

EMOTIONAL DEVELOPMENT (PK-5th Grade)

Understand and manage one’s emotions

| No. | Mosaic by ACT SEL | CASEL Domain | Wisconsin PK-5K | Wisconsin 1st-3rd | Wisconsin 4th-5th |
|-----|--|------------------|---|--|---|
| 1 | Maintaining Composure; Social Connection | Self-Awareness | Learners will be able to demonstrate awareness of their emotions and how they may be the same or different from others. Wisconsin Model Early Learning Standards (WMELS) Domain II A EL.1 | Learners will be able to recognize and label a variety of their own basic emotions. | Learners will be able to recognize and label a variety of complex emotions in self and others. |
| 2 | Sustaining Effort; Maintaining Composure | Self-Management | Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. WMELS Domain II A EL.1 | Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions. | Learners will be able to express their emotions to self and others in respectful ways. |
| 3 | Sustaining Effort; Maintaining Composure | Self-Management | Learners will be able to, with adult guidance, display age appropriate self-control. WMELS Domain II A EL.1 | Learners will be able to, with adult guidance, demonstrate a variety of strategies to manage strong emotions. | 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 | Sustaining Effort | Focus Attention | Learners will be able to, with adult guidance and engaging activities, attend for longer periods of time and show preference for some activities. WMELS IV.A.EL.1 | Learners will begin to be able to, with adult guidance, focus their attention by demonstrating a variety of strategies to tolerate distractions. | 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. |
| 5 | Getting Along with Others; Keeping an Open Mind | Social Awareness | Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy. WMELS Domain II A EL.2 | Learners will be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. | Learners will be able to identify others’ need for empathy and respond in respectful ways. |
| 6 | Getting Along with Others; Keeping an Open Mind | Social Awareness | Learners will be able to associate words and gestures with a variety of emotions expressed by others. WMELS Domain II A EL.2 | Learners will be able to predict how someone else may feel in a variety of situations. | Learners will be able to use perspective-taking to predict how their own behavior affects the emotions of others. |

EMOTIONAL DEVELOPMENT (6th Grade – Adult)

Understand and manage one’s emotions

| No. | Mosaic by ACT SEL | CASEL Domain | Wisconsin 6th-8th | Wisconsin 9th-10th | Wisconsin 11th-Adult |
|-----|--|------------------|--|--|--|
| 1 | Maintaining Composure; Social Connection | Self-Awareness | Learners will be able to recognize and label a variety of complex graded emotions in self and others. | Learners will be able to recognize and label a variety of graded emotions in self and others as they occur and evolve over time. | Learners will be able to identify how the process of recognizing and labeling emotions informs thinking and influences relationships. |
| 2 | Sustaining Effort; Maintaining Composure | 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). | 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). | Learners will be able to understand and explain how their expression of emotions can influence how others respond to them. |
| 3 | Sustaining Effort; Maintaining Composure | 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. | Learners will be able to consistently use appropriate calming and coping strategies when dealing with strong emotions. | Learners will be able to predict situations that will cause strong emotions, and plan and prepare to manage those emotions. |
| 4 | Sustaining Effort | 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. | Learners will be able to independently use organizational skills and strategies to focus attention by working toward long-term personal and academic goals. | Learners will employ focusing skills independently and understand their importance in achieving important goals in times of adversity. |
| 5 | Getting Along with Others; Keeping an Open Mind | Social Awareness | Learners will be able to provide support and encouragement to others through perspective taking, empathy, and appreciation for diversity. | Learners will be able to demonstrate empathy to others who have different views and beliefs. | Learners will be able to demonstrate connectedness, through empathy and engagement to their communities. |
| 6 | Getting Along with Others; Keeping an Open Mind | Social Awareness | Learners will be able to recognize expressions of empathy in society and communities. | Learners will be able to evaluate verbal, physical, and environmental cues to predict and respond to the emotions of others. | Learners will be able to evaluate verbal, physical, social, cultural, and environmental cues to predict and respond to the emotions of others. |

| SELF-CONCEPT (PreK - 5th Grade) | | | | | |
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| Develop positive self-identity and recognize self as a lifelong learner | | | | | |
| No. | Mosaic by ACT SEL | CASEL Domain | Wisconsin PK-5K | Wisconsin 1st-3rd | Wisconsin 4th-5th |
| 7 | Maintaining Composure; Social Connection | Self-Awareness | Learners will be able to exhibit positive self-concept and confidence in their abilities. WMELS Domain II B EL.1 | Learners will be able to identify and describe skills and activities they do well and those for which they need help. | Learners will be able to use a “growth mind set” in order to recognize and build on their strengths. |
| 8 | Maintaining Composure; Social Connection | Self-Awareness | Learners will be able to, with adult guidance, recognize and share independent thoughts. WMELS Domain II B EL.1 | Learners will be able to identify and explore their own beliefs. | Learners will be able to reflect on similarities and differences between their personal beliefs and those of others. |
| 9 | Maintaining Composure; Social Connection; Getting Along with Others; Keeping an Open Mind | Self-Awareness Social-Awareness | Learners will be able to show awareness of being part of a family and a larger community. WMELS Domain II B EL.2 | Learners will be able to define the role family and culture play in their identity and beliefs. | Learners will be able to identify their role in their family and community and how those roles impact their identity. |
| 10 | Sustaining Effort; Maintaining Composure | Self-Management | Learners will be able to display curiosity, risk-taking, and willingness to engage in new experiences. WMELS Domain IV A. EL 1 | Learners will be able to identify simple goals for personal and academic success. | Learners will be able to assess their level of engagement in their own learning for the achievement of personal goals. |
| 11 | Maintaining Composure; Social Connection; Sustaining Effort | Self-Awareness Self-Management | Learners will be able to engage in meaningful learning through attempting, repeating, and experimenting with a variety of experiences and activities. WMELS Domain IV A EL 2 | Learners will be able to, with encouragement, persist toward reaching a goal despite setbacks. | Learners will be able to identify strategies to persist and maintain motivation when working toward short- and long-term goals. |

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

| SOCIAL COMPETENCE (Pre-K - 5th Grade) |
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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 |

SOCIAL COMPETENCE (Pre-K - 5th Grade)

large

| No. | Mosaic by ACT SEL | CASEL Domain | Wisconsin PK-5K | Wisconsin 1st-3rd | Wisconsin 4th-5th |
|-----|--|---------------------|---|---|--|
| 12 | Getting Along with Others; Keeping an Open Mind | Social Awareness | Learners will be able to demonstrate awareness of self as a unique individual. WMELS Domain II B EL.2 | Learners will be able to present their own point of view. | Learners will be able to appreciate diversity by recognizing multiple points of view and perspectives of others across cultural and social groups. |
| 13 | Getting Along with Others; Keeping an Open Mind | Social Awareness | Learners will be able to reflect their family, culture, and community when engaged in play and learning. WMELS Domain IV C EL.2 | Learners will be able to identify commonalities they share with peers. | Learners will be able to build relationships between diverse groups of people. |
| 14 | Getting Along with Others; Keeping an Open Mind | Social Awareness | Learners will be able to, with adult guidance, begin to notice that other children and families do things differently. WMELS Domain IV C EL.2 | Learners will be able to recognize and respect that individual differences are important to self and others. | Learners will be able to demonstrate respect for others by discussing how stereotypes affect self and others. |
| 15 | Getting Along with Others; Social Connection | Relationship Skills | Learners will be able to engage in healthy and rewarding social interactions and play with peers. WMELS Domain II C EL.2 | Learners will be able to identify the different relationships they have with others. | Learners will be able to, with adult guidance, recognize, establish, and maintain healthy and rewarding relationships. |
| 16 | Getting Along with Others; Social Connection | Relationship Skills | Learners will be able to, with adult guidance, initiate conversations, listen attentively, respond to conversation, and stay on topic for multiple exchanges (especially with adults). WMELS Domain III B EL.2C | Learners will be able to describe in simple terms how words, tone, and body language are used to communicate with others. | Learners will be able to effectively communicate clearly, listen well, and cooperate with others to build healthy relationships. |
| 17 | Getting Along with Others; Social Connection | Relationship Skills | Learners will be able to adapt behavior based on adult directives. | Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environment cues. | Learners will be able to independently adapt behavior based upon peer feedback and environmental cues. |
| 18 | Getting Along with Others; Social Connection | Relationship Skills | Learners will be able to participate in cooperative play with peers. WMELS Domain II C EL.2 | Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. | Learners will be able to work cooperatively and productively in a group to accomplish a set goal. |

| SOCIAL COMPETENCE (Pre-K - 5th Grade) | | | | | |
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| 19 | Getting Along with Others; Social Connection | Relationship Skills | Learners will be able to, with adult guidance, identify and communicate needs in conflict situations. WMELS Domain II C EL.4 | Learners will be able to understand the perspective of others in a conflict situation. | Learners will be able to identify cause and effect of a conflict. |
| 20 | Sustaining Effort; Getting Along with Others | Decision Making | Learners will be able to, with adult guidance, recognize that they have choices in how to respond to situations. | 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. | 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. |
| 21 | Getting Along with Others; Keeping an Open Mind | Social Awareness | Learners will be able to follow simple group rules. WMELS Domain II C EL.3 | Learners will be able to demonstrate positive behaviors as established in classroom and schoolwide expectations. | Learners will be able to identify and respect social norms for behavior and safe interactions across different settings. |
| 22 | Getting Along with Others; Social Connection; Sustaining Effort | Decision Making Relationship Skills | Learners will be able to demonstrate understanding of simple rules related primarily to personal health and safety. WMELS Domain II C EL.3 | Learners will be able to describe ways to promote personal safety. | Learners will be able to honor social norms with respect to safety of oneself and others. |
| 23 | Getting Along with Others; Keeping an Open Mind; Social Connection | Social Awareness Relationship Skills | Learners will be able to attempt a new skill when encouraged and supported by a safe and secure environment. WMELS Domain IV A EL.2 | Learners will be able to identify how to get help from a trusted adult in a variety of situations. | Learners will be able to identify when and how to offer help to others. |
| 24 | Getting Along with Others; Keeping an Open Mind; Social Connection; Sustaining Effort | Decision Making Social Awareness Relationship Skills | Learners will be able to show awareness of being part of a family and a larger community. WMELS Domain II A EL.2 | Learners will be able to, with adult guidance, identify classroom, school, and community needs. | Learners will be able to identify actions that would positively impact change in a classroom, school, and community. |

| SOCIAL COMPETENCE (6 th Grade - Adult) | |
|---|--|
| Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large | |

| SOCIAL COMPETENCE (6 th Grade - Adult) | | | | | |
|---|--|---------------------|--|---|--|
| No. | Mosaic by ACT SEL | CASEL Domain | Wisconsin 6th-8th | Wisconsin 9th-10th | Wisconsin 11th-Adult |
| 12 | Getting Along with Others; Keeping an Open Mind | Social Awareness | Learners will be able to show respect for other people's perspectives. | Learners will be able to identify positive ways to express understanding of differing perspectives. | Learners will be able to demonstrate conversational skills to determine the perspective of others. |
| 13 | Getting Along with Others; Keeping an Open Mind | Social Awareness | Learners will be able to reflect how cross-cultural experiences can influence their ability to build positive relationships. | Learners will be able to support the rights of individuals to reflect their family, culture, and community within the school setting. | Learners will be able to support the rights of all individuals to reflect their family, culture, and community in society. |
| 14 | Getting Along with Others; Keeping an Open Mind | Social Awareness | Learners will be able to identify discrimination of individuals and groups based upon perceived differences. | Learners will be able to assess for personal bias and evaluate strategies to oppose stereotyping. | Learners will be able to develop ethical arguments from a variety of ethical positions to evaluate societal norms. |
| 15 | Getting Along with Others; Social Connection | Relationship Skills | Learners will be able to recognize the emotional, physical, social, and other costs of negative relationships. | Learners will be able to independently seek and sustain positive, supportive relationships. | 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. |
| 16 | Getting Along with Others; Social Connection | Relationship Skills | Learners will be able to use active listening and assertive, clear communication when expressing thoughts and ideas. | Learners will be able to use assertive communication, including refusals, to get their needs met without negatively impacting others. | 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. |
| 17 | Getting Along with Others; Social Connection | Relationship Skills | Learners will be able to recognize and respond appropriately to constructive feedback. | Learners will be able to accept constructive feedback. | Learners will be able to evaluate constructive feedback and provide constructive feedback when needed. |
| 18 | Getting Along with Others; Social Connection | Relationship Skills | Learners will be able to work cooperatively and productively in a group and overcome setbacks and disagreements. | Learners will be able to formulate group goals and work through an agreed upon plan. | Learners will be able to recognize how each group member's skills contribute toward group goals. |
| 19 | Getting Along with Others; Social Connection | Relationship Skills | Learners will be able to apply negotiation skills and conflict resolution skills to resolve differences. | Learners will be able to self-reflect on their role in a conflict to inform their behavior in the future. | Learners will be able to consistently resolve inter-personal conflicts across settings (e.g., school, work, community, and personal relationships). |

| SOCIAL COMPETENCE (6 th Grade - Adult) | | | | | |
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| 20 | Sustaining Effort; Getting Along with Others | 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. | Learners will be able to apply steps of systemic decision making with consideration of well-being for oneself and others. | 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. |
| 21 | Getting Along with Others; Keeping an Open Mind | Social Awareness | Learners will be able to identify how social norms for behavior vary across different settings and within different cultures. | Learners will be able to identify the purpose of social norms for behavior across situations and how these norms are influenced by public opinion. | Learners will be able to evaluate the ways in which public opinion can be used to influence and shape public policy. |
| 22 | Getting Along with Others; Social Connection; Sustaining Effort | Decision Making Relationship Skills | Learners will be able to identify the impact of their decisions on personal safety and relationships. | Learners will be able to use negotiation and refusal skills to resist unwanted pressures and maintain personal health and safety. | 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). |
| 23 | Getting Along with Others; Keeping an Open Mind; Social Connection | Social Awareness Relationship Skills | Learners will be able to advocate for themselves. | Learners will be able to advocate for their needs and the needs of others by utilizing educational and community support networks. | Learners will be able generate positive choices and proactively advocate for themselves and others across settings (e.g., school, community, work, and personal relationships). |
| 24 | Getting Along with Others; Keeping an Open Mind; Social Connection; Sustaining Effort | 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. | Learners will be able to independently create an action plan that addresses real needs in the classroom, school, and community. | Learners will be able to analyze opportunities to improve their community and engage in civic activities to influence issues impacting various communities. |