Focus Statement
Students explore the rationale for including social-emotional development in the California Preschool Curriculum Framework, Volume 1 and learn how the domain is organized. They also become familiar with the guiding principles for this domain.

Before You Start
As students work through this key topic, they will explore the organization of the social-emotional development domain in the California Preschool Curriculum Framework, Volume 1 (PCF, V1) as well as its relation to the domain in the California Preschool Learning Foundations, Volume 1 (PLF, V1).

There is a key topic in Unit 1 that covers the overall organization of the PCF, V1 and of its four domains. That coverage is more extensive than what is given here for this domain. If you have done that key topic, you probably won’t need to do all of the work here in introducing students to the organization of this individual domain. Some of what is suggested here is similar to what is done in Key Topic 1 in Unit 1. If you are covering this domain independently from the rest of the PCF, V1, you might find this key topic specifically for social-emotional development more helpful.

It will be important that you are familiar with the domain in both the foundations and curriculum framework before you begin this work with students. There are three strands and 12 substrands in the social-emotional development domain. These numbers will guide how you divide students for the active learning work below. Depending on the number of students in your class, it might work best to use pairs, or you might need to give more than one substrand to a group or assign more than one pair or group to a substrand. This key topic can be covered in a short period of time or extended by lengthier discussion of the included questions to give greater depth to students’ understanding of where things are in the social-emotional development domain of the PCF, V1.

This key topic leads students through a fairly straightforward introduction to the rationale and organization of the social-emotional development domain. Deeper exploration of the content is available in key topics for the social-emotional development domain that follow this one.
Questions for reflection are provided at the end of each social-emotional development strand in the PCF, V1. These tend to guide reflection related to practice and will be referred to again in the other key topics for the social-emotional development domain. The questions for reflection that are offered in this key topic are intended to support students' experience in encountering the organization of the social-emotional development domain in the PCF, V1.

**Information Delivery**

**Subtopic 1: Rationale for the Social-Emotional Development Domain**

The following information is important to share with students (PCF, V1, pp. 38-39).

There are three main reasons given in the PCF, V1 for intentionally supporting social-emotional development in early care and education:

1. Many social-emotional qualities are essential to learning at any age.
2. Social environments influence how learning occurs.
3. Brain research indicates the interdependence of different regions of the brain that govern learning, thinking, and emotions.

**Active Learning**

**Subtopic 2: Organization of the Social-Emotional Development Domain**

**Getting it started**

Organize students into pairs. Make sure that each pair has at least one print copy of the PCF, V1 and a supply of Post-it® notes. Ask them to find and tab the sections listed below. It might be helpful for students to label the sections on their Post-it® notes.

- Domain Guiding Principles (pp. 39-42)
- Environments and Materials (pp. 42-44)
- Summary of Strands and Substrands (p. 44)
- Strands (pp. 45, 62, and 79)
• Substrands (pp. 46, 48, 52, 55, 57, 63, 65, 69, 73, 79, 81, and 83)

• Engaging Families (pp. 60, 76, and 85)

**Keeping it going**

When the students have finished the tabbing described in “Getting it started” and are still in pairs, ask each pair to tab the following elements for each of the 12 substrands. This should not take more than about 10 minutes, and going through each of the 12 substrands will help students gain some familiarity with what is available in the social-emotional development domain. Ask the students to complete these two tasks:

• Find the vignettes and teachable moments for each substrand.

• Find the suggested interactions and strategies for each substrand. (Note that these are not labeled in a separate section but follow each vignette. It might help to guide students to find these in the first substrand on page 47 of the PCF, V1 as an example.)

When students have finished this tabbing, ask them to find what else is in the domain that is important but has not been tabbed.

Be sure they note the “Research Highlights,” “Questions for Reflection,” and “Teacher Resources” among other topics they find.

At this point, it is important to point out the parallel organization of the *California Preschool Curriculum Framework, Volume 1* and the *California Preschool Learning Foundations, Volume 1*.

While the students are still in pairs, ask each student to find the summary of strands and substrands for the social-emotional development domain on page 44 of the PCF, V1.

Then direct them to the appendix on page 173 of the *California Preschool Learning Foundations, Volume 1*, which summarizes the strands, substrands, and foundations for the social-emotional development domain. This can also be found following this key topic as Handout 1.

Ask them to compare these two documents and respond to these two questions:
• What do they see?
• Why do they think it is like that?

This is a good time to point out that the foundations are the *what* and the curriculum framework is the *how*. It is also important to remind students that the curriculum framework does not provide a one-to-one match between individual foundations and curriculum guidance.

Again, the extent to which this relationship is explored here will depend on how much of Unit 1 of this instructional guide you have used or on the students’ familiarity with the early childhood education system in California.

**Putting it all together**
Finish by asking these questions:

• What new vocabulary did you encounter?
• What would you like to go back to in this domain and look at in more depth?

These two questions can be used for discussion or as a follow-up written assignment. They could also be used in combination with the questions for reflection.

**Subtopic 3: Guiding Principles for the Social-Emotional Development Domain**

**Getting it started**
Have students read the four domain guiding principles (PCF, V1, pp. 39-42). Ask them to write two key points for the first three domain principles. For the fourth domain principle, ask students to write two key points and, from the 12 bullet points on page 42, to find two they want to know more about so that they will be able to do them better. It is suggested that this exercise be done individually so that each student becomes familiar with all four domain guiding principles.

**Keeping it going**
Ask for students to share key points for one of the domain principles until all four domain guiding principles have been discussed. Then ask students to share which of the bullet points they want to know more about. Ask students if they can offer...
suggestions for how to find out more about these bullet points. Let students know that these strategies will be covered more fully as they go through the domain.

**Putting it together**

Conclude the examination of the four domain guiding principles by asking the students to respond to the following questions:

- What domain guiding principle stood out for you?
- Which ones were familiar and consistent with what you already know about young children’s social-emotional development? Which ones were new to you?
- How do you think these domain guiding principles are relevant in planning curriculum to support children’s social-emotional development?

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**Reflection**

The following questions are offered for reflection and can be done as a journaling exercise or as a class discussion.

- In encountering the rationale, guiding principles, and organization of the social-emotional development domain in the PCF, V1, what ideas stood out most for you?
- How can understanding the organization of the social-emotional development domain in the PCF, V1 help you in your work now or in the future?
- To use the social-emotional development domain of the PCF, V1 now or in the future, is there further information or support that you would need?
- How or where could you find that information or support?
## Social-Emotional Development

### 1.0 Self-Awareness

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Describe their physical characteristics, behavior, and abilities positively.</td>
<td>1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.</td>
</tr>
</tbody>
</table>

### 2.0 Self-Regulation

| 2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control. | 2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary. |

### 3.0 Social and Emotional Understanding

| 3.1 Seek to understand people’s feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different. | 3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people. |

### 4.0 Empathy and Caring

| 4.1 Demonstrate concern for the needs of others and people in distress. | 4.1 Respond to another’s distress and needs with sympathetic caring and are more likely to assist. |

### 5.0 Initiative in Learning

| 5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems. | 5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out. |
### Social Interaction

#### 1.0 Interactions with Familiar Adults

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.</td>
<td>1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.</td>
</tr>
</tbody>
</table>

#### 2.0 Interactions with Peers

<table>
<thead>
<tr>
<th>2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.</th>
<th>2.1 More actively and intentionally cooperate with each other.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Participate in simple sequences of pretend play.</td>
<td>2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.</td>
</tr>
<tr>
<td>2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.</td>
<td>2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.</td>
</tr>
</tbody>
</table>

#### 3.0 Group Participation

| 3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles. | 3.1 Participate positively and cooperatively as group members. |

#### 4.0 Cooperation and Responsibility

| 4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset. | 4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves. |
# Relationships

## 1.0 Attachments to Parents

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Seek security and support from their primary family attachment figures.</td>
<td>1.1 Take greater initiative in seeking support from their primary family attachment figures.</td>
</tr>
<tr>
<td>1.2 Contribute to maintaining positive relationships with their primary family attachment figures.</td>
<td>1.2 Contribute to positive mutual cooperation with their primary family attachment figures.</td>
</tr>
<tr>
<td>1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher’s assistance.</td>
<td>1.3 After experience with out-of-home care, comfortably depart from their primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.</td>
</tr>
</tbody>
</table>

## 2.0 Close Relationships with Teachers and Caregivers

| 2.1 Seek security and support from their primary teachers and caregivers. | 2.1 Take greater initiative in seeking the support of their primary teachers and caregivers. |
| 2.2 Contribute to maintaining positive relationships with their primary teachers and caregivers. | 2.2 Contribute to positive mutual cooperation with their primary teachers and caregivers. |

## 3.0 Friendships

| 3.1 Choose to play with one or two special peers whom they identify as friends. | 3.1 Friendships are more reciprocal, exclusive, and enduring. |