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| **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**  **1st, 2nd, 3rd**  **Emotional Development**  ***Understand and manage one’s emotions***  1. Learners will be able to recognize and label a variety of their own basic emotions.  **Self Concept**  ***Develop positive self-identity and recognize self as a lifelong learner***  **7.** Learners will be able to identify and describe skills and activities they do well and those for which they need help.  8. Learners will be able to identify and explore their own beliefs.  9. Learners will be able to define the role family and culture play in their identity and beliefs.  11. Learners will be able to, with encouragement, persist toward reaching a goal despite setbacks.  **Emotional Development**  ***Understand and manage one’s emotions***  ***2.*** Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions.  3. Learners will be able to, with adult guidance, demonstrate a variety of strategies to manage strong emotions.  4. Learners will begin to be able to, with adult guidance, focus their attention by demonstrating a variety of strategies to tolerate distractions.  **Self Concept**  ***Develop positive self-identity and recognize self as a lifelong learner***  ***10.*** Learners will be able to identify simple goals for personal and academic success.  11. Learners will be able to, with encouragement, persist toward reaching a goal despite setbacks.  **Emotional Development**  ***Understand and manage one’s emotions***  ***5.*** Learners will be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.  6. Learners will be able to predict how someone else may feel in a variety of situations.  **Self Concept**  ***Develop positive self-identity and recognize self as a lifelong learner***  9. Learners will be able to define the role family and culture play in their identity and beliefs.  **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 present their own point of view.  13. Learners will be able to identify commonalities they share with peers.  14. Learners will be able to recognize and respect that individual differences are important to self and others.  21. Learners will be able to demonstrate positive behaviors as established in classroom and school-wide expectations.  23. Learners will be able to identify how to get help from a trusted adult in a variety of situations.  24. Learners will be able to, with adult guidance, identify classroom, school, and community needs. |  |  | **HARMONY OBJECTIVES**  **First/Second:**  2.1 Foster awareness that emotions have internal and external cues. Foster awareness that emotions can vary in intensity. Promote recognition of own and others’ emotions.  2.7 Foster incremental thinking. Promote motivation and persistence.  3.3 Foster self-confidence in communicating needs, desires, and ideas. Promote assertiveness skills.  **Third:**  2.1 Provide students with a cognitive framework for identifying their thinking patterns. Help students recognize the connection among their thoughts, feelings, and actions.  **First/Second:**  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 conversational skills.  4.1 Foster self-confidence in sharing feelings and ideas. Foster awareness and acceptance of different feelings and perspectives. Promote empathy. Promote skills in recognizing and identifying interpersonal problems.  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.  **Third:**  3.1 Increase students’ awareness of communication bloopers and boosters.  3.2 Increase students’ awareness of effective communication boosters.  **First/Second**:  1.1 Promote the importance of getting to know each other. Emphasize the value of peer relationships.  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.  1.4 Promote a sense of connection and community within the classroom. Encourage social responsibility toward the classroom community.  2.3 Promote understanding of the relations among thoughts, feelings, and behaviors  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. Promote flexible thinking and decrease stereotyped thinking.  **Third:**  1.1 Provide students the opportunity to get to know one another. Foster an atmosphere of inclusion. Promote the view that both similarities and differences are valued.  1.2 Foster an inclusive classroom environment where students recognize similarities and appreciate differences. Provide students with the opportunity to get to know and connect with an unfamiliar peer. Facilitate positive interactions among students.  1.3 Foster an inclusive classroom environment where students recognize similarities and appreciate differences.  Provide students with opportunities to get to know and connect with an unfamiliar peer. Help students appreciate the skills of their fellow peers.  2.2 Teach students the definition and components of empathy. Help students recognize that their feelings and perspectives may differ from others’ feelings and perspective. Provide students with opportunities to practice decoding how others are feeling.  2.4 Facilitate students’ motivation to think in non-stereotyped ways. Increase students’ awareness of how stereotypes influence thinking and behavior toward others. Promote flexible and non-stereotyped thinking. Provide students with a framework for critically evaluating gendered information |
| **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 identify the different relationships they have with others.  16. Learners will be able to describe in simple terms how words, tone, and body language are used to communicate with others.  17. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environment cues.  18. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.  19. Learners will be able to understand the perspective of others in a conflict situation.  22. Learners will be able to describe ways to promote personal safety.  23. Learners will be able to identify how to get help from a trusted adult in a variety of situations.  24. Learners will be able to, with adult guidance, identify classroom, school, and community needs.  **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, generate possible choices and actions they could take in a given situation, including positive and negative options.  22. Learners will be able to describe ways to promote personal safety.  24. Learners will be able to, with adult guidance, identify classroom, school, and community needs. |  |  | **First/Second:**  1.1 Promote the importance of getting to know each other. Emphasize the value of peer relationships.  3.1 Promote attentive listening skills. Promote reciprocal communication skills. Foster self-regulation.  3.2 Promote conversational skills.  4.3 Foster collaborative teamwork skills. Promote fairness in playing and working together.  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.  **Third:**  1.1 Emphasize the value of peer relationships. Promote the importance of getting to know one another. Motivate children to engage with all of their peers.  1.4 Promote a common classroom identity among students. Decrease the saliency of gender in the classroom. Promote the classroom norm that students who have differences can be friends.  3.1 Increase students’ awareness of communication bloopers and boosters.  3.2 Increase students’ awareness of effective communication boosters.  5.1 Help students identify personal characteristics that aid in friendship formation and maintenance. Promote the view that friends can have both similarities and differences.  5.2 Increase students’ awareness of the qualities they look for in friends. Increase students’ awareness of the kind of friend they want to be to others. Have students commit to how they will treat their friends  5.3 Help students identify when and how to provide classmates with support. Increase frequency with which students provide classmates with peer support. Promote a classroom environment where all students feel supported by their peers.  **First/Second:**  2.2 Increase understanding of emotional consequences of situations. Promote an awareness of situational cues in understanding emotions.  4.1 Foster self-confidence in sharing feelings and ideas. Foster awareness and acceptance of different feelings and perspectives. Promote empathy. Promote skills in recognizing and identifying interpersonal problems.  4.2 Promote skills in generating solutions to problems. Foster awareness that people can have different ideas about how to solve a problem. Emphasize fairness in problem-solving and decision- making.  4.4 Promote awareness that everyone has different preferences and behavioral styles. Promote consideration of the impact of one’s behaviors on others.  **Third:**  4.1 Increase students’ understanding of conflict. Introduce students to various conflict resolution styles.  4.2 Introduce students to the first step of a problem-solving approach. Assist students with identifying and monitoring their own feelings in conflict situations. Provide students with strategies to regulate their emotions and relax.  4.3 Introduce students to the second step of problem-solving approach. Teach students to recognize how words they use affect others. Provide students with a framework to effectively communicate their feelings and perspective during conflict situations.  4.4 Introduce students to the final stage in problem-solving. Provide students with opportunities to practice using the Step It Up approach.  5.3 Help students identify when and how to provide classmates with support. Increase frequency with which students provide classmates with peer support. Promote a classroom environment where all students feel supported by their peers. |