Vermont Early Learning: Social and Emotional Learning and Development

# Grade 3

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| **Emotions and Self-Regulation** | **Children express a range of emotions and regulate their emotional and social responses**<br>1 Initiate the use of self-calming strategies to cope with uncomfortable emotions<br>2 Complete and accurately reflects of role in group work<br>3 Consider multiple viewpoints when solving conflicts<br>4 Consistently focus attention during non-preferred activities<br>5 Concentrate on more complex projects and complete tasks even with a few interruptions<br>6 Demonstrate patience with personal limitations; controls feelings based on how they affect others |
| **Self-Awareness** | **Children demonstrate an awareness of own personal characteristics, skills and abilities**<br>1 Write about themselves in the context of family, culture and environment<br>2 Engage in the sharing of other's viewpoints on a variety of topics<br>3 Gain acceptance of peers by checking to ensure that they are in agreement<br>4 Take responsibility for own well- being |
| **Relationships with Adults and Peers** | **Children develop healthy positive relationships with adults and peers**<br>1 Recognize that social norms and safety considerations guide behavior<br>2 Recognize there are differences in skill and ability among peers<br>3 Discriminate different points of view among peers and adults<br>4 Demonstrate respect for personal space and belongings<br>5 Help themselves and others make socially acceptable choices and responsible decisions<br>6 Describe appropriate responses to harassment, bullying intimidations and abuse<br>7 Analyze more complex problems to help identify the type of solution needed<br>8 Identify friends based on personalities rather than liking the same toys/activities<br>9 Alternate between the roles of leader and follower in order to sustain play |