

# CURRICULUM *Correlation*



*\*Correlation content includes Waterford Digital Resources and Resources (including SmartStart Teacher Guides)*

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<b>T-SEL COMPETENCIES: SELF-AWARENESS (EARLY ELEMENTARY)</b>		
<b>The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.</b>		
<b>Identity</b>		
1.A.1. Students name their personal characteristics and life experiences and have an increasingly accurate basic sense of self. Students are aware of their own likes and dislikes.	<ul style="list-style-type: none"> <li>Books: Mine; I Hate Peas; Ooey, Goopy Mud; Lumpy Mush; Bad News Shoes</li> </ul>	<ul style="list-style-type: none"> <li>Reading Together-Mine <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Mindset - Self-Awareness <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
1.B.1. Students recognize, label, and understand basic emotions in themselves and know that more than one emotion can be experienced at once. Students are aware of how emotions can affect their body	<ul style="list-style-type: none"> <li>I Can Calm Down Video Series</li> <li>It's Not Fair!</li> <li>Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>Lots of Feelings <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
1.C.1. Students name people, places, and ideas that are important to them. Students can describe their own family traditions.	<ul style="list-style-type: none"> <li>Sing Around the World Songs</li> <li>Books: Mine; Jose Three; Treasures from the Loom; The Pinata Book; In the Lights: The Story of Lin-Manuel Miranda</li> <li>My Family</li> </ul>	
<b>Belonging</b>		
1.D.1. Students understand acceptance versus exclusion and how they help or harm others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	
1.E.1. Students identify ways to help and practice helping others at school, home, and other settings.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	
<b>Agency</b>		
1.F.1. Students reflect on experiences as the causes of certain emotions. Students recognize the purpose of emotions and name simple ways their emotions influence their decisions and behavior.	<ul style="list-style-type: none"> <li>I Can Calm Down Video Series</li> <li>It's Not Fair!</li> <li>Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>Lots of Feelings <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
1.G.1. Students are aware of, and distinguish between, their wants and needs. Students can name their strengths such as skills, knowledge, or talents.	<ul style="list-style-type: none"> <li>Books: Grandpa's Great Athlete; Mine</li> <li>I Can Calm Down Video Series</li> <li>It's Not Fair!</li> <li>Do I Have To?</li> <li>Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">I Can Book Template</a></li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>Agency continued</b>		
1.H.1. Students believe in their capacity to learn and that they are capable, important community members. Students practice having an optimistic outlook and growth mindset.	<ul style="list-style-type: none"> <li>Books: Defying Gravity: The Story of Mae Jemison; Eyes on the Goal: The Story of Abby Wambach; In the Lights: The Story of Lin-Manuel Miranda</li> <li>Opposites Outro Video</li> </ul>	<ul style="list-style-type: none"> <li>Helpful Words <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>T-SEL COMPETENCIES: SELF-MANAGEMENT</b> <b>The abilities to harness one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.</b>		
<b>Identity</b>		
2.A.1. Students practice noticing their emotions, where they experience them in their bodies, and using those signs to choose strategies to express feelings in helpful ways. Students practice strategies that help them to sustain joy and feel calmer, patient, focused and energized.	<ul style="list-style-type: none"> <li>I Can Calm Down Video Series</li> <li>It's Not Fair!</li> <li>Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>I'm Responsible (Stop, Think, Choose) <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Lots of Feelings <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
2.B.1. Students identify situations and relationships that calm them. Students understand and begin to practice how to be physically healthy in ways that are within their control.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: We All Exercise</li> <li>I Can Calm Down Video Series</li> <li>Healthy Food</li> <li>Exercise and Rest</li> </ul>	<ul style="list-style-type: none"> <li>I'm Responsible (Stop, Think, Choose) <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Exercise and Rest <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Food Pictures (Healthy Eating)</li> <li>Health <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
2.C.1. Students identify and practice strategies they have used or can use to stay hopeful and "bounce back" from challenges.	Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li>Helpful Words <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>Belonging</b>		
2.D.1. Students understand the purpose of feedback and can listen to and accept simple, constructive feedback.	When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	
2.E.1. Students understand and practice maintaining others' stated emotional and physical boundaries.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	

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<b>Agency</b>		
2.F.1. Students identify personal and collective goals and name simple steps to achieve them.	<ul style="list-style-type: none"> <li>Books: Defying Gravity: The Story of Mae Jemison; Eyes on the Goal: The Story of Abby Wambach; In the Lights: The Story of Lin-Manuel Miranda</li> </ul>	<ul style="list-style-type: none"> <li>Goal Setting <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
2.G.1. Students begin practicing self-monitoring thoughts and actions and asking for help to stay motivated and focused. Students are aware of their body during active listening. Students are able to identify when they are focused and paying attention.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	<ul style="list-style-type: none"> <li>How to Listen Like a Friend <a href="#">English</a>   <a href="#">Spanish</a></li> <li><a href="#">Listening Rug Rules Rebus</a></li> </ul>
2.H.1. Students keep their spaces and belongings organized with guidance.		<ul style="list-style-type: none"> <li><a href="#">All the Way Done Classroom Helpers</a></li> <li><a href="#">Classroom Helpers</a></li> </ul>
<b>T-SEL COMPETENCIES: SOCIAL AWARENESS</b> <b>The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.</b>		
<b>Identity</b>		
3.A.1. Students discuss similarities and differences between themselves and others and different social and cultural groups.	<ul style="list-style-type: none"> <li>Sing Around the World Songs</li> <li>Books: Mine; Jose Three</li> <li>My Family</li> </ul>	<ul style="list-style-type: none"> <li>Mindset - Social Awareness <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
3.B.1. Students recognize and name emotions in others using verbal and physical cues. Students describe how others may feel in a variety of situations and show empathy for others' experiences.	<ul style="list-style-type: none"> <li>Books: David Next Door; A Place for Shad; Photos For Phil; Noise? What Noise?; Making the Team</li> <li>Musical Mayhem</li> <li>Lost and Found</li> <li>Boo Hoo Baby</li> </ul>	<ul style="list-style-type: none"> <li>Kindness Suggestion Pictures <a href="#">English</a>   <a href="#">Spanish</a></li> <li><a href="#">Kind/Unkind Friend Sorting Cards</a></li> <li>Feelings Posters <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>Belonging</b>		
3.C.1. Students contribute to creating and maintaining shared agreements that guide their interactions with others and their environment. Students show kindness toward people of all backgrounds and experiences.	<ul style="list-style-type: none"> <li>Books: David Next Door; A Place for Shad; Photos For Phil; Noise? What Noise?; Making the Team</li> <li>Musical Mayhem</li> <li>Lost and Found</li> <li>Boo Hoo Bab</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Kind/Unkind Friend Sorting Cards</a></li> <li>Kindness Suggestion Pictures <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>Belonging <i>continued</i></b>		
3.D.1. Students describe what it means to be a helpful community member. Students can identify people in their learning environment and family that can support them when they need help.	<ul style="list-style-type: none"> <li>Books: Painting By Number; Making the Team; A Place for Shad</li> <li>Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li>Problem Solving Pictures <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
3.E.1. Students name groups or communities they are a part of and their qualities. Students demonstrate pride in belonging to their groups or communities and take action to make others feel welcome.	<ul style="list-style-type: none"> <li>Books: Painting By Number; Making the Team; A Place for Shad</li> <li>Marmot's Basket</li> <li>Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Kind/Unkind Friend Sorting Cards</a></li> <li>Kindness Suggestion Pictures <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>Agency</b>		
3.F.1. Students describe and demonstrate fairness toward others. Students can describe how rules can benefit some people over others. Students cooperate and play with peers respectfully.	<ul style="list-style-type: none"> <li>Book: Good Trouble: The Story of John Lewis</li> <li>It's Not Fair</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Class Activities—Good Trouble</a></li> <li><a href="#">All the Way Done Classroom Helpers</a></li> <li><a href="#">Classroom Helpers</a></li> </ul>
3.G.1. Students name ways that they can contribute to or participate in groups and communities and how they can be helpful, fair, compassionate, and respectful to those in other groups or communities.	<ul style="list-style-type: none"> <li>Books: Painting By Number; Making the Team; A Place for Shad</li> <li>Marmot's Basket</li> <li>Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Kind/Unkind Friend Sorting Cards</a></li> <li>Kindness Suggestion Pictures <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>T-SEL COMPETENCIES: RELATIONSHIP SKILLS</b> <b>The abilities to establish, maintain, and restore healthy and supportive relationships and to effectively navigate settings with differing social and cultural demands and opportunities among individuals and diverse groups.</b>		
<b>Identity</b>		
4.A.1. Students begin to identify inappropriate requests and situations. They understand they can say “no” and respect when others say “no” to them.		<ul style="list-style-type: none"> <li>SmartStart Teacher Guide: <a href="#">Unit 4</a>, Pg. 74 It's Okay to Say No</li> <li>SmartStart Teacher Guide: <a href="#">Unit 6</a>, Pg. 66 Good Friends activity: I'm in Charge of My Body</li> </ul>
4.B.1. Students practice ways to be a leader and contribute to groups in their learning context	<ul style="list-style-type: none"> <li>Books: Good Trouble: The Story of John Lewis; Eyes on the Goal: The Story of Abby Wambach; Defying Gravity: The Story of Mae Jemison</li> <li>Marmot's Basket</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Class Activities—Good Trouble</a></li> <li>Mindset—Citizenship <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>

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<b>Belonging</b>		
4.C.1. Students identify what it means to be a good friend. Students demonstrate gratitude toward others	<ul style="list-style-type: none"> <li>Song: Sing Around the World: Introduction Song—Make New Friends</li> <li>Books: David Next Door; A Place for Shad; Photos For Phil; Noise? What Noise?; Making the Team</li> <li>Musical Mayhem</li> <li>Lost and Found</li> <li>Boo Hoo Baby</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Kind/Unkind Friend Sorting Cards</a></li> <li>Kindness Suggestion Pictures <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
4.D.1. Students show willingness to learn about the cultures of others. Students take pride in their own culture and share information with others.	<ul style="list-style-type: none"> <li>Song: Sing Around the World: Introduction Song—Make New Friends</li> <li>Sing Around the World Songs</li> <li>Books: Mine; Jose Three; Treasures from the Loom; The Pinata Book</li> </ul>	
<b>Agency</b>		
4.E.1. Students identify and talk through a problem and generate solutions with others.	<ul style="list-style-type: none"> <li>Books: Painting By Number; Making the Team; A Place for Shad</li> <li>Marmot's Basket</li> <li>Lost and Found</li> <li>Boo Hoo Baby</li> </ul>	<ul style="list-style-type: none"> <li>Problem Solving Pictures <a href="#">English</a>   <a href="#">Spanishs</a></li> </ul>
4.F.1. Students can effectively apologize by recognizing what happened and owning their own actions.	<ul style="list-style-type: none"> <li>Family Photo Fun: Broken Lamp</li> </ul>	<ul style="list-style-type: none"> <li>Consequences Cards <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
4.G.1. Students communicate their own ideas, wants, and needs without negatively impacting others.	<ul style="list-style-type: none"> <li>Find Me!</li> <li>It's Not Fair!</li> </ul>	
4.H.1. Students recognize all people have the right to be treated fairly. Students understand the difference between tattling and reporting and know when it is important to report something to an adult.	<ul style="list-style-type: none"> <li>It's Not Fair</li> <li>Good Trouble: The Story of John Lewis; Eyes on the Goal: The Story of Abby Wambach; I Want to Be a Scientist Like George Washington Carver; Defying Gravity: The Story of Mae Jemison</li> </ul>	

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD RESOURCES
<b>T-SEL COMPETENCIES: RESPONSIBLE DECISION-MAKING</b> <b>The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.</b>		
<b>Identity</b>		
5.A.1. Students express curiosity and openness to new people and situations. Students are interested in new experiences.	<ul style="list-style-type: none"> <li>Songs: The Scientific Method</li> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Science Investigation</li> <li>Science Tools</li> </ul>	
5.B.1. Students demonstrate honesty and fairness and can explain the importance of both to relationships. Students explore caring and ethical actions on behalf of our planet.	<ul style="list-style-type: none"> <li>It's Not Fair</li> <li>Family Photo Fun: Broken Lamp</li> <li>Care of Earth</li> <li>Care of Water</li> </ul>	<ul style="list-style-type: none"> <li>Earth <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Our Earth <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
5.C.1. Students describe personal and social problems and can name possible solutions with support.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Problem Solving Pictures <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>Belonging</b>		
5.D.1. Students understand why safety rules exist. Students can describe physically unsafe behaviors and choices in their learning and home environments. Students can demonstrate safe behavior.	<ul style="list-style-type: none"> <li>Song: Health; Sun Blues; Lightning Safety; Storms</li> <li>Book: The Germs</li> <li>Health</li> <li>Germs</li> </ul>	<ul style="list-style-type: none"> <li>Hand Washing Rebus <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Thunder and Lightning <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
5.E.1. Students identify ways that they can help and why it is important to be a helper at home, at school, and in other settings. Students begin to explore the concept of citizenship and what it means to be a good citizen or participant in a democracy.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	<ul style="list-style-type: none"> <li><a href="#">All the Way Done Classroom Helpers</a></li> <li><a href="#">Classroom Helpers</a></li> </ul>



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<b>Agency</b>		
5.F.1. Students can explain and begin to practice stop, think, act strategies.	Social-emotional video series “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”	<ul style="list-style-type: none"> <li>I’m Responsible (Stop, Think, Choose) <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
5.G.1. Students can name the likely consequences of their actions with support. Students explore cause and effect and how choices can have impacts far beyond themselves.	<ul style="list-style-type: none"> <li>Family Photo Fun: Broken Lamp</li> </ul>	<ul style="list-style-type: none"> <li>Consequences Cards <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>