</em></td>
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<td></td>
<td>Follows simple rules, routines, and directions. <em>(Self-Regulation)</em>*</td>
</tr>
<tr>
<td>3. Use materials purposefully and respectfully and participate in cleaning up and putting away materials.</td>
<td>Follows simple rules, routines, and directions. <em>(Self-Regulation)</em>*</td>
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<td><strong>4. Defend self while respecting the rights of others.</strong></td>
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<td><strong>5. Identify qualities that make a good friend.</strong></td>
<td>Develops friendships with peers. <em>(Social Relationships)</em></td>
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| **6. Play independently, in pairs, and cooperatively in small groups.** | Cooperates with others *(Social Relationships)*  
 |   | Helps, shares, and cooperates in a group. *(Cooperation—from Approaches)* |
| **7. Initiate play and know how to enter into a group of children who are already involved in play.** | Joins in cooperative play with others and invites others to play. *(Cooperation—from Approaches)* |
| **8. Take turns, share, and be courteous to others, using words such as “thank you,” “please,” and “excuse me.”** | Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. *(Social Relationships)* |
|   | Resolves conflict with peers alone and/or with adult intervention as appropriate. *(Social Relationships)*  
 |   | Refrains from disruptive, aggressive, angry, or defiant behaviors. *(Emotional & Behavioral Health)*  
 |   | Recognizes how actions affect others and accepts consequences of one’s actions. *(Social Relationships)* |

*H.S. Example is paired with more than one South Dakota Benchmark.  5*
### SOUTH DAKOTA EARLY LEARNING GUIDELINES AND SOUTH DAKOTA K-2 STANDARDS*

#### SOCIAL/EMOTIONAL DEVELOPMENT

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<tr>
<th>South Dakota Early Learning Guidelines</th>
<th>(Taken from Health &amp; Physical Education Standards)</th>
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| **STANDARD 1 — Self-concept and Self-Confidence**  
Children demonstrate a positive self-concept and self-confidence in play and everyday tasks. | | |

**Benchmarks**

1. Identify themselves by name.

2. Describe themselves using several basic descriptors, such as gender and physical features.

3. Take pride in accomplishments.

4. Adjust to new situations.

5. Separate easily from family member or familiar caregiver.

6. Demonstrate self-efficacy by exerting independence in play situations and during regular routines.

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*K-2 standards do not include a social/emotional subject area, but some standards from Health and Physical Education correspond to Social/Emotional Benchmarks.
**STANDARD 2 — Regulating Emotions**  
Children demonstrate an ability to understand and regulate their emotions in play and everyday tasks.

**Physical Education:**  

**Standard Five:** Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

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<tr>
<th><strong>Benchmarks</strong></th>
<th><strong>Physical Education:</strong></th>
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| 1. Use words to express their needs, wants, and feelings, as well as to identify the emotions of others. | a. recognize that physical activity provides personal enjoyment.  
(Standard 5, Indicator 1)  
c. describe the positive feelings experienced from participating in physical activity. (Standard 5, Indicator 1)  
a. express feelings associated with success derived from repetition of physical activity. (Standard 5, Indicator 2) |
| 2. Demonstrate knowledge that there are different ways of showing feelings. | |
| 3. Recognize they can do things to change the way they feel and how others feel. | |

**STANDARD 3 — Respect and Appreciation of Similarities and Differences**  
Children respect others and recognize and appreciate their similarities and differences in play and everyday tasks.

**Physical Education:**  

**Standard Four:** Students will develop responsible and respectful personal and social behavior in physical activity settings.

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| 1. Express ways in which others are similar and different, such as eye color, gender, and favorite activities. | a. understand the existence of individual uniqueness in physical activity settings. (Standard 4, Indicator 3)  
c. recognize various aspects of diversity in physical activity settings. (Standard 4, Indicator 3) |
| 2. Play with a variety of children, regardless of gender, race, or ability. | b. understand why all students should be included in physical activity settings. (Standard 4, Indicator 3) |

*K-2 standards do not include a social/emotional subject area, but some standards from Health and Physical Education correspond to Social/Emotional Benchmarks.*
3. Recognize that everyone has emotions and that other people may not feel the same way they do about everything.

4. Demonstrate caring and concern for others.  
   b. encourage one another’s positive efforts in physical activity settings.  
   *(Standard 4, Indicator 2)*

5. Respect the rights and property of others.

**STANDARD 4 — Pro-social Behaviors and Cooperation**

Children demonstrate pro-social behaviors and social competence, and participate cooperatively as members of a group in play and everyday tasks.

| **Physical Education:** |  
| **Standard Four:** Students will develop responsible and respectful personal and social behavior in physical activity settings.  
**Standard Five:** Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.  

| **Benchmarks** |  
| 1. Develop positive relationships with peers and trusted adults. |  
| 2. Participate in group routines, and transition smoothly from one activity to the next. |  
| 3. Use materials purposefully and respectfully and participate in cleaning up and putting away materials. |  
| 4. Defend self while respecting the rights of others. |  
| 5. Identify qualities that make a good friend. |  
| 6. Play independently, in pairs, and cooperatively in small groups.  
   b. recognize appropriate social interaction in various physical activities.  
   *(Standard 5, Indicator 1)* |  

*K-2 standards do not include a social/emotional subject area, but some standards from Health and Physical Education correspond to Social/Emotional Benchmarks.*
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<td>Take turns, share, and be courteous to others, using words such as “thank you,” “please,” and “excuse me.”</td>
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<td>c. resolve conflicts in socially acceptable ways. <em>(Standard 4, Indicator 1)</em></td>
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