

# I. SOCIAL & EMOTIONAL DEVELOPMENT

## A. SELF CONCEPT SKILLS

| SUBJECTS |          | BOJ                                                                              | EOJ                                                                               |
|----------|----------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| IA.1     | P9<br>31 | BEGINNING TO CONTROL BODY MOVEMENTS                                              | AWARE OF WHERE THEIR BODY IS AND RESPECTS PERSONAL SPACE                          |
| IA.2     | P9<br>32 | TAKING UP PHYSICAL CHALLENGES AND ENDURES SOME PAIN AND DISCOMFORT WHEN PROMPTED | SHOWS SELF-CONFIDENCE AND CAN EXPRESS FEELING IN ONE APPROPRIATE MANNER AND SAYS  |
| IA.3     | P9<br>32 | OVERESTIMATES/ UNDERESTIMATES ABILITIES                                          | SHOWS REASONABLE OPINION IN ABILITIES AND ABITUATIONS                             |
| IA.4     | P9<br>33 | INNOVATIVE IN ATTEMPTING NEW DEVICES BUT DOES NOT PERSIST IN SOLVING PROBLEMS    | INNOVATIVE IN INDEPENDENT SITUATIONS AND PERSISTS IN ATTEMPTING TO SOLVE PROBLEMS |

## B. SELF REGULATION SKILLS

### 1. BEHAVIOR CONTROL

| SUBJECTS |          | BOJ                                                       | EOJ                                                       |
|----------|----------|-----------------------------------------------------------|-----------------------------------------------------------|
| IB.1a    | P9<br>34 | FORMS SIMPLE REQUESTS/COMPLAINTS WITH ASSISTANCE BY ADULT | FORMS CLASS REQUESTS/COMPLAINTS WITH OCCASIONAL REMINDERS |
| IB.1b    | P9<br>34 | ABLE TO MANAGE A SMALL NUMBER OF MATERIALS WITH SUPPORT   | TAKES CARE OF/MANAGES CLASS MATERIALS                     |
| IB.1c    | P9<br>35 | NEEDS ADULT GUIDANCE TO MANAGE PROPER BEHAVIOR            | REGULATES BEHAVIOR WITH OCCASIONAL REMINDERS/ASSISTANCE   |

### 2. EMOTIONAL CONTROL

| SUBJECTS |          | BOJ                                                         | EOJ                                                                                                |
|----------|----------|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| IS.2.A   | P9<br>35 | RECOGNIZES/EXPRESSES FEELING OF EMOTIONS/FEELINGS           | BEGINS TO UNDERSTAND DIFFERENCE/CONNECTION BETWEEN EMOTIONS/FEELINGS/ BEHAVIORS                    |
| IS.2.B   | P9<br>36 | FORWARD WITH BASIC POSITIVE WORDS (HAPPY, SAD, MAD, SCARED) | CAN COMMUNICATE BASIC EMOTIONS/FEELINGS                                                            |
| IS.2.C   | P9<br>37 | NEEDS ASSISTANCE TO CONTROL LEVEL OF EMOTIONAL INTENSITY    | CAN INCREASE/DECREASE EMOTIONAL INTENSITY MORE CONSISTENT, THOUGH ASSISTANCE IS SOMETIMES REQUIRED |

# Pre Kindergarten Curriculum Guidelines

**Daniela Niemeyer**



## **Pre Kindergarten Curriculum Guidelines:**

**Pre-kindergarten Curriculum Guidelines** Oklahoma. State Department of Education, 2004\* *Mississippi*  
*Pre-kindergarten Curriculum Guidelines* Henry L. Johnson, Mississippi. Department of Education, 2004 **Pre-kindergarten Curriculum Guide** New York (N.Y.). Board of Education, 1965 *Prekindergarten and Kindergarten Curriculum Guide* New York (N.Y.). Bureau of Curriculum Development, 1970 *Activities to Implement the Prekindergarten Curriculum Guidelines*, 2001 **TEXES Core Subjects EC-6 (391) Book + Online** Luis A. Rosado, Ann M.L. Cavallo, Diane M. Lange, Larry P. Nelson, Kathleen C. Tice, Dean Ferguson, Jason Wardlaw, 2022-12-21 Targeted Review Covers all five TEXES Core Subjects EC 6 391 exams English Language Arts and Reading 901 Mathematics 902 Social Studies 903 Science 904 Fine Arts Health and Physical Education 905 Expert Test Taking Strategies Get practical score raising advice from our Texas based test experts Online Diagnostic Tests Get feedback on where you stand right from the start Topic level score reports pinpoint your strengths and weaknesses and show you where to focus your study 2 Full Length Practice Tests Balanced to include every type of question you can expect on the actual TEXES Core Subjects EC 6 391 test so you ll be confident and prepared on test day Book jacket *Preschool Curriculum Guide* Kendall Demonstration Elementary School, 1989 **Prekindergarten Curriculum Guidelines** Texas Education Agency, 1999 **International Handbook on Education in Southeast Asia** Lorraine Pe Symaco, Martin Hayden, 2021-12-23 This International Handbook provides a detailed account of the education systems of 11 Southeast Asian nations including Brunei Darussalam Cambodia Indonesia Lao People s Democratic Republic Malaysia Myanmar the Philippines Singapore Thailand Timor Leste and Vietnam It presents a systematic sector by sector explanation of how these national education systems deliver educational services and respond to national and international issues and challenges With 56 chapters the International Handbook is the region s most comprehensive educational reference source In the first of its chapters the editors introduce the regional context and draw attention to the distinctive characteristics of each of the 11 systems Southeast Asia representing 8 5% of the world s population is as dynamic as it is diverse The International Handbook charts progress and establishes a benchmark for documenting future developments It also provides a stepping off point for more detailed investigations of decision making processes and outcomes across the 11 national education systems **Resources in Education** ,2001-04

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