|  |
| --- |
| EMOTIONAL DEVELOPMENT (6th Grade – Adult) |
| Understand and manage one’s emotions |
|  | ASCA Mindsets & Behavior | WCSCM Standards | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 1 | B-SMS 2 Demonstrate self-discipline and self-control | Can be applied to all WCSCM Standards | Self-Awareness | Learners will be able to recognize and label a variety of complex graded emotions in self and others. | Learners will be able to recognize and label a variety of graded emotions in self and others as they occur and evolve over time. | Learners will be able to identify how the process of recognizing and labeling emotions informs thinking and influences relationships. |
| 2 | B-SMS 2 Demonstrate self-discipline and self-control | Can be applied to all WCSCM Standards | Self-Management | Learners will be able to express their emotions in an appropriate and respectful manner using a variety of modalities (e.g., verbal and nonverbal).  | Learners will be able to express their emotions in an appropriate and respectful manner in different environments, with different audiences, using a variety of modali­ties (e.g., verbal and nonverbal).  | Learners will be able to understand and explain how their expression of emotions can influence how others respond to them. |
| 3 | B-SMS 7 Demonstrate effective coping skills when faced with a problem | A1, A2, A3, B1, C1, D1, D2, G2, G3, H2, H3, I4 | Self-Management | Learners will be able to identify what triggers a strong emotion and apply an appropriate calming or coping strategy to defuse the emotional trigger. | Learners will be able to consistently use appropriate calming and coping strategies when dealing with strong emotions.   | Learners will be able to predict situations that will cause strong emotions, and plan and prepare to manage those emotions. |
| 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 independently use organizational skills and strategies to focus attention in order to work toward short-term personal and academic goals. | Learners will be able to independently use organizational skills and strategies to focus attention by working toward long-term personal and academic goals. | Learners will employ focusing skills independently and understand their importance in achieving important goals in times of adversity. |
| 5 | B-SS 4Demonstrate empathy | A2, D2, I3 | Social Awareness | Learners will be able to provide support and encouragement to others through perspective taking, empathy, and appreciation for diversity.  | Learners will be able to demonstrate empathy to others who have different views and beliefs. | Learners will be able to demonstrate connectedness, through empathy and engagement to their communities. |
| 6 | B-SS 4Demonstrate empathy | A2, D2, I3 | Social Awareness | Learners will be able to recognize expressions of empathy in society and communities. | Learners will be able to evaluate verbal, physical, and environmental cues to predict and respond to the emotions of others. | Learners will be able to evaluate verbal, physical, social, cultural, and environmental cues to predict and respond to the emotions of others. |

|  |
| --- |
| SELF-CONCEPT (6th Grade - Adult)  |
| Develop positive self-identity and recognize self as a lifelong learner |
| No. | ASCA Mindsets & Behavior | WCSCM Standards | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 7 | B-SMS 5Demonstrate perseverance to achieve long and short-term goals | A1, A2, A3, B1, B2, D1, E1, F2 | Self-Awareness | Learners will be able to use optimism and a “growth mind set” to recognize strengths in self in order to describe and prioritize personal skills and interests they want to develop. | Learners will be able to set priorities to build personal strengths, grow in their learning, recognize barriers, and employ solutions. | Learners will be able to maintain a "growth mind set" about their abilities to succeed and grow and will persist through challenges. |
| 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 self-reflect on their values and beliefs and how their behaviors relate to those values and beliefs. | Learners will be able to use self-reflection to determine if their behavior is reflective of their personal values and modify behavior to match their beliefs. | Learners will be able to use self-reflection to assess their behavior for authenticity, honesty, and respect and articulate how this impacts their greater community.  |
| 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 identify how family and culture impact their thoughts and actions. | Learners will be able to reflect on their own beliefs relative to different familial and societal norms. | Learners will be able to explain how their beliefs can impact their growth and success, and advocate for their beliefs. |
| 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 consistently set attainable, realistic goals, and persist until their goals are achieved. | Learners will be able to reflect on the progress of personal goals in order to adjust action steps and time frames as necessary. | Learners will be able to set short- and long-term group goals, and create a plan to execute those goals. They will be able to analyze progress and collaborate to adjust goals when needed. |
| 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 identify successes and challenges, and how they can learn from them. | Learners will be able to recognize barriers to succeeding and identify supports to help themselves. | Learners will be able to demonstrate perseverance when dealing with challenges and adversity. |

|  |
| --- |
| SOCIAL COMPETENCE (6th Grade - Adult) |
| 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 & Behavior | WCSCM Standards | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 12 | B-SS 4Demonstrate empathy | A2, D2, I3 | Social Awareness | Learners will be able to show respect for other people’s perspectives. | Learners will be able to identify positive ways to express understanding of differing perspectives. | Learners will be able to demonstrate conversational skills to determine the perspective of others. |
| 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 how cross-cultural experiences can influence their ability to build positive relationships. | Learners will be able to support the rights of individuals to reflect their family, culture, and community within the school setting. | Learners will be able to support the rights of all individuals to reflect their family, culture, and community in society. |
| 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 identify discrimination of individuals and groups based upon perceived differences. | Learners will be able to assess for personal bias and evaluate strategies to oppose stereotyping. | Learners will be able to develop ethical arguments from a variety of ethical positions to evaluate societal norms. |
| 15 | B-SS 3Create relationships with adults that support success | A2, B1, C1, D1, D2, F2, G2, G4, H2, I3, I4 | Relationship Skills | Learners will be able to recognize the emotional, physical, social, and other costs of negative relationships. | Learners will be able to independently seek and sustain positive, supportive relationships. | Learners will be able to maintain positive relationships and use effective strategies (e.g., boundary setting, stating your needs, and recognizing warning signs) to avoid negative relationships. |
| 16 | B-SS 8Demonstrate advocacy skills and ability to assert self, when necessary | A1, A2, A3, C1, E1, F1, G2, G3, G4, I3, I4 | Relationship Skills | Learners will be able to use active listening and assertive, clear communication when expressing thoughts and ideas. | Learners will be able to use assertive communication, including refusals, to get their needs met without negatively impacting others. | Learners will be able to use assertive communication, including refusals, in a variety of settings and with a variety of audiences to get their needs met, without negatively impacting others.  |
| 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 recognize and respond appropriately to constructive feedback. | Learners will be able to accept constructive feedback. | Learners will be able to evaluate constructive feedback and provide constructive feedback when needed. |
| 18 | B-SS 6Use effective collaboration and cooperation skills | A1, A2, A3, C1, D2, G2, G3, H2, I3, I4 | Relationship Skills | Learners will be able to work cooperatively and productively in a group and overcome setbacks and disagreements. | Learners will be able to formulate group goals and work through an agreed upon plan. | Learners will be able to recognize how each group member’s skills contribute toward group goals.  |
| 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 apply negotiation skills and conflict resolution skills to resolve differences. | Learners will be able to self-reflect on their role in a conflict to inform their behavior in the future. | Learners will be able to consistently resolve inter-personal conflicts across settings (e.g., school, work, community, and personal relationships). |
| 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 generate a variety of solutions and outcomes to a problem with consideration of well-being for oneself and others. | Learners will be able to apply steps of systemic decision making with consideration of well-being for oneself and others. | Learners will be able to consider a variety of factors (e.g., ethical, safety, and societal factors) in order to make decisions that promote productive social and work relations.  |
| 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 identify how social norms for behavior vary across different settings and within different cultures. | Learners will be able to identify the purpose of social norms for behavior across situations and how these norms are influenced by public opinion. | Learners will be able to evaluate the ways in which public opinion can be used to influence and shape public policy.  |
| 22 | B-SMS 9Demonstrate personal safety skills | F1 | Decision MakingRelationship Skills | Learners will be able to identify the impact of their decisions on personal safety and relationships. | Learners will be able to use negotiation and refusal skills to resist unwanted pressures and maintain personal health and safety. | Learners will be able to evaluate factors that impact personal and community health and safety, and apply appropriate preventative and protective strategies (e.g., health and wellness, sleep, healthy relationships). |
| 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 advocate for themselves. | Learners will be able to advocate for their needs and the needs of others by utilizing educational and community support networks.  | Learners will be able generate positive choices and proactively advocate for themselves and others across settings (e.g., school, community, work, and personal relationships). |
| 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, with adult guidance, create an action plan that addresses a need in the classroom, school, or community. | Learners will be able to independently create an action plan that addresses real needs in the classroom, school, and community. | Learners will be able to analyze opportunities to improve their community and engage in civic activities to influence issues impacting various communities. |