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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**  **6th-8th**  **Emotional Development**  ***Understand and manage one’s emotions***  1. Learners will be able to recognize and label a variety of complex graded 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 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.  8. Learners will be able to self-reflect on their values and beliefs and how their behaviors relate to those values and beliefs.  9. Learners will be able to identify how family and culture impact their thoughts and actions.  11. Learners will be able to identify successes and challenges, and how they can learn from them.  **Emotional Development**  ***Understand and manage one’s emotions***  2. Learners will be able to express their emotions in an appropriate and respectful manner using a variety of modalities (e.g. verbal and nonverbal).  3. Learners will be able to identify what triggers a strong emotion and apply an appropriate calming or coping strategy to defuse the emotional trigger.  4. 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.  **Self Concept**  ***Develop positive self-identity and recognize self as a lifelong learner***  10. Learners will be able to consistently set attainable, realistic goals, and persist until their goals are achieved.  11. Learners will be able to identify successes and challenges, and how they can learn from them.  **Emotional Development**  ***Understand and manage one’s emotions***  5. Learners will be able to provide support and encouragement to others through perspective taking, empathy, and appreciation for diversity.  6. Learners will be able to recognize expressions of empathy in society and communities.  **Self Concept**  ***Develop positive self-identity and recognize self as a lifelong learner***  9. Learners will be able to identify how family and culture impact their thoughts and actions.  **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 show respect for other people’s perspectives.  13. Learners will be able to reflect how cross-cultural experiences can influence their ability to build positive relationships.  14. Learners will be able to identify discrimination of individuals and groups based upon perceived differences.  21. Learners will be able to identify how social norms for behavior vary across different settings and within different cultures.  23. Learners will be able to advocate for themselves.  24. Learners will be able to, with adult guidance, create an action plan that addresses a need in the classroom, school, or 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 recognize the emotional, physical, social, and other costs of negative relationships.  16. Learners will be able to use active listening and assertive, clear communication when expressing thoughts and ideas.  17. Learners will be able to recognize and respond appropriately to constructive feedback.  18. Learners will be able to work cooperatively and productively in a group and overcome setbacks and disagreements.  19. Learners will be able to recognize negotiation skills and conflict resolution skills to resolve differences.  22. Learners will be able identify the impact of their decisions on personal safety and relationships.  23. Learners will be able to advocate for themselves.  24. Learners will be able to, with adult guidance, create an action plan that addresses a need in the classroom, school, or community |  |  | **HARMONY OBJECTIVES**  **Fifth/Sixth:**  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/Sixth:**  2.5 Increase students’ awareness of how the media influences their thoughts and behaviors.  **Fifth/Sixth:**  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.  **Fifth/Sixth:**  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 messages.  **Fifth/Sixth:**  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.  **Fifth/Sixth:**  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. |  |  | **Fifth/Sixth:**  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. |