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| EMOTIONAL DEVELOPMENT (PK-5th Grade) |
| Understand and manage one’s emotions |
| No.  | ASCA Mindsets & Behaviors | WCSCM Standards | CASEL Domain | PK-5K | 1st-3rd | 4th-5th |
| 1 | B-SMS 2 Demonstrate self-discipline and self-control | Can be applied to all WCSCM Standards | Self-Awareness | Learners will be able to demonstrate awareness of their emotions and how they may be the same or different from others. Wisconsin Model Early Learning Standards (WMELS) Domain II A EL.1 | Learners will be able to recognize and label a variety of their own basic emotions. | Learners will be able to recognize and label a variety of complex emotions in self and others. |
| 2 | B-SMS 2 Demonstrate self-discipline and self-control | Can be applied to all WCSCM Standards | Self-Management | Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. WMELS Domain II A EL.1 | Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions. | Learners will be able to express their emotions to self and others in respectful ways. |
| 3 | B-SMS 2 Demonstrate self-discipline and self-control | Can be applied to all WCSCM Standards | Self-Management | Learners will be able to, with adult guidance, display age appropriate self-control. WMELS Domain II A EL.1 | Learners will be able to, with adult guidance, demonstrate a variety of strategies to manage strong emotions. | Learners will be able to, with minimal adult guidance, manage emotions (e.g., stress, impulses, motivation) in a manner sensitive to self and others. |
| 4 | B-SMS 6Demonstrate ability to overcome barriers to learning | A1, A2, A3, B1, B2, D1, D2, E1, F1, G2, G3, I3 | Focus Attention | Learners will be able to, with adult guidance and engaging activities, attend for longer periods of time and show preference for some activities. WMELS IV.A.EL.1 | Learners will begin to be able to, with adult guidance, focus their attention by demonstrating a variety of strategies to tolerate distractions. | Learners will be able to, with adult guidance, use organizational skills and strategies to focus attention in order to work toward personal and academic goals. |
| 5 | B-SS 4Demonstrate empathy | A2, D2, I3 | Social Awareness | Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy. WMELS Domain II A EL.2 | Learners will be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. | Learners will be able to identify others’ need for empathy and respond in respectful ways. |
| 6 | B-SS 4Demonstrate empathy | A2, D2, I3 | Social Awareness | Learners will be able to associate words and gestures with a variety of emotions expressed by others. WMELS Domain II A EL.2 | Learners will be able to predict how someone else may feel in a variety of situations. | Learners will be able to use perspective-taking to predict how their own behavior affects the emotions of others.  |
| SELF-CONCEPT (Pre K - 5th Grade) |
| Develop positive self-identity and recognize self as a lifelong learner |
| No. | ASCA Mindsets & Behaviors | WCSCM Standards | CASEL Domain | PK-5K | 1st-3rd | 4th-5th |
| 7 | M-2 Self-confidence in ability to succeed | A1,A2, A3, E1 | Self-Awareness | Learners will be able to exhibit positive self-concept and confidence in their abilities. WMELS Domain II B EL.1 | Learners will be able to identify and describe skills and activities they do well and those for which they need help. | Learners will be able to use a “growth mind set” in order to recognize and build on their strengths. |
| 8 | B-SS 5 Demonstrate ethical decision-making and social responsibility | A1,A2, A3, B1, B2, C1, E1, I3 | Self-Awareness | Learners will be able to, with adult guidance, recognize and share independent thoughts. WMELS Domain II B EL.1 | Learners will be able to identify and explore their own beliefs. | Learners will be able to reflect on similarities and differences between their personal beliefs and those of others.  |
| 9 | B-LS 9Gather evidence and consider multiple perspectives to make informed decisions | Can be applied to all WCSCM Standards | Self-AwarenessSocial-Awareness | Learners will be able to show awareness of being part of a family and a larger community. WMELS Domain II B EL.2 | Learners will be able to define the role family and culture play in their identity and beliefs. | Learners will be able to identify their role in their family and community and how those roles impact their identity. |
| 10 | B-LS 7Identify long and short-term academic, career and social/emotional goals | A1, A2, A3, B1, B2, E1, F1, G1, H1, H2, I1, I2, I4, I5 | Self-Management | Learners will be able to display curiosity, risk-taking, and willingness to engage in new experiences. WMELS Domain IV A. EL 1 | Learners will be able to identify simple goals for personal and academic success. | Learners will be able to assess their level of engagement in their own learning for the achievement of personal goals. |
| 11 | B-SMS 6Demonstrate ability to overcome barriers | A1, A2, A3, B1, B2, D1, D2, E1, F1, G2, G3, I3 | Self-AwarenessSelf-Management | Learners will be able to engage in meaningful learning through attempting, repeating, and experimenting with a variety of experiences and activities. WMELS Domain IV A EL 2 | Learners will be able to, with encouragement, persist toward reaching a goal despite setbacks. | Learners will be able to identify strategies to persist and maintain motivation when working toward short- and long-term goals. |

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| SOCIAL COMPETENCE (Pre-K - 5th Grade) |
| Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large |
| No. | ASCA Mindsets & Behaviors | WCSCM Standards | CASEL Domain | PK-5K | 1st-3rd | 4th-5th |
| 12 | B-SS 1Use effective oral and written communication skills and listening skills | A1, A2, A3, B1, B2, C1, D2, G2, H1, H2, I1, I2, I4 | Social Awareness | Learners will be able to demonstrate awareness of self as a unique individual. WMELS Domain II B EL.2 | Learners will be able to present their own point of view. | Learners will be able to appreciate diversity by recognizing multiple points of view and perspectives of others across cultural and social groups. |
| 13 | B-SS 7 Use leadership and teamwork skills to work effectively in groups | A1, A2, A3, B1, C1, D1, D2, G2, G3, H2, I3, I4 | Social Awareness | Learners will be able to reflect their family, culture, and community when engaged in play and learning. WMELS Domain IV C EL.2 | Learners will be able to identify commonalities they share with peers. | Learners will be able to build relationships between diverse groups of people.  |
| 14 | B-SS 5 Demonstrate ethical decision-making and social responsibility | A1, A2, A3, B1, B2, C1, E1, I3 | Social Awareness | Learners will be able to, with adult guidance, begin to notice that other children and families do things differently. WMELS Domain IV C EL.2 | Learners will be able to recognize and respect that individual differences are important to self and others. | Learners will be able to demonstrate respect for others by discussing how stereotypes affect self and others.  |
| 15 | B-SS 2 Create positive and supportive relationships with other students | C1, D1, D2, F2, G2, G4, H2, I3, I4 | Relationship Skills | Learners will be able to engage in healthy and rewarding social interactions and play with peers. WMELS Domain II C EL.2 | Learners will be able to identify the different relationships they have with others. | Learners will be able to, with adult guidance, recognize, establish, and maintain healthy and rewarding relationships.  |
| 16 | B-SS 1Use effective oral and written communication skills and listening skills | A1, A2, A3, B1, B2, C1, D2, G2, H1, H2, I1, I2, I4 | Relationship Skills | Learners will be able to, with adult guidance, initiate conversations, listen attentively, respond to conversation, and stay on topic for multiple exchanges (especially with adults). WMELS Domain III B EL.2C | Learners will be able to describe in simple terms how words, tone, and body language are used to communicate with others. | Learners will be able to effectively communicate clearly, listen well, and cooperate with others to build healthy relationships. |
| 17 | B-SS 9 Demonstrate Social maturity and behaviors appropriate to the situation and environment | Can be applied to all WCSCM Standards | Relationship Skills | Learners will be able to adapt behavior based on adult directives. | Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environment cues. | Learners will be able to independently adapt behavior based upon peer feedback and environmental cues. |
| 18 | B-SS 6 Use effective collaboration and cooperation skills | A1, A2, A3, C1, D2, G2, G3, H2, I3, I4 | Relationship Skills | Learners will be able to participate in cooperative play with peers. WMELS Domain II C EL.2 | Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. | Learners will be able to work cooperatively and productively in a group to accomplish a set goal. |
| 19 | B-SS 6 Use effective collaboration and cooperation skills | A1, A2, A3, C1, D2, G2, G3, H2, I3, I4 | Relationship Skills | Learners will be able to, with adult guidance, identify and communicate needs in conflict situations. WMELS Domain II C EL.4 | Learners will be able to understand the perspective of others in a conflict situation. | Learners will be able to identify cause and effect of a conflict. |
| 20 | B-LS 1Demonstrate critical-thinking skills to make informed decisions | Can be applied to all WCSCM Standards | Decision Making | Learners will be able to, with adult guidance, recognize that they have choices in how to respond to situations.  | Learners will be able to, with adult guidance, generate possible choices and actions they could take in a given situation, including positive and negative options. | Learners will be able to make constructive choices about personal behavior and social interaction in order to evaluate the consequences of various actions with consideration of well-being for oneself and others. |
| 21 | B-SS 9 Demonstrate Social maturity and behaviors appropriate to the situation and environment | Can be applied to all WCSCM Standards | Social Awareness | Learners will be able to follow simple group rules. WMELS Domain II C EL.3 | Learners will be able to demonstrate positive behaviors as established in classroom and school-wide expectations. | Learners will be able to identify and respect social norms for behavior and safe interactions across different settings.  |
| 22 | B-SMS 9Demonstrate personal safety skills | F1 | Decision MakingRelationship Skills | Learners will be able to demonstrate understanding of simple rules related primarily to personal health and safety. WMELS Domain II C EL.3 | Learners will be able to describe ways to promote personal safety. | Learners will be able to honor social norms with respect to safety of oneself and others. |
| 23 | B-SS 8Demonstrate advocacy skills and ability to assert self, when necessary | A1, A2, A3, C1, E1, F1, G2, G3, G4, I3, I4 | Social AwarenessRelationship Skills | Learners will be able to attempt a new skill when encouraged and supported by a safe and secure environment. WMELS Domain IV A EL.2 | Learners will be able to identify how to get help from a trusted adult in a variety of situations. | Learners will be able to identify when and how to offer help to others. |
| 24 | B-SS 5 Demonstrate ethical decision-making and social responsibility | A1, A2, A3, B1, B2, C1, E1, I3 | Decision MakingSocial AwarenessRelationship Skills | Learners will be able to show awareness of being part of a family and a larger community. WMELS Domain II A EL.2 | Learners will be able to, with adult guidance, identify classroom, school, and community needs. | Learners will be able to identify actions that would positively impact change in a classroom, school, and community. |