

Table 1.2

Detailed View of the Alignment Between the Social-Emotional Domain and the California Content Standards

California Preschool Learning Foundations  
California Content Standards  
Kindergarten

Domain:  
Social-Emotional Development  
Health Education  
• Mental, Emotional, and Social Health

Strand:  
Self  
Content Area:  
Mental, Emotional, and Social Health

1.0 Self-Awareness  
Standard 1: Essential Concepts

At around 48 months  
By the end of kindergarten

1.1 Describe their physical characteristics, behavior, and abilities positively.

1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.

1.4 Describe characteristics that make each individual unique.

Other areas covered in the health education content standards under Mental, Emotional, and Social Health for kindergarten:

**Standard 1: Essential Concepts**  
1.2 Describe the characteristics of families.

1.5 Describe and practice situations when it is appropriate to use "Please," "Thank you," "Excuse me," and "I'm sorry."

<b>2.0 Self-Regulation</b>		<b>Standard 4: Interpersonal Communication</b> <b>Standard 7: Practicing Health-Enhancing Behaviors</b>	
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>	<b>By the end of kindergarten</b>
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.	<b>Standard 4: Interpersonal Communication</b> 4.1 Show how to express personal needs and wants appropriately.	<b>Standard 4: Interpersonal Communication</b> 4.1 Show how to express personal needs and wants appropriately.
<b>3.0 Social and Emotional Understanding</b>		<b>Standard 1: Essential Concepts</b>	
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>	<b>By the end of kindergarten</b>
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.	1.1 Identify a variety of emotions.	1.1 Identify a variety of emotions.
<b>4.0 Empathy and Caring</b>		<b>Standard 6: Goal Setting</b> <b>Standard 7: Practicing Health-Enhancing Behaviors</b>	
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>	<b>By the end of kindergarten</b>
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.	<b>Standard 6: Goal Setting</b> 6.1 Make a plan to help family members at home.	<b>Standard 6: Goal Setting</b> 6.1 Make a plan to help family members at home.
		<b>Standard 7: Practicing Health-Enhancing Behaviors</b> 7.2 Describe positive ways to show care, consideration, and concern for others.	<b>Standard 7: Practicing Health-Enhancing Behaviors</b> 7.2 Describe positive ways to show care, consideration, and concern for others.

5.0 Initiative in Learning		
At around 48 months	At around 60 months	
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.	
Strand: Social Interaction		Content Area: Mental, Emotional, and Social Health
1.0 Interactions with Familiar Adults		
At around 48 months	At around 60 months	
1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.	1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.	
2.0 Interactions with Peers		Standard 4: Interpersonal Communication
At around 48 months	At around 60 months	By the end of kindergarten
2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.	2.1 More actively and intentionally cooperate with each other.	4.2 Cooperate and share with others.
2.2 Participate in simple sequences of pretend play.	2.2 Create more complex sequences of pretend play	

<p>2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.</p>	<p>that involve planning, coordination of roles, and cooperation.</p> <p>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.</p>	
<p><b>3.0 Group Participation</b></p>		
<p>At around 48 months</p>	<p>At around 60 months</p>	
<p>3.1 Participate in group activities and begin to understand and cooperate with social expectations, group rules, and roles.</p>	<p>3.1 Participate positively and cooperatively as group members.</p>	
<p><b>4.0 Cooperation and Responsibility</b></p>		
<p>At around 48 months</p>	<p>At around 60 months</p>	
<p>4.1 Seek to cooperate with adult instructions but have limited capacity for self-control, especially when frustrated or upset.</p>	<p>4.1 Have growing capacity for self-control and the motivation to cooperate in order to receive adult approval and think approvingly of themselves.</p>	

<p><b>Strand:</b> <b>Relationships</b></p>	<p><b>Content Area:</b> <b>Mental, Emotional, and Social Health</b></p>	
<p><b>1.0 Attachment to Parents</b></p>	<p><b>Standard 1: Essential Concepts</b> <b>Standard 2: Analyzing Influences</b> <b>Standard 3: Accessing Valid Information</b></p>	
<p><b>At around 48 months</b></p>	<p><b>At around 60 months</b></p>	<p><b>By the end of kindergarten</b></p>
<p>1.1 Seek security and support from their primary family attachment figures.</p>	<p>1.1 Take greater initiative in seeking support from their primary family attachment figures.</p>	<p><b>Standard 1: Essential Concepts</b> 1.2 Identify trusted adults at home and at school.</p>
<p>1.2 Contribute to maintaining positive relationships with their primary family attachment figures.</p>	<p>1.2 Contribute to positive mutual cooperation with their primary family attachment figures.</p>	<p><b>Standard 2: Analyzing Influences</b> 2.1 Identify ways family and friends help promote well-being.</p>
<p>1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.</p>	<p>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.</p>	<p><b>Standard 3: Accessing Valid Information</b> 3.1 Identify trusted adults at home and at school who can help with mental and emotional health concerns.</p>