### Social and Emotional Development

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Social development refers to a child’s ability to create and sustain meaningful relationships. Emotional development refers to a child’s ability to express, recognize, and manage emotions.

<table>
<thead>
<tr>
<th>Sub-Domains</th>
<th>What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?</th>
<th>What skills, behaviors, and concepts of the sub-domain are not supported by the curriculum materials and/or teaching practices?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships with Adults</td>
<td>Children become familiar with an environment outside the home Activities are done within the setting, which is familiar, home-like and a culturally appropriate environment.</td>
<td>All concepts are covered by the Montessori curriculum, teaching practices and materials.</td>
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<tr>
<td>Relationships with Other Children</td>
<td>Children shake hands and greet another Other Activities include: - observing good models of adults greeting and shaking hands Program provides opportunities to interact with others, using culturally-appropriate greetings.</td>
<td>All covered</td>
</tr>
</tbody>
</table>
### Emotional Functioning
- Children always choose an activity. Activities are organized within reach on low shelves. Adults model behaviors.
- Resources:
  - child-sized tables and chairs
  - Work mats.

### Sense of Identity and Belonging
- Children at Montessori School Develop a sense of belonging, being and becoming. Resources include:
  - A multi-aged group of children within the same developmental phase
  - Program provides supportive adult to observe, model and with whom to interact.
  - Other activities:
    - Preparing food for others to share:
      - making bread-cutting up fruit.
  - Children imitate the social norms of society

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1. Give some examples of curriculum materials and/or teaching practices that staff use to support the different developmental levels of children in these sub-domains.
2. Do curriculum materials and/or teaching practices provide an appropriate level of challenge to support all children as they reach the next developmental stage in each of the sub-domains? If so, give some examples. If not, what might you do to adjust the level of challenge?
3. What are some ways you can strengthen the curriculum and/or teaching practices in sub-

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<th>Subdomains</th>
<th>**Level</th>
<th>Description</th>
<th>Examples</th>
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</table>
| Social and Emotional | 1 2    | Care of Self  
Social Behaviors  
a. language  
b. Presentation  
c. Following sequence with help  
d. Following sequence independently   | Taking turns-2  
Toileting-1b  
Dressing-1c  
Greeting-2a |