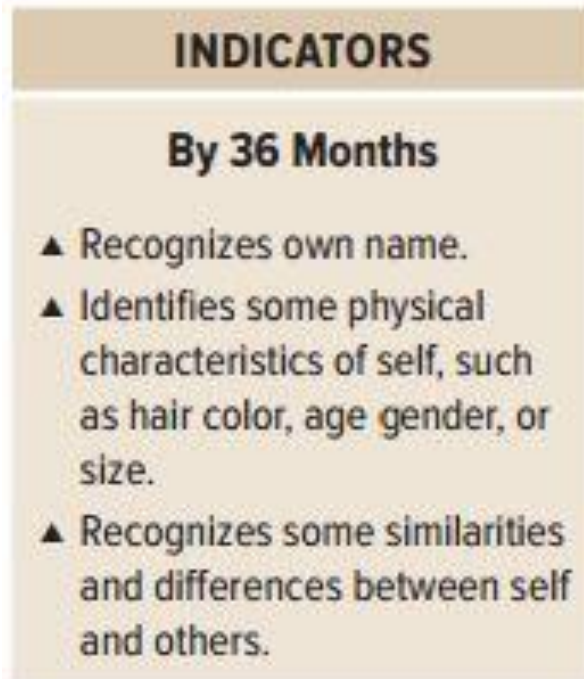


Examples of Social Emotional Standards, Assessments, and Curriculum

Head Start Child Outcomes Framework (2015) - Gender Identity ¹



Definition of Gender Identity from a pre-K curriculum called Making Room in the Circle: “**Refers to a person’s internal, deeply felt sense of being either *male or female, or something other or in between.*** Because gender identity is internal and personally defined, it is not visible to others.” ²

Examples of Preschool Sexual Orientation Curriculum Published by the National Association for the Education of Young Children

Goals for Children³

Children, regardless of gender, will participate in a wide range of activities necessary for their full cognitive and social-emotional development (Anti-Bias Education [ABE] Goal 1)

Children will demonstrate positive feelings about their gender identity and develop clarity about the relationship between their anatomy and their gender role (ABE Goal 1)

Children will talk about and show respect for the great diversity in appearance, emotional expressiveness, behavior, and gender roles for both boys and girls (ABE Goal 2)

Children will recognize unfair or untrue messages (including invisibility) about gender roles. (ABE Goal 3)

Children will practice skills for supporting gender role diversity in their interactions with peers.

¹ Head Start Child Outcomes Framework <http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf>, p. 27

² The Policy Institutes of the National Gay and Lesbian Task Force, p.8

http://www.thetaskforce.org/static_html/downloads/reports/reports/TransgenderEquality.pdf - Emphasis added

³ Derman-Sparks, L. & Edwards, J. (2010) Anti-Bias Education for Young Children and Ourselves Washington DC: National Association of Young Children – Excerpts from Chapter 7 Learning About Gender Identity and Fairness, p. 91

Circle the boxes that apply to you

Religion	Sex	Gender	Sexual Orientation	Disability
Christian	Male	Cisgendered <i>Male Refers to get 1, 2nd top / bottom</i>	Straight	Able
Jewish	Female	Transgendered <i>able to refer to person's self as gender to 1, 2nd top / bottom</i>	Homosexual (Gay or Lesbian)	Mentally Disabled
Atheist	Intersex	Genderqueer <i>male / f. & ok / not female top / girl / boy</i>	Bisexual <i>usually attracted male / female</i>	Physical Disabled
Hindu/Buddhist			Asexual <i>not attracted male / female</i>	
Muslim/Sikh			Pansexual <i>attracted to person regardless no regard to sex/gender.</i>	

16 to 36 Months

Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.

⁴ <http://gazette.com/florida-teacher-who-handed-out-privilege-form-resigns/article/1574223>

⁵ Head Start Child Outcomes Framework <http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf>, p. 26

Pearson Work Sampling System, 4th Edition, Kindergarten Readiness Assessment from Minnesota – Assesses Empathy and Other Social Emotional Parameters⁶

I Personal and Social Development		
A Self concept		Fail
1 Shows some self-direction. (p. 1)		ⓐ ⓑ ⓓ
B Self control		Fail
1 Follows simple classroom rules and routines. (p. 1)		ⓐ ⓑ ⓓ
2 Manages transitions. (p. 2)		ⓐ ⓑ ⓓ
C Approaches to learning		Fail
1 Shows eagerness and curiosity as a learner. (p. 2)		ⓐ ⓑ ⓓ
2 Attends to tasks and seeks help when encountering a problem. (p. 2)		ⓐ ⓑ ⓓ
3 Approaches tasks with flexibility and inventiveness. (p. 3)		ⓐ ⓑ ⓓ
D Interaction with others		Fail
1 Interacts easily with one or more children. (p. 3)		ⓐ ⓑ ⓓ
2 Interacts easily with familiar adults. (p. 3)		ⓐ ⓑ ⓓ
3 Shows empathy and caring for others. (p. 4)		ⓐ ⓑ ⓓ
E Social problem-solving		Fail
1 Seeks adult help when needed to resolve conflicts. (p. 4)		ⓐ ⓑ ⓓ

Pearson Work Sampling System 5th Edition First Grade - Assesses Empathy and Other Social Emotional Parameters⁷

https://wsoz.pearsonclinical.com/wsoTeacherApp/teachApp/login/showLogin.html?product=work

Florida Work Sampling System

I Personal and Social Development

A Self-Concept

- 1 Demonstrates self-confidence.
- 2 Shows initiative and self-direction.

B Self-Control

- 1 Follows classroom rules and routines.

C Approaches to Learning

- 1 Shows eagerness and curiosity as a learner.
- 2 Sustains attention to work over a period of time.
- 3 Approaches tasks with flexibility and inventiveness.

D Interaction With Others

- 1 Interacts easily with peers.
- 2 Interacts easily with adults.
- 3 Participates in the group life of the class.
- 4 Shows empathy and caring for others.
- 5 Uses strategies to make social decisions and solve problems.

II Language and Literacy

A Listening

- 1 Gains meaning by listening.
- 2 Follows multistep directions.

C Reading

- 1 Shows understanding of concepts of print.
- 2 Demonstrates phonological awareness.

B Reads for varied purposes.

D Writing

- 1 Uses writing strategies to convey ideas.

⁶ Screenshot snip of Personal and Social Development portion of Pearson Work Sampling System, 4th Edition
<http://edlibertywatch.org/wp-content/uploads/2014/11/2009-MN-Kindergarten-Readiness-Technical-Study.pdf>

⁷ Screenshot from video at <https://wsoz.pearsonclinical.com/wsoTeacherApp/teachApp/login/showLogin.html?product=work>