

## **Maryland Model for School Readiness**

### **Personal and Social Development**

A direct relationship exists between a child's personal and social well-being and overall success in school and life. Personal development is a complex process involving range and intensity of emotional reactions, perception of emotions in self and others, and behavioral expressions of emotions. Personal development occurs through the interaction of a child's temperament with his or her experiences.

Social development is an ongoing process of skill acquisition and mastery involving cognition, language, emotions, and perception. Social functioning is demonstrated by how a child interacts with others both verbally and non-verbally in difficult situations, through gestures, body language, and graphic or written expression.

A child's personal and social well-being is manifested in school by effective personal and social functioning. These characteristics are shaped and reflected in a child's background of culture and experience. A child expresses healthy personal and social functioning through respectful interpersonal relationships, responsible actions, accountability for those actions, and motivated learning.

# Personal and Social Development

**STANDARD: 1.0 EMOTIONAL SELF-REGULATION- Students will demonstrate effective emotional functioning in group settings and as individuals.**

Indicators	Objectives
<p><b>A. Emotional Self-Regulation</b></p> <p>1. Student will demonstrate healthy self-confidence</p> <p><i>WSS 1 A1 Demonstrates self-confidence.</i></p>	<p>a. Attempts new play and learning experiences independently and purposefully</p> <p>b. Knows resources are available in the classroom and how to use them</p>
<p>2. Uses coping skills independently</p>	<p>a. States needs, wants, and feelings verbally to others</p> <p>b. Perseveres with tasks using alternate solutions</p>
<p>3. Shows self-direction in familiar and unfamiliar settings</p> <p> <i>WSS I A2 Shows initiative and self-direction.</i></p>	<p>a. Makes choices independently and pursues task with intention</p> <p>b. Cares for own belongings independently</p>
<p>4. Follows classroom rules and routines</p> <p> <i>WSS I B1 Follows classroom rules and routines.</i></p>	<p>a. Identifies reasons for classroom and school rules such as maintaining order and keeping everything safe (SS 4.A.1.b.)</p> <p>b. Recognized some rules which ensure fair treatment of everyone (SS 4.A.1.b.)</p> <p>c. Plans routine activities in the classroom independently</p>
<p>5. Uses classroom materials appropriately</p> <p> <i>WSS I B2 Uses classroom materials purposefully and respectfully.</i></p>	<p>a. Uses materials with appropriate intention and purpose</p> <p>b. Puts away classroom materials after use independently</p>

**STANDARD: 2.0 SOCIAL SELF-REGULATION- Students will demonstrate effective social functioning in group settings and as individuals.**

Indicators	Objectives
<p><b>A. Social Self- Regulation</b></p> <p>1. Students initiates and maintains relationship with peers and adults</p>  <p><i>WSS I D1 Interacts easily with one or more children.</i></p> <p><i>WSS 1 D 2 Interacts easily with familiar adults.</i></p>	<p>a. Initiates conversation with peers            b. Able to take turns when working in groups            c. Shares materials and equipment            d. Offers verbal suggestions when solving interaction conflicts</p> <p><i>WSS I E1 Seeks adult help and begins to use simple strategies to resolve conflicts.</i></p>
<p>2. Participates cooperatively in group activities</p> <p><i>WSS 1 D3 Participates in group life of the class.</i></p>	<p>a. Listens to directions from peers and responds to multi-step tasks            b. Understands rules to group activities            c. Describes individual contributions and group accomplishments</p>
<p>3. Shows empathy and concern for peers and adults</p> <p><i>WSS I D4 Shows empathy and caring for others.</i></p>	<p>a. Understands a variety of feeling expressed by others verbally or non-verbally            b. Cares independently for peers who are in distress</p>

**STANDARD: 3.0 APPROACHES TOWARD LEARNING- Students will demonstrate active interest in learning and apply learning and study skills to new tasks.**

Indicators	Objectives
<p><b>A. Approaches Toward Learning</b></p> <p>1. Shows eagerness and curiosity as a learner</p> <p><i>WSS I C 1 Shows eagerness and curiosity as a learner.</i></p>	<p>a. Shows eagerness and curiosity in learning new things independently            b. Ask many questions about new things and experiences            c. Describes new learning experiences            d. Initiates and offers ideas for new projects</p>
<p>2. Student will explore and attend to learning tasks</p> <p><i>WSS 1 C2 Sustains attention to a task, persisting even after encountering difficulty.</i></p>	<p>a. Manages transitions from one activity to the next independently</p> <p><i>WSS I B3 Manages transitions and adapts to changes in routine.</i></p> <p>b. Listens to a variety of directions specific to one or more tasks            c. Completes short and long-term tasks</p>

<b>Indicators</b>	<b>Objectives</b>
<p>3. Student will use a variety of learning strategies when approaching new tasks</p> <p><i>WSS I C3 Approaches tasks with flexibility and inventiveness.</i></p>	<ul style="list-style-type: none"> <li>a. Plans and carries out familiar tasks independently</li> <li>b. Asks specific questions to see ideas for new tasks</li> <li>c. Relates and applies previous experiences to new task</li> <li>d. Summarizes relevant information about new task</li> </ul>
<p>4. Student accepts responsibility for learning</p>	<ul style="list-style-type: none"> <li>a. Puts away materials after completing activity or task</li> <li>b. Participates and actively contributes to classroom activities and discussions</li> <li>c. Recognizes and learns from mistakes</li> </ul>