

We need to:

★ START WITH DECEMBER ★

- Link our highlighted standards to these- Do we still want to do this? Or just go off the DPI Rubric instead of what we pulled from WMELS?
 - ✓ A.EL. 1 Expresses a wide range of emotions.
 - ✓ A.EL. 2 Understands and responds to others' emotions.
 - ✓ B.EL. 1 Develops positive self-esteem.
 - ✓ B.EL. 2 Demonstrates self-awareness.
 - ✓ C.EL. 1 Demonstrates attachment, trust, and autonomy.
 - ✓ C.EL. 2 Engages in social interaction and plays with others.
 - ✓ C.EL. 3 Demonstrates understanding of rules and social expectations.
 - ✓ C.EL. 4 Engages in social problem solving behavior and learns to resolve conflict.
- The students will be able to ...
- **Decide in which order we want to be teaching these**
- **When do we want to start these?**
- **What books can we use for these units?**

Sep-Kind
Oct-Responsible
Nov-Respectful
Dec-Patient
Jan-Optimistic
Feb-Flexible
Mar-Persistent
Apr-Resilient
May-Empathetic

Social/Emotional	Progressions →						
JANUARY Self-Awareness Optimistic Learners will be able to demonstrate awareness of their emotions and how they may be the	Lesson and Book Power of YET "I can try my best" Student is not yet able to use positive self talk.	Lesson and Book "I can try my best" Student can sometimes use positive self talk.	Lesson and Book "I can identify something I am good at" Student can express positive self worth.	Lesson and Book: "I Am Enough" "I can learn positive self talk" Student can express positive self worth and set goals for achievement with adult support.	Student can express positive self worth and set goals for achievement with adult support. .		

<p>same or different from others. Wisconsin Model Early Learning Standards (WMELS) Domain II A EL.1</p> <p>B.EL. 1 Develops positive self-esteem.</p> <p>B.EL. 2 Demonstrates self-awareness.</p>					
<p>DECEMBER Self-Management Patient</p> <p>Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. WMELS Domain II A EL.1</p> <p>MAY Social Awareness Empathetic</p> <p>Learners will be able to associate words and gestures with a variety of emotions expressed by others. WMELS Domain II A EL.2</p>	<p>Lesson and Book</p> <p>"I can identify the zones"</p> <p>Student is not yet able to identify and express their emotions (feelings) appropriately.</p> <p>I can identify other children's emotions and zones. (using picture cues of faces and body language)</p>	<p>Lesson and Book</p> <p>"I can identify my emotions within the zones"</p> <p>Student is able to identify and express their own emotions (feelings).</p> <p>I can identify other children's emotions and determine which zone they're operating in.</p>	<p>Lesson and Book</p> <p>"I can show empathy"</p> <p>Student is able to identify and express their own emotions and emotions (feelings) of others.</p> <p>Video Here</p> <p>I can Identify what: " I DON'T like it when..."</p> <p>I can identify what: "I DO like it when..."</p> <p>https://classroom.kidshealth.org/classroom/prekto2/personal/growing/empathy.pdf</p>	<p>Lesson and Book</p> <p>"I can choose a tool to regulate my emotions"</p> <p>Student is able to identify and express their own emotions, the emotions (feelings) of others, and respond appropriately.</p> <p>I can roleplay and respond appropriately to help get friends back to the green zone :)</p>	<p>At the end of this unit, students will be able to identify their own emotions, the emotions of others, and respond appropriately.</p>
<p>SEPTEMBER/ OCTOBER REVISIT SNOW GEAR ROUTINES WHEN THE TIME COMES</p> <p>Self-Management Responsible Patient</p> <p>Learners will be able to, with adult guidance, display age-appropriate self-control. WMELS Domain II A EL.1</p> <p>C.EL. 1</p>	<p>Lesson and Book Morning Routines</p> <p>"I can" follow morning routines</p> <p>Student is able to complete classroom routines with physical and verbal assistance.</p> <p>October:</p>	<p>Lesson and Book Lunch/Snack</p> <p>"I can" follow lunch and snack routines</p> <p>Student is able to complete classroom routines with daily verbal reminders.</p> <p>October:</p>	<p>Lesson and Book Transitions</p> <p>"I can" perform transitions between activities</p> <p>Student is able to complete classroom routines with occasional verbal reminders.</p> <p>October:</p>	<p>Lesson and Book End of day Routine</p> <p>"I can" follow the end of day routine</p> <p>Student is able to complete classroom routines independently.</p> <p>October:</p>	<p>At the end of this unit, students will be able to complete classroom routines without assistance.</p>

Demonstrates attachment, trust, and autonomy	Bathroom routine	Raise hand/listen to teacher/eyes watching, ears listening, mouth quiet, body still, brain focused	Cleaning Up	Playground reminders from assistants/jackets and hats			
<p>MARCH APRIL</p> <p>Focus Attention Persistent Resilient</p> <p>Learners will be able to, with adult guidance and engaging activities, attend for longer periods of time and show preference for some activities. WMELS IV.A.EL.1</p> <p>C.EL. 3 Demonstrates understanding of rules and social expectations</p>	<p>Lesson and Book</p> <p>"I can" identify expected and unexpected behavior.</p> <p>Student is not yet able to attend to tasks using expected behavior.</p> <p>Raise hand/listen to teacher/eyes listening, ears listening, mouth quiet, body still</p>	<p>Lesson and Book</p> <p>"I can" prompt friends to use expected behavior.</p> <p>Student is able to attend to a task with verbal and non-verbal prompts.</p>	<p>Lesson and Book</p> <p>"I can" request/use a tool for self-regulation.</p> <p>Student is able to attend to a task using expected behavior with a nonverbal prompt.</p>	<p>Lesson and Book</p> <p>"I can" role play the use of tools in a variety of scenarios</p> <p>Student is able to attend to a task using expected behavior without prompts or reminders.</p>	<p>Student is able to attend to a task using expected behavior without prompts or reminders.</p>		
<p>NOVEMBER FEBRUARY</p> <p>Social Awareness Respectful Flexible</p> <p>Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy. WMELS Domain II A EL.2</p> <p>C.EL. 2 Engages in social interaction and plays with others</p> <p>C.EL. 4 Engages in social problem solving behavior and learns to resolve conflict</p>	<p>Lesson and Book How to play by yourself. Model your thoughts during play.</p> <p>"I can" engage in parallel play/or by myself</p> <p>Student is able to parallel play or independently play.</p> <p>Ask to borrow a toy</p> <p>Feb "I can" try new things.:</p>	<p>Lesson and Book Communicating during play</p> <p>"I can" use my words to communicate during play</p> <p>Student is able to engage appropriately with peers during play with several verbal reminders.</p> <p>"I can" do hard things.</p>	<p>Lesson and Book Appropriate Problem Solving Strategies</p> <p>"I can" use appropriate problem solving skills</p> <p>Student is able to play with peers appropriately with adult-supported problem-solving skills.</p> <p>"I can" use flexible thinking.</p>	<p>Lesson and Book Engage in Cooperative play</p> <p>"I can" engage positively with my peers during play</p> <p>Student is able to interact and play cooperatively with peers independently.</p> <p>"I can" compromise.</p>	<p>Students will be able to interact and play cooperatively with peers independently.</p> <p>When students can do all of the "I can" statements successfully in the classroom, they reach the "Secure" on the report card.</p> <p>If a student is able to consistently do just one "I can" statement they are Pre-Emergent on the report card</p>		