| EMOTIONAL DEVELOPMENT (6th Grade – Adult) | | | | | |
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| Understand and manage one’s emotions | | | | | |
|  |  | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult | |
| 1 |  | Self-Awareness | Learners will be able to recognize and label a variety of complex graded emotions in self and others.  Self-Awareness | Learners will be able to recognize and label a variety of graded emotions in self and others as they occur and evolve over time.  Self-Awareness | Learners will be able to identify how the process of recognizing and labeling emotions informs thinking and influences relationships.  Self-Awareness | |
| 2 |  | 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).  Emotional Regulation | 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).  Emotional Regulation | Learners will be able to understand and explain how their expression of emotions can influence how others respond to them.  Emotional Regulation | |
| 3 |  | 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.  Self-Control | Learners will be able to consistently use appropriate calming and coping strategies when dealing with strong emotions.    Self-Control | Learners will be able to predict situations that will cause strong emotions, and plan and prepare to manage those emotions.  Self-Control | |
| 4 |  | 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.  Persistence | Learners will be able to independently use organizational skills and strategies to focus attention by working toward long-term personal and academic goals.  Persistence | Learners will employ focusing skills independently and understand their importance in achieving important goals in times of adversity.  Persistence | |
| 5 |  | Social  Awareness | Learners will be able to provide support and encouragement to others through perspective taking, empathy, and appreciation for diversity.  Peer Support | Learners will be able to demonstrate empathy to others who have different views and beliefs.  Empathy | Learners will be able to demonstrate connectedness, through empathy and engagement to their communities.  Empathy  Peer Support  School Support | |
| 6 |  | Social  Awareness | Learners will be able to recognize expressions of empathy in society and communities.  Empathy | Learners will be able to evaluate verbal, physical, and environmental cues to predict and respond to the emotions of others.  Empathy | Learners will be able to evaluate verbal, physical, social, cultural, and environmental cues to predict and respond to the emotions of others.  Empathy | |

| SELF-CONCEPT (6th Grade - Adult) | | | | | |
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| Develop positive self-identity and recognize self as a lifelong learner | | | | | |
| No. |  | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 7 |  | 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.  Optimism  Self-Awareness | Learners will be able to set priorities to build personal strengths, grow in their learning, recognize barriers, and employ solutions.  Optimism  Self-Awareness  Persistence | Learners will be able to maintain a "growth mind set" about their abilities to succeed and grow and will persist through challenges.  Optimism  Self-Awareness  Persistence |
| 8 |  | Self-Awareness | Learners will be able to self-reflect on their values and beliefs and how their behaviors relate to those values and beliefs.  Self-Awareness | 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.  Self-Awareness  Self-Control | 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.  Self-Awareness  Peer Support  School Support |
| 9 |  | Self-Awareness  Social-Awareness | Learners will be able to identify how family and culture impact their thoughts and actions.  Self-Awareness  Family Coherence | Learners will be able to reflect on their own beliefs relative to different familial and societal norms.  Self-Awareness  Family Coherence | Learners will be able to explain how their beliefs can impact their growth and success, and advocate for their beliefs.  Self-Awareness |
| 10 |  | Self-Management | Learners will be able to consistently set attainable, realistic goals, and persist until their goals are achieved.  Self-Control  Persistence | Learners will be able to reflect on the progress of personal goals in order to adjust action steps and time frames as necessary.  Self-Control | 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.  Self-Control  Persistence |
| 11 |  | Self-Awareness  Self-Management | Learners will be able to identify successes and challenges, and how they can learn from them.  Self-Control  Persistence | Learners will be able to recognize barriers to succeeding and identify supports to help themselves.  Self-Control  Persistence | Learners will be able to demonstrate perseverance when dealing with challenges and adversity.  Self-Control  Persistence |

| SOCIAL COMPETENCE (6th Grade - Adult) | | | | | |
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| 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. |  | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult | |
| 12 |  | Social Awareness | Learners will be able to show respect for other people’s perspectives.  Empathy | Learners will be able to identify positive ways to express understanding of differing perspectives.  Self-Efficacy  Emotional Regulation | Learners will be able to demonstrate conversational skills to determine the perspective of others.  Empathy | |
| 13 |  | Social Awareness | Learners will be able to reflect how cross-cultural experiences can influence their ability to build positive relationships.  Empathy  Self-Efficacy | Learners will be able to support the rights of individuals to reflect their family, culture, and community within the school setting.  Peer Support  School Support  Family Coherence  Self-Efficacy | Learners will be able to support the rights of all individuals to reflect their family, culture, and community in society.  Peer Support  School Support  Family Coherence  Self-Efficacy | |
| 14 |  | Social Awareness | Learners will be able to identify discrimination of individuals and groups based upon perceived differences.  Empathy  Peer Support | Learners will be able to assess for personal bias and evaluate strategies to oppose stereotyping.  Empathy  Peer Support  Self-Efficacy | Learners will be able to develop ethical arguments from a variety of ethical positions to evaluate societal norms.  Empathy  Peer Support  Self-Efficacy | |
| 15 |  | Relationship Skills | Learners will be able to recognize the emotional, physical, social, and other costs of negative relationships.  Empathy  Peer Support  School Support  Self-Efficacy | Learners will be able to independently seek and sustain positive, supportive relationships.  Empathy  Peer Support  School Support  Self-Efficacy | 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.  Empathy  Peer Support  School Support | |
| 16 |  | Relationship Skills | Learners will be able to use active listening and assertive, clear communication when expressing thoughts and ideas.  Self-Efficacy | Learners will be able to use assertive communication, including refusals, to get their needs met without negatively impacting others.  Self-Efficacy | 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.  Self-Efficacy | |
| 17 |  | Relationship Skills | Learners will be able to recognize and respond appropriately to constructive feedback.  Self-Efficacy  Self-Control  Emotional Regulation | Learners will be able to accept constructive feedback.  Self-Efficacy  Self-Control  Emotional Regulation | Learners will be able to evaluate constructive feedback and provide constructive feedback when needed.  Self-Efficacy  Self-Control  Emotional Regulation | |
| 18 |  | Relationship Skills | Learners will be able to work cooperatively and productively in a group and overcome setbacks and disagreements.  Self-Efficacy  Peer Support  Persistence  Self-Control | Learners will be able to formulate group goals and work through an agreed upon plan.  Self-Efficacy  Peer Support  Persistence  Self-Control | Learners will be able to recognize how each group member’s skills contribute toward group goals.  Self-Efficacy  Peer Support  Persistence  Self-Control | |

| SOCIAL COMPETENCE (6th Grade – Adult continued) | | | | | |
| --- | --- | --- | --- | --- | --- |
| 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. |  | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult | |
| 19 |  | Relationship Skills | Learners will be able to apply negotiation skills and conflict resolution skills to resolve differences.  Self-Efficacy  Peer Support  Self-Control | Learners will be able to self-reflect on their role in a conflict to inform their behavior in the future.  Self-Efficacy  Peer Support  Self-Control | Learners will be able to consistently resolve inter-personal conflicts across settings (e.g., school, work, community, and personal relationships).  Self-Efficacy  Peer Support  Self-Control | |
| 20 |  | 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.  Self-Efficacy  Empathy  Peer Support  Persistence  Self-Control | Learners will be able to apply steps of systemic decision making with consideration of well-being for oneself and others.  Self-Efficacy  Empathy  Peer Support  Persistence  Self-Control | 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.  Self-Efficacy  Empathy  Peer Support  Persistence  Self-Control | |
| 21 |  | Social Awareness | Learners will be able to identify how social norms for behavior vary across different settings and within different cultures.  Self-Awareness  Empathy  Self-Control | Learners will be able to identify the purpose of social norms for behavior across situations and how these norms are influenced by public opinion.  Self-Awareness  Empathy  Self-Control | Learners will be able to evaluate the ways in which public opinion can be used to influence and shape public policy.  Self-Awareness  Empathy  Self-Control | |
| 22 |  | Decision Making  Relationship Skills | Learners will be able to identify the impact of their decisions on personal safety and relationships.  Self-Control  Empathy | Learners will be able to use negotiation and refusal skills to resist unwanted pressures and maintain personal health and safety.  Self-Control  Empathy | 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).  Self-Control  Empathy | |
| 23 |  | Social Awareness  Relationship Skills | Learners will be able to advocate for themselves.  Self-Efficacy  Self-Control | Learners will be able to advocate for their needs and the needs of others by utilizing educational and community support networks.  Self-Efficacy  Self-Control | Learners will be able generate positive choices and proactively advocate for themselves and others across settings (e.g., school, community, work, and personal relationships).  Self-Efficacy  Self-Control | |
| 24 |  | Decision Making  Social Awareness  Relationship Skills | Learners will be able to, with adult guidance, create an action plan that addresses a need in the classroom, school, or community.  Persistence  School Support  Peer Support | Learners will be able to independently create an action plan that addresses real needs in the classroom, school, and community.  Persistence  School Support  Peer Support | Learners will be able to analyze opportunities to improve their community and engage in civic activities to influence issues impacting various communities.  Persistence  School Support  Peer Support | |