|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **CASEL**  **Self-awareness**  The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”  Identifying emotions  Accurate self-perception  Recognizing strengths  Self-confidence  Self-efficacy  **Self-management**  The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.  Impulse control  Stress management  Self-discipline  Self-motivation  Goal-setting  Organizational skills  **Social Awareness**  The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports  Perspective taking  Empathy  Appreciating diversity  Respect for others |  |  | **Wisconsin Department of Public Instruction**  **PK-5K**  **Emotional Development**  ***Understand and manage one’s emotions***  1. Learners will be able to demonstrate awareness of their emotions and how they may be the same or different from others.  **Self Concept**  ***Develop positive self-identity and recognize self as a lifelong learner***  7. Learners will be able to exhibit positive self-concept and confidence in their abilities.  8. Learners will be able to, with adult guidance, recognize and share independent thoughts.  9. Learners will be able to show awareness of being part of a family and a larger community.  11. Learners will be able to engage in meaningful learning through attempting, repeating, and experimenting with a variety of experiences and activities.  **Emotional Development**  ***Understand and manage one’s emotions***  2. Learners will be able to, with adult guidance, use verbal and non-verbal language to demonstrate a variety of emotions.  3. Learner will be able to, with adult guidance, display age appropriate self-control.  4. Learners will be able to, with adult guidance and engaging activities, attend for longer periods of time and show preference for some activities.  **Self Concept**  ***Develop positive self-identity and recognize self as a lifelong learner***  10. Learners will be able to display curiosity, risk-taking, and willingness to engage in new experiences.  11. Learners will be able to engage in meaningful learning through attempting, repeating, and experimenting with a variety of experiences and activities.  **Emotional Development**  ***Understand and manage one’s emotions***  5. Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy.  6. Learners will be able to associate words and gestures with a variety of emotions expressed by others.  **Self Concept**  ***Develop positive self-identity and recognize self as a lifelong learner***  9. Learners will be able to show awareness of being part of a family and a larger community.  **Social Competence**  ***Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large***  12. Learners will be able to demonstrate awareness of self as a unique individual.  13. Learners will be able to reflect their family, culture, and community when engaged in play and learning.  14. Learners will be able to, with adult guidance, begin to notice that other children and families do things differently.  21. Learners will be able to follow simple group rules.  23. Learners will be able to attempt a new skill when encouraged and supported by a safe and secure environment.  24. Learners will be able to show awareness of being part of a family and a larger community. |  |  | **HARMONY OBJECTIVES**  **PreK -Kindergarten:**  2.1 Foster awareness that emotions have internal and external cues. Promote recognition of own and others’ emotions.  2.7 Foster incremental thinking. Promote motivation and persistence.  3.3 Discuss the importance of speaking up in a respectful way. Practice being assertive.  **PreK-Kindergarten:**  1.2 Promote an awareness of commonalities with others. Encourage comfort in sharing about oneself.  2.7 Foster incremental thinking. Promote motivation and persistence.  3.2 Promote reciprocal communication skills. Foster self-regulation.  5.3 Promote an awareness of the need to take responsibility for one’s actions. Foster motivation and skills for making sincere and reparative amends. Promote a forgiving attitude toward others.  **PreK-Kindergarten**  1.1 Emphasize the value of peer relationships. Motivate children to engage with all of their peers.  1.2 Promote an awareness of commonalities with others. Foster openness toward learning about others.  1.3 Encourage an appreciation of diversity. Foster openness toward learning from others. Promote respect for others. Promote a sense of being valued by others  1.4 Promote a sense of connection and community within the classroom. Encourage social responsibility toward the classroom community.  2.3 Increase understanding of causes of emotions. Promote an awareness of situational cues in understanding emotions.  2.4 Promote understanding of others’ perspectives and feelings. Promote empathetic responding to others.  2.5 Foster increased understanding of variability within social groups. Foster increased understanding of similarities across different social groups. |
| **Relationship Skills**  The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek to offer help when needed.  Communication  Social engagement  Relationship building  Teamwork  **Responsible Decision Making**  The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well being of oneself and others.  Identifying problems  Analyzing situations  Solving problems  Evaluating  Reflecting  Ethical responsibility |  |  | **Social Competence**  ***Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.***  15. Learners will be able to engage in healthy and rewarding social interactions and play with peers.  16. Learners will be able to, with adult guidance, initiate conversations, listen attentively, respond to conversation, and stay on topic for multiple exchanges.  17. Learners will be able to adapt behavior based on adult directives.  18. Learners will be able to participate in cooperative play with peers.  19. Learners will be able to, with adult guidance, identify and communicate needs in conflict situations.  22. Learners will be able to demonstrate understanding of simple rules related primarily to personal health and safety.  23. Learners will be able to attempt a new skill when encouraged and supported by a safe and secure environment.  24. Learners will be able to show awareness of being part of a family and a larger community.  **Social Competence**  ***Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.***  20. Learners will be able to, with adult guidance, recognize that they have choices in how to respond to situations.  22. Learners will be able to demonstrate understanding of simple rules related primarily to personal health and safety.  24. Learners will be able to show awareness of being part of a family and a larger community. |  |  | **PreK-Kindergarten**  1.1 Promote the importance of getting to know each other. Emphasize the value of peer relationships.  3.1 Promote attentive listening skills. Foster self-regulation.  3.2 Promote reciprocal communication skills. Demonstrate taking turns listening and talking with a partner.  4.3 Discuss teamwork skills and work together on collaborative projects.  5.1 Promote a caring, pro-social orientation toward others. Foster gratitude for others’ kindness.  5.2 Promote inclusive attitudes and behaviors. Foster empathy and kindness.    **PreK-Kindergarten:**  2.2 Increase understanding of emotional consequences of situations. Foster awareness that people can feel different emotions about the same situation.  4.1 Promote skills in recognizing and identifying interpersonal problems. Foster awareness and acceptance of different feelings and perspectives.  4.2 Promote skills in generating solutions to problems. Foster awareness that people can have different ideas about how to solve a problem.  4.4 Discuss being considerate of others and practice strategies for self-regulation. Promote consideration of the impact of one’s behaviors on others. |