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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  **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 |  |  | **Wisconsin Department of Public Instruction**  **4th-5th**  **Emotional Development**  ***Understand and manage one’s emotions***  1. Learners will be able to recognize and label a variety of complex emotions in self and others.  **Self Concept**  ***Develop positive self-identity and recognize self as a lifelong learner***  7. Learners will be able to use a “growth mind set” in order to recognize and build on their strengths.  8. Learners will be able to reflect on similarities and differences between their personal beliefs and those of others.  9. Learners will be able to identify their role in their family and community and how those roles impact their identity.  11. Learners will be able to identify strategies to persist and maintain motivation when working toward short-and long-term goals.  **Emotional Development**  ***Understand and manage one’s emotions***  2. Learners will be able to express their emotions to self and others in respectful ways.  3. Learners will be able to, with minimal adult guidance, manage emotions (e.g. stress, impulses, motivation) in a manner sensitive to self and others.  4. Learners will be able to, with adult guidance, use organizational skills and strategies to focus attention in order to work toward personal and academic goals.  **Self Concept**  ***Develop positive self-identity and recognize self as a lifelong learner***  10. Learners will be able to assess their level of engagement in their own learning for the achievement of personal goals.  11. Learners will be able to identify strategies to persist and maintain motivation when working toward short- and long-term goals.  **Emotional Development**  ***Understand and manage one’s emotions***  5. Learners will be able to identify others’ need for empathy and respond in respectful ways.  6. Learners will be able to use perspective-taking to predict how their own behavior affects the emotions of others.  **Self Concept**  ***Develop positive self-identity and recognize self as a lifelong learner***  9. Learners will be able to identify their role in their family and community and how those roles impact their identity.  **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 appreciate diversity by recognizing multiple points of view and perspectives of others across cultural and social groups.  13. Learners will be able to build relationships between diverse groups of people.  14. Learners will be able to demonstrate respect for others by discussing how stereotypes affect self and others.  21. Learners will be able to identify and respect social norms for behavior and safe interactions across different settings.  23. Learners will be able to identify when and how to offer help to others.  24. Learners will be able to identify actions that would positively impact change in a classroom, school, and 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.***  15. Learners will be able to, with adult guidance, recognize, establish, and maintain healthy and rewarding relationships.  16. Learners will be able to effectively communicate clearly, listen well, and cooperate with others to build healthy relationships.  17. Learners will be able to independently adapt behavior based upon peer feedback and environmental cues.  18. Learners will be able to work cooperatively and productively in a group to accomplish a set goal.  19. Learners will be able to identify cause and effect of a conflict.  22. Learners will be able to honor social norms with respect to safety of oneself and others.  23. Learners will be able to identify when and how to offer help to others.  24. Learners will be able to identify actions that would positively impact change in a classroom, school, and community. |  |  | **HARMONY OBJECTIVES**  **Fourth/Fifth:**  2.1 Provide students with a cognitive framework for identifying their thinking patterns. Help students recognize the connection among their thoughts, feelings, and actions.  **Fifth:**  2.5 Increase students’ awareness of how the media influences their thoughts and behaviors.  **Fourth:**  3.1 Increase students’ awareness of communication bloopers and boosters.  3.2 Increase students’ awareness of effective communication boosters.  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.  **Fifth:**  3.1 Increase students’ awareness of communication bloopers and boosters. Provide students with practice in identifying communication bloopers.  3.2 Increase students’ awareness of effective communication boosters. Provide students with practice in identifying communication boosters.  5.3 Increase students’ awareness of the positive and negative thoughts, feelings, and behaviors associated with communication bloopers versus communication boosters.  **Fourth/Fifth:**  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. . Provide students with opportunities to practice the components of empathy. Help students develop empathy for those who are both similar and different.  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 opportunities to critically evaluate and change stereotyped message  .  **F**  **Fourth/Fifth:**  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.  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.  **Fourth:**  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.  3.1 Increase students’ awareness of communication bloopers and boosters.  3.2 Increase students’ awareness of effective communication boosters  5.2 Help students become aware of the difference between friendship groups and cliques. Help students identify how cliques exclude and are hurtful to others. Motivate students to be socially inclusive. Encourage students to commit to engaging in socially inclusive behaviors.  **Fifth:**  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.  2.5 Increase students’ awareness of how the media influences their thoughts and behaviors. Provide students with opportunities to critically evaluate gender and relationship messages present in the media.  3.1 Increase students’ awareness of communication bloopers. Provide students with practice in identifying communication bloopers.  3.2 Increase students’ awareness of effective communication boosters. Provide students with practice in identifying communication boosters.  5.2 Help students identify when and how to provide peers with support. Increase the frequency of students providing peers with support. Promote a classroom environment where all students feel supported by their peers. |
| **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.***  20. Learners will be able to make constructive choices about personal behavior and social interaction in order to evaluate the consequences of various actions with consideration of well-being for oneself and others.  22. Learners will be able to honor social norms with respect to safety of oneself and others.  24. Learners will be able to identify actions that would positively impact change in a classroom, school, and community. |  |  | **Fourth:**  4.1 Increase students’ understanding of conflict. Introduce students to various conflict resolution styles. Increase students’ awareness of interpersonal costs and benefits associated with 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.  **Fifth:**  .41 Increase students’ understanding of conflict. Introduce students to various conflict resolution styles.  4.2 Increase students’ understanding of various conflict resolution styles. Promote an awareness of one’s own and others’ conflict resolution styles.  4.3 Introduce students to a step-by-step approach for effectively resolving conflict. Provide students an opportunity to practice the Step it Up approach.  4.4 Provide students with the opportunity to practice resolving peer conflicts using the Step it Up problem-solving approach.  5.3 Normalize friendships with same- and other-sex peers. Helps students think of obstacles to initiating and maintaining interactions and friendships with diverse peers. Provide the class with opportunities to identify strategies for reducing obstacles to same- and other-sex interactions and friendships.  5.4 Teach students about the roles of the bully, target, and bystander. Increase students’ awareness of effective and ineffective approaches for resisting victimization and providing peers who are bullied with support. Promote a classroom environment where students provide support for peers who are bullied. |