Tribes Learning Community Alignment with Social Emotional Competencies

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| Emotional Development ( PK-5th Grade) |
| Understanding and manage one’s emotions |
| No | Tribes | CASEL Domain | PK-5 | 1st-3rd | 4th-5th |
| 1 | InclusionPresenting SelfBeing AcknowledgedCommunityCalling Forth Personal Gifts | 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 use various strategies to develop an awareness of emotions in self and others. | Learners will use various strategies to label and differentiate emotions between self and others. |
| 2 | InclusionPresenting Self Tribal AgreementAppreciation/No Put Downs | 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 use various strategies to develop an awareness of emotions in self and others. | Learners will use various strategies to label and differentiate emotions between self and others. |
| 3 | InclusionPresenting SelfTribal Agreement‘Mutual Respect | Self-Management | Learners will be able to, with adult guidance, display age appropriate self-control. WMELS Domain II A EL.1 | Learners will use community building skills to learn Tribes Agreements. Teach Reflection Cycle. | Learners will use Tribes Agreements while engaging in strategies for building inclusion. Emphasize Reflection Cycle. |
| 4 | InclusionPresenting SelfInfluenceSetting Goals | 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 use Tribes Agreement “Attentive Listening” to help support their goal setting. Learners will learn to use “I-messages” to reflect their feelings. | Learners will use strategies in Community Circle to promote Attentive Listening, Mutual Respect and Reflection. |
| 5 | InclusionPresenting SelfTribal Agreement‘Mutual Respect | Social Awareness | Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy. WMELS Domain II AEL.2 | Learners, within Community Circle, will use a variety of strategies to practice Mutual Respect. | Learners, within Community Circle, will use a variety of strategies to practice Mutual Respect. |
| 6 | InclusionPresenting Self | 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 use a variety of strategies to connect verbal and nonverbal communication expressed by self and others. | Learners will use a variety of strategies to connect verbal and nonverbal communication expressed by self and others |

Tribes Alignment with Social Emotional Competencies

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| Self- Concept ( PreK-5th Grade) |
| Develop positive- self Identity and recognize self as a life long learner |
| N0 | Tribes | CASEL Domain | PK-5 | 1st-3rd | 4th-5th |
| 7 | InclusionPresenting SelfStating Needs and ExpectationsReflection | Self-Awareness | Learners will be able to exhibit positive self-concept and confidence in their abilities. WMELS Domain II B EL.1 | Learners will use strategies to make positive statements about self and others. | Learners will use strategies to make positive statements about self and others. |
| 8 | InclusionPresenting SelfStating Needs and ExpectationsReflection | Self-Awareness | Learners will be able to, with adult guidance, recognize and share independent thoughts. WMELS Domain II B EL.1 | Learners will use strategies and Tribes Agreements to help students recognize and share their independent thoughts. | Learners will use strategies and Tribes Agreements to help students recognize and share their independent thoughts. |
| 9 | InclusionPresenting SelfStating Needs and ExpectationsCommunityGroup Challenge and SupportSocial SkillsReflection | Self-Awareness Social-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 learn and practice the strategies needed to build community within and out of the classroom. | Learners will learn and practice the strategies needed to build community within and out of the classroom |
| 10 | CommunityCalling Forth Personal GiftsGroup Challenge and SupportInfluenceSetting Goals | 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 use strategies and cooperative learning to support their abilities to engage in new experiences. | Learners will use strategies and cooperative learning to support their abilities to engage in new experiences. |
| 11 | InfluenceSetting GoalsMaking DecisionsReflection | Self-Awareness Self-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 use the 5 E’s and reflection to support their learning while working through new and repeated experiences. | Learners will use the 5 E’s and reflection to support their learning while working through new and repeated experiences. |

Tribes Alignment with Social Emotional Competencies

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| Social Competence ( PreK-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 |
| N0 | Tribes | CASEL Domain | PK-5 | 1st-3rd | 4th-5th |
| 12 | InclusionStating Needs and ExpectationsCommunityCalling Forth Personal GiftsSocial SkillsReflection | Social Awareness | Learners will be able to demonstrate awareness of self as a unique individual. WMELS Domain II B EL.2 | Learners will use strategies to enhance the development of personal self-worth. | Learners will use strategies to enhance the development of personal self-worth. |
| 13 | InclusionStating Needs and ExpectationsInfluenceCelebrating DiversityTribe AgreementMutual Respect | 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 use strategies to show their personal and cultural communities. | Learners will use strategies to show their personal and cultural communities. |
| 14 | InfluenceCelebrating DiversityTribe AgreementMutual RespectReflection | 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 use strategies to show their personal and cultural communities. | Learners will use strategies to show their personal and cultural communities. |
| 15 | Tribe AgreementsAppreciations/ No Put DownsMutual Respect | 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 use cooperative play and Tribes Agreements to promote positive interactions with peers. | Learners will use cooperative play and Tribes Agreements to promote positive interactions with peers. |
| 16 | Tribe AgreementsAttentive ListeningRight to Participate or PassAppreciations/ No Put DownsMutual RespectCommunitySocial SkillsReflection | 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 learn to use the Tribes Agreements and personal reflection statements. | Learners will learn to use the Tribes Agreements and personal reflection statements. |
| 17 | InfluenceSetting GoalsMaking DecisionsCommunityConstructive Thinking | Relationship Skills | Learners will be able to adapt behavior based on adult directives. | Learners will use the 5 E’s and reflection to support their learning while working through new and repeated experiences | Learners will use the 5 E’s and reflection to support their learning while working through new and repeated experiences |
| 18 | CommunityGroup Challenge and SupportSocial Skills Reflection | Relationship Skills | Learners will be able to participate in cooperative play with peers. WMELS Domain II C EL.2 | Learners will use cooperative play and Tribes Agreements to promote positive interactions with peers. | Learners will use cooperative play and Tribes Agreements to promote positive interactions with peers. |
| 19 | InfluenceManaging ConflictSolving ProblemsMaking DecisionsReflection | 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 use strategies and reflection, to identify and communicate needs, in a positive manner, of self and the community. | Learners will use strategies and reflection to identify and communicate needs, in a positive manner, of self and the community. |
| 20 | InfluenceManaging ConflictSolving ProblemsMaking DecisionsReflection | Decision Making | Learners will be able to, with adult guidance, recognize that they have choices in how to respond to situations. | Learners will use strategies to identify and communicate needs, in a positive manner, of self and the community. | Learners will use strategies to identify and communicate needs, in a positive manner, of self and the community. |
| 21 | CommunityGroup Challenge and SupportShared ResponsibilityTribes Agreements | Social Awareness | Learners will be able to follow simple group rules. WMELS Domain II C EL.3 | Learners will use Tribes Agreements. | Learners will use Tribes Agreements. |
| 22 | CommunityGroup Challenge and SupportShared ResponsibilityTribes AgreementsReflection | Decision Making Relationship 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 use Tribes Agreements. | Learners will use Tribes Agreements. |
| 23 | CommunityGroup Challenge and SupportShared ResponsibilityTribes AgreementsReflection | Social Awareness Relationship 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 learn to feel safe within the Community Circle. | Learners will learn to feel safe within the Community Circle. |
| 24 | InclusionInfluenceCommunityReflection Tribe Agreements | Decision Making Social Awareness Relationship 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 use strategies to show their personal and cultural communities | Learners will use strategies to show their personal and cultural communities |

Tribes Learning Community Alignment with Social Emotional Competencies

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| Emotional Development (6th Grade-adult) |
| Understanding and manage one’s emotions |
| No | **Tribes** | **CASEL Domain** | **6th-8th** | **9th-10th** | **11th-Adult** |
| 1 | InclusionStating Needs and ExpectationsCommunitySocial Skills | 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 | InclusionStating Needs and ExpectationsTribes AgreementsAppreciation/No Put DownsMutual RespectReflection | Self- Management | Learners practice expressing their emotions in an appropriate and respectful manner using a variety of modalities (e.g., verbal and nonverbal). | Learners will be able to recognize and express their emotions in an appropriate and respectful manner using a variety of modalities (e.g., verbal and nonverbal | Learners will use their influence to guide others to understanding the importance of listening attentively in relationships, continue looking for nonverbal as well as verbal cues as an expression of appropriate and inappropriate emotions. |
| 3 | Inclusion Stating Needs and ExpectationsInfluenceSetting GoalsManaging ConflictMaking Decisions Reflection | Self-Management | Learners will practice using reflective thinking to help them identify what things trigger strong emotions and apply an appropriate calming or coping strategy to defuse the emotional trigger. | Learners will continue to practice using reflective thinking to help identify what things trigger strong emotions and apply an appropriate calming or coping strategy to defuse the emotional trigger. | Learners will encourage others to use reflective thinking when identifying what triggers strong emotions and apply an appropriate calming or coping strategy to defuse the emotional trigger. |
| 4 | InclusionStating Needs and Expectations InfluenceSetting GoalsMaking DecisionsReflection | Focus Attention | Learners will practice goal storming to help identify and share goals and concerns, journaling for reflective thinking, evaluation of set short and long-term goals. | Learners will continue to practice goal storming to help identify and share goals and concerns, journaling for reflective thinking, evaluation of set short and long-term goals. | Learners will use goal storming to help them identify and share goals and concerns, journaling for reflective thinking, evaluation of set short and long-term goals. |
| 5 | InfluenceCelebrating DiversityTribes Agreements‘Mutual Respect Appreciation/No Put DownsCommunityGroup Challenge and Support | Social Awareness | Learners will practice using Tribe Agreements and Reflection to show an appreciation for self and others. | Learners will continue to use Tribe Agreements and Reflection to show an appreciation for self and others. | Learners will use Tribe Agreements and Reflection to influence others celebration of diversity. |
| 6 | CommunitySocial Skills Tribes AgreementsAttentive ListeningAppreciation/No Put Downs Mutual Respect Right to Participate/PassReflection | Social Awareness | Learners will practice using Tribe Agreements to building community and co-operative partnerships. | Learners will continue to use Tribe Agreements to building community and co-operative partnerships. | Learners will independently use Tribe Agreements to build community and Co-operative partnerships. |

Tribes Alignment with Social Emotional Competencies

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| Self- Concept( 6th Grade-adult) |
| Develop positive- self Identity and recognize self as a lifelong learner |
| N0 | **Tribes** | **CASEL Domain** | **6th-8th** | **9th-10th** | **11th-Adult** |
| 7 | InclusionPresenting SelfStating Needs and ExpectationsReflection | Self-Awareness | Learners will practice using goal setting and self-reflection to help recognize strengths and prioritize areas that need more development. | Learners will use goal setting and self-reflection to help them recognize strengths and prioritize areas that need more development. | Learners will use positive influence to help self and others reflect on strengths and to prioritize area for more development. |
| 8 | InclusionPresenting SelfStating Needs and ExpectationsReflection | Self-Awareness | Learners will practice self-reflection through community interactions and journaling. | Learners will continue to practice self-reflection through community interactions and journaling. | Learners will independently self-reflect and journal as part of their journey in self-awareness. |
| 9 | InclusionPresenting SelfStating Needs and ExpectationsCommunityGroup Challenge and SupportSocial SkillsReflection | Self-Awareness Social-Awareness | Learners will continue to practice being able to identify how family and culture impact their thoughts and actions. | Learners will continue to practice building community by respecting the value of family and cultural dynamics and how these dynamics influence their decisions. | . Learners will independently practice building community by respecting the value of family and cultural dynamics, and how these dynamics influence their decisions. |
| 10 | CommunityCalling Forth Personal GiftsGroup Challenge and SupportInfluenceSetting Goals | Self-Management | Learners will continue to be able to consistently set attainable, realistic goals, and persist until their goals are achieved. | Learners will use Goal Setting to set realistic and attainable goals. Reflection will be used to continually evaluate performance.. | Learners will use Goal Setting to set realistic and attainable goals. Reflection will be used to continually evaluate performance.. |
| 11 | InfluenceSetting GoalsMaking DecisionsReflection | Self-Awareness Self-Management | Learners will be able to identify successes and challenges, and how they can learn from them. | Learners will use Goal Setting to set realistic and attainable goals. Reflection will be used to continually evaluate performance.. | Learners will use Goal Setting to set realistic and attainable goals. Reflection will be used to continually evaluate performance.. |

Tribes Alignment with Social Emotional Competencies

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| 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 |
| N0 | Tribes | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 12 | InclusionStating Needs and ExpectationsCommunityCalling Forth Personal GiftsSocial SkillsReflection | Social Awareness | Learners will, with adult guidance, be able to show respect for other people’s perspectives by using the agreement of Mutual Respect. | Learners will, with some adult guidance, continue to use the agreement of Mutual Respect while respecting others perspectives. | Learners will independently use the agreement of Mutual Respect while evaluating people’s perspectives. |
| 13 | InclusionStating Needs and ExpectationsInfluenceCelebrating DiversityTribes AgreementMutual Respect | Social Awareness | Learners will be able to reflect how cross-cultural experiences can influence their ability to build positive relationships | Learners will continue to practice building community by respecting the value of cultural experiences and how these experiences can influence their decisions. | Learners will independently build community by respecting the value of cultural experiences and how these experiences can influence their decisions. |
| 14 | InfluenceCelebrating DiversityTribes AgreementMutual RespectReflection | Social Awareness | Learners will be able to identify discrimination of individuals and groups based upon perceived differences. | Learners will continue to practice building community by respecting the value of cultural experiences and how these experiences can influence their decisions. | Learners will independently build community by respecting the value of cultural experiences and how these experiences can influence their decisions. |
| 15 | Tribes AgreementsAppreciations/ No Put DownsMutual Respect | Relationship Skills | Learners will be able to recognize the emotional, physical, social, and other costs of negative relationships. | Learners will continue to practice building community by mutually respecting and appreciating others emotional, physical, and social well-being. | Learners will independently influence community building by mutually respecting and appreciating others emotional, physical, and social well-being. |
| 16 | Tribes AgreementsAttentive ListeningRight to Participate or PassAppreciations/ No Put DownsMutual RespectCommunitySocial SkillsReflection | Relationship Skills | Learners will be able to use active listening and assertive, clear communication when expressing thoughts and ideas. | Learners will continue to practice using all Agreements when communicating with others and expressing ideas. | Learners will independently use all Agreements when communicating with others and expressing ideas. |
| 17 | InfluenceSetting GoalsMaking DecisionsCommunityConstructive Thinking | Relationship Skills | Learners will be able to recognize and respond appropriately to constructive feedback | Learners will continue to practice using all Agreements while responding to constructive feedback. | Learners will independently influence others by using Agreements while positively responding to constructive feedback. |
| 18 | CommunityGroup Challenge and SupportSocial Skills Reflection | Relationship Skills | Learners will practice using Tribe Agreements and Community Building strategies to learn to work co-operatively | Learners will continue to practice using Tribe Agreements and Community Building strategies to learn to work co-operatively. | Learners will independently use Tribe Agreements and Community Building strategies to learn to work co-operatively |
| 19 | InfluenceManaging ConflictSolving ProblemsMaking DecisionsReflection | Relationship Skills | Learners will be able to apply negotiation skills and conflict resolution skills to resolve differences. | Learners will continue to use the “Let’s Talk” strategy, along with Reflection, to help facilitate solutions and possible outcomes to solve a problem for self and others | Learners will independently use the “Let’s Talk “strategy to help facilitate solutions and possible outcomes to solve a problem for self and others, with self-reflection. |
| 20 | InfluenceManaging ConflictSolving ProblemsMaking DecisionsReflection | Decision Making | Learners will practice using the” Let’s Talk” strategy, along with Reflection, to help facilitate solutions and possible outcomes to solve a problem for self and others. | Learners will continue to use the “Let’s Talk” strategy, along with Reflection, to help facilitate solutions and possible outcomes to solve a problem for self and others. | Learners will independently use the “Let’s Talk “strategy to help facilitate solutions and possible outcomes to solve a problem for self and others, with self-reflection. |
| 21 | CommunityGroup Challenge and SupportShared ResponsibilityTribes Agreements |  Social Awareness | Learners will practice being able to identify how social norms for behavior vary across different settings and within different culture. | Learners will continue to build community by understanding how social norms for behavior vary across different settings and within different culture. | Learners will independently influence community building by understanding how social norms for behavior vary across different settings and within different culture |
| 22 | CommunityGroup Challenge and SupportShared ResponsibilityTribes AgreementsReflection | Decision Making Relationship Skills | Learners will be able to identify the impact of their decisions on personal safety and relationships. | Learners will continue to practice building community by respecting the value of cultural experiences and how these experiences can influence their decisions. | Learners will independently build community by respecting the value of cultural experiences and how these experiences can influence their decisions. |
| 23 | CommunityGroup Challenge and SupportShared ResponsibilityTribes AgreementsReflection | Social Awareness Relationship Skills | Learners will practice using Agreements to help advocate for themselves. | Learners will continue to practice using all Agreements when communicating with others and expressing ideas | Learners will independently use all Agreements when communicating with others and expressing ideas |
| 24 | InclusionInfluenceCommunityReflectionTribes Agreements | Decision Making Social Awareness Relationship Skills | Learners will be able to, with adult guidance, use the 5E’s to help create an action plan that addresses a need in the classroom, school, or community. | Learners will be able to, with adult guidance, use the 5E’s to help create an action plan that addresses a need in the classroom, school, or community. | Learners will independently create an 5E’s action plan to address a need in or out of the classroom.  |