| EMOTIONAL DEVELOPMENT (6th Grade – Adult) | | | | | | |
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| Understand and manage one’s emotions | | | | | | |
| No. | BARR Model Strategies | I-Time Lessons | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 1 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum  Professional Development (for school staff) | Building a Connected Community  *- Kindness Counts, V2*  Communication  *- Nonverbals, V1*  *- Communication – Positive,*  *Negative, or Neutral?, V1*  *- Feelings Charades, V1*  *- Responding Skills, V1*  *- What Is On Your Plate?, V1*  *- Looks Can Be Deceiving, V2*  Self-Discovery  *- Just Like Riding a Bike, V3*  Strength/Asset Activities  *- The Science of Happiness, V3*  Grief and Loss/Stress Management  *- Grief and Loss, V1*  *- Creating Hope, V2*  *- The Power of Words, V2*  Bullying  *- Read My Thoughts, V3*  Risky Behavior  *- Why Do We Fight?, V3* | 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. |
| No. | BARR Model Strategies | I-Time Lessons | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 2 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum  Professional Development (for school staff) | Building a Connected Community  *- House Rules, V1*  *- Shields, V1*  *- Kindness Counts, V2*  *- A Rainbow in the Clouds, V3*  Goals  *- Crossing the River, V1*    Leadership  *- Straw Towers, V1*  Communication  *- Nonverbals, V1*  *- Communication – Positive,*  *Negative, or Neutral?, V1*  *- Feelings Charades, V1*  *- Refusal Skills, V1*  *- Looks Can Be Deceiving, V2*  *- Compassionate Honesty, V3*  Self-Discovery  *- Words That Resonate, V2*  Strength/Asset Activities  *- The Science of Happiness, V3* | 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. |
| No. | BARR Model Strategies | I-Time Lessons | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 3 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum  Professional Development (for school staff) | Goals  *- Internal GPS, V3*  Self-Discovery  *- Interruption, V3*  *- Spinning to Solve Problems, V3*  Communication  *- Communication – Positive,*  *Negative, or Neutral?, V1*  *- Feelings Charades, V1*  *- Refusal Skills, V1*  *- What Is On Your Plate?, V1*  Strength/Asset Activities  *- What Are Your Assets?, V1*  *- Support Web, V1*  *- Self-Talk, V2*  *- Types of Hope, V3*  Grief and Loss/Stress Management  *- Grief and Loss, V1*  *- Creating Hope, V2*  *- The Power of Words, V2*  *- You Are Stronger Than You Know, V3*  *- Stress Juggle, V3*  Risky Behavior  *- Problem-Solving, V3*  *- Why Do We Fight?, V3* | 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. |
| No. | BARR Model Strategies | I-Time Lessons | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 4 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum  Professional Development (for school staff) | Goals  *- Crossing the River, V1*  *- Person of the Year, V1*  *- Personal Goal Setting, V1*  *- Decision Making, V1*  *- Adventure Journal, V2*  *- North Star, V2*  *- Dream Mobile, V2*  *- My Life Auction, V2*  *- This Is Now, V3*  *- Seeds of Tomorrow, V3*  *- Internal GPS, V3*  *- What Does the Future Hold?, V3*  Leadership  *- Straw Towers, V1*  Communication  - *Learning to Listen, V1*  Self-Discovery  *- Spinning to Solve Problems, V3*  Bullying  *- What Happens When You Post? V2*  Risky Behavior  *- Everyone Makes Mistakes, V3*  Dreams  *- Dream School, V2*  *- Living With Purpose, V3*  *- Capture the Moment, V3*  *- Dream Boards, V3* | 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. |
| No. | BARR Model Strategies | I-Time Lessons | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 5 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum  Professional Development (for school staff)  Engage Administrators  Engage families | Building a Connected Community  *- House Rules, V1*  *- "Do You Know Your*  *Neighbor?", V1*  *- Commonalities, V1*  *- Shields, V1*  *- Getting Acquainted, V1*  *- Conversation Dice, V2*  *- Kindness Counts, V2*  *- Freeze and Thaw, V2*  *- Who is Your Champion?, V2*  *- Creating Connections, V2*  *- Picture This, V2*  *- A Rainbow in the Clouds, V3*    Goals  *- Crossing the River, V1*  *- Person of the Year, V1*  Leadership  *- Straw Towers, V1*    Communication  *- Communication – Positive,*  *Negative, or Neutral?, V1*  - *Learning to Listen, V1*  *- Responding Skills, V1*  *- What Is On Your Plate?, V1*  *- Communication x 3, V2*  *- Compassionate Honesty, V3*  Self-Discovery  *- Words That Resonate, V2*  *- Letter of Understanding, V2*  Strength/Asset Activities  *- What Are Your Assets?, V1*  *- Support Web, V1*  *- Golden Nuggets, V1*  *- Do You Know You?, V2*  *- Assets Scavenger Hunt, V2*  *- Strengths Commercial, V2*  *- Types of Hope, V3*  *- The Science of Happiness, V3*  Grief and Loss/Stress Management  *- Grief and Loss, V1*  *- Creating Hope, V2*  *- The Power of Words, V2*  Bullying  *- Bullying, V1*  *- What Happens When You Post? V2*  *- Read My Thoughts, V3*  Diversity  *- Fishbowls, V1*  *- Taking the Human Rights*  *Temperature of Your School, V1*  *- Geography of Living, V2*  Risky Behavior  *- Enabling, V1*  *- Circles of Support, V1*  *- Everyone Makes Mistakes, V3*  Dreams  *- Dreams, V1* | 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. |
| No. | BARR Model Strategies | I-Time Lessons | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 6 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum  Professional Development (for school staff)  Engage Administrators  Engage families | Building a Connected Community  *- Building A Neighborhood, V1*  *- Putting the Pieces Together, V2*  *- Kindness Counts, V2*  *- Freeze and Thaw, V2*  *- Who is Your Champion?, V2*  Leadership  *- Straw Towers, V1*  Communication  *- Nonverbals, V1*  *- Communication – Positive,*  *Negative, or Neutral?, V1*  *- Feelings Charades, V1*  *- Learning to Listen, V1*  *- Responding Skills, V1*  *- What Is On Your Plate?, V1*  *- Picture This, V2*  Self-Discovery  *- Letter of Understanding, V2*  Strength/Asset Activities  *- Strengths Commercial, V2*  *- Lollipop Moments, V2*  Grief and Loss/Stress Management  *- Grief and Loss, V1*  *- Creating Hope, V2*  Bullying  *- Bullying, V1*  Diversity  *- Fishbowls, V1*  *- Taking the Human Rights*  *Temperature of Your School, V1*  *- Behind the Lens, V3*  *- It Depends on the View, V3*  Risky Behavior  *- Circles of Support, V1* | 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 (6th Grade - Adult) | | | | | | |
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| Develop positive self-identity and recognize self as a lifelong learner | | | | | | |
| No. | BARR Model Strategies | I-Time Lessons | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 7 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum | Building a Connected Community  *- Commonalities, V1*  *- Shields, V1*  *- Getting Acquainted, V1*  *- School Autobiography, V2*  Goals  *- Person of the Year, V1*  *- Personal Goal Setting, V1*  *- Decision Making, V1*  *- Adventure Journal, V2*  *- North Star, V2*  *- Dream Mobile, V2*  *- My Life Auction, V2*  *- This Is Now, V3*  *- Seeds of Tomorrow, V3*  *- Internal GPS, V3*  *- What Does the Future Hold?, V3*  Leadership  *- Leadership Styles, V1*  Communication  - *Learning to Listen, V1*  *- What Is On Your Plate?, V1*  Self-Discovery  *- Personality Portrait, V2*  *- Spinning to Solve Problems, V3*  Strength/Asset Activities  *- What Are Your Assets?, V1*  *- Golden Nuggets, V1*  *- Do You Know You?, V2*  *- Assets Scavenger Hunt, V2*  *- Strengths Commercial, V2*  *- Self-Talk, V2*  *- The Science of Happiness, V3*  *- You’re in Good Company, V3*  Grief and Loss/Stress Management  *- You Are Stronger Than You Know, V3*  *- Stress Juggle, V3*  Diversity  *- Values, V1*  Dreams  *- Dreams, V1*  *- Letter to My Senior Self, V2*  *- Dream School, V2*  *- Living With Purpose, V3*  *- Capture the Moment, V3*  *- Dream Boards, V3* | 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. |
| No. | BARR Model Strategies | I-Time Lessons | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 8 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum | Building a Connected Community  *- Shields, V1*  *- Getting Acquainted, V1*  *- Building A Neighborhood, V1*  *- Kindness Counts, V2*  *- Who is Your Champion?, V2*  Goals  *- Person of the Year, V1*  *- Personal Goal Setting, V1*  *- My Life Auction, V2*  *- Internal GPS, V3*  Communication  *- Communication – Positive,*  *Negative, or Neutral?, V1*  *- Effective Communication*  - *Learning to Listen, V1*  *- Responding Skills, V1*  *- Refusal Skills, V1*  Self-Discovery  *- Letter of Understanding, V2*  *- Reflection, V2*  *- Personality Portrait, V2*  *- Words That Resonate, V2*  Strength/Asset Activities  *- What Are Your Assets?, V1*  *- Do You Know You?, V2*  *- Self-Talk, V2*  *- My Words, V3*  Bullying  *- Bullying, V1*  *- What Happens When You Post? V2*  Diversity  *- Values, V1*  *- I Am, V2*  *- Geography of Living, V2*  *- Perceptions, V2*  *- Be Curious, Not Judgmental, V3*  Risky Behavior  *- Enabling, V1*  *- Problem-Solving, V3*  *- Your Cyber Footprint, V3*  *- Why Do We Fight?, V3*  Dreams  *- Dreams, V1*  *- Baby Face, V3*  *- Living With Purpose, V3*  *- Capture the Moment, V3*  *- Dream Boards, V3* | 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. |
| No. | BARR Model Strategies | I-Time Lessons | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 9 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum  Professional Development (for school staff)  Engage Administrators  Engage families | Building a Connected Community  *- Shields, V1*  *- Getting Acquainted, V1*  *- Freeze and Thaw, V2*  *- Who is Your Champion?, V2*  *- And the Survey Says…, V3*  Communication  *- Communication – Positive,*  *Negative, or Neutral?, V1*  *- What Is On Your Plate?, V1*  *- Picture This, V2*  Self-Discovery  *- Reflection, V2*  *- The First Follower, V3*  Strength/Asset Activities  *- What Are Your Assets?, V1*  *- Support Web, V1*  *- Golden Nuggets, V1*  *- Assets Scavenger Hunt, V2*  *- Lollipop Moments, V2*  *- My Words, V3*  *- Types of Hope, V3*  Grief and Loss/Stress Management  *- Grief and Loss, V1*  *- Creating Hope, V2*  *- The Power of Words, V2*  Diversity  *- Values, V1*  *- Fishbowls, V1*  *- Taking the Human Rights*  *Temperature of Your School, V1*  *- I Am, V2*  *- Geography of Living, V2*  *- Perceptions, V2*  *- Behind the Lens, V3*  *- It Depends on the View, V3*  Risky Behavior  *- Enabling, V1*  *- Circles of Support, V1*  *- Marketing Motives, V3*  Dreams  *- Baby Face, V3*  *- Living With Purpose, V3*  *- Capture the Moment, V3*  *- Dream Boards, V3* | 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. |
| No. | BARR Model Strategies | I-Time Lessons | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 10 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum | Goals  *- Crossing the River, V1*  *- Person of the Year, V1*  *- Personal Goal Setting, V1*  *- Decision Making, V1*  *- Adventure Journal, V2*  *- North Star, V2*  *- Dream Mobile, V2*  *- My Life Auction, V2*  *- This Is Now, V3*  *- Seeds of Tomorrow, V3*  *- Internal GPS, V3*  *- What Does the Future Hold?, V3*  Grief and Loss/Stress Management  *- You Are Stronger Than You Know, V3*  *- Stress Juggle, V3*  Dreams  *- Dreams, V1*  *- Closure, V1*  *- Letter to My Senior Self, V2*  *- Dream School, V2*  *- Living With Purpose, V3*  *- Capture the Moment, V3*  *- Dream Boards, V3* | 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. |
| No. | BARR Model Strategies | I-Time Lessons | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 11 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum  Professional Development (for school staff)  Engage Administrators  Engage families | Building a Connected Community  *- Getting Acquainted, V1*  *- Building A Neighborhood, V1*  *- Putting the Pieces Together, V2*  *- Who is Your Champion?, V2*  *- Adventure Journal, V2*    Goals  *- Crossing the River, V1*  *- Personal Goal Setting, V1*  *- Internal GPS, V3*  *- What Does the Future Hold?, V3*  Leadership  *- Leadership Styles, V1*  *- Straw Towers, V1*  Communication  *- Effective Communication, V1*  *- Refusal Skills, V1*  *- What Is On Your Plate?, V1*  Self-Discovery  *- Interruption, V3*  *- Spinning to Solve Problems, V3*  Strength/Asset Activities  *- What Are Your Assets?, V1*  *- Types of Hope, V3*  *- You’re in Good Company, V3*  Grief and Loss//Stress Management  *- Creating Hope, V2*  *- The Power of Words, V2*  *- You Are Stronger Than You Know, V3*  *- Stress Juggle, V3*  Risky Behavior  *- Enabling, V1*  *- Circles of Support, V1*  *- Positive Risk-Taking, V2*  *- Problem-Solving, V3*  *- Why Do We Fight?, V3*  *- Everyone Makes Mistakes, V3*  Dreams  *- Living With Purpose, V3*  *- Capture the Moment, V3*  *- Dream Boards, V3* | 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 (6th Grade - Adult) | | | | | | |
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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 large | | | | | | |
| No. | BARR Model Strategies | I-Time Lessons | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 12 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum | Building a Connected Community  *- House Rules, V1*  *- "Do You Know Your*  *Neighbor?", V1*  *- Commonalities, V1*  *- Shields, V1*  *- Getting Acquainted, V1*  *- Building A Neighborhood, V1*  *- Conversation Dice, V2*  *- Freeze and Thaw, V2*  *- Creating Connections, V2*  *- Mix-It-Up Moment, V3*  *- And the Survey Says…, V3*  Goals  *- Crossing the River, V1*  *- Person of the Year, V1*    Leadership  *- Leadership Styles, V1*  *- Straw Towers, V1*  Communication  *- Communication – Positive,*  *Negative, or Neutral?, V1*  *- Effective Communication, V1*  - *Learning to Listen, V1*  *- Responding Skills, V1*  *- What Is On Your Plate?, V1*  *- Picture This, V2*  *- Compassionate Honesty, V3*  *- Flip the Switch, V3*  *- Mindful Listening, V3*  Self-Discovery  *- Words That Resonate, V2*  *- A Day in the Life, V3*  *- Just Like Riding a Bike, V3*  Strength/Asset Activities  *- Self-Talk, V2*  Grief and Loss/Stress Management  *- The Power of Words, V2*  Bullying  *- Bullying, V1*  *- Groupthink, V2*  *- They Came, V2*  *- Cyberbullying, V2*  *- What Happens When You Post? V2*  *- Read My Thoughts, V3*  Diversity  *- Fishbowls, V1*  *- Taking the Human Rights*  *Temperature of Your School, V1*  *- Geography of Living, V2*  *- Behind the Lens, V3*  *- It Depends on the View, V3*  *- Be Curious, Not Judgmental, V3*  Risky Behavior  *- Everyone Makes Mistakes, V3* | 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. |
| No. | BARR Model Strategies | I-Time Lessons | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 13 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum  Professional Development (for school staff)  Engage Administrators  Engage families | Building a Connected Community  *- "Do You Know Your*  *Neighbor?", V1*  *- Commonalities, V1*  *- Getting Acquainted, V1*  *- Freeze and Thaw, V2*  *- Creating Connections, V2*  *- Adventure Journal, V2*  Communication  *- Communication – Positive,*  *Negative, or Neutral?, V1*  *- Picture This, V2*  *- Looks Can Be Deceiving, V2*  *- Importance of Human Moments, V3*  Self-Discovery  *- Letter of Understanding, V2*  *- A Day in the Life, V3*  Bullying  *- Groupthink, V2*  *- They Came, V2*  Diversity  - *Fishbowls, V1*  *- Taking the Human Rights*  *Temperature of Your School, V1*  *- I Am, V2*  *- Geography of Living, V2*  *- Behind the Lens, V3*  *- It Depends on the View, V3*  *- Be Curious, Not Judgmental, V3* | 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. |
| No. | BARR Model Strategies | I-Time Lessons | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 14 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum  Professional Development (for school staff)  Engage Administrators  Engage families | Building a Connected Community  *- Creating Connections, V2*  Communication  *- Communication – Positive,*  *Negative, or Neutral?, V1*  *- Learning to Listen, V1*  *- Responding Skills, V1*  *- What Is On Your Plate?, V1*  *- Freeze and Thaw, V2*  *- Picture This, V2*  *- Looks Can Be Deceiving, V2*  Bullying  *- Bullying, V1*  *- Groupthink, V2*  *- They Came, V2*  *- Cyberbullying, V2*  *- Read My Thoughts, V3*  Diversity  - *Fishbowls, V1*  *- Taking the Human Rights*  *Temperature of Your School, V1*  *- Geography of Living, V2*  *- Perceptions, V2*  *- Behind the Lens, V3*  *- It Depends on the View, V3*  *- Be Curious, Not Judgmental, V3* | 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. |
| No. | BARR Model Strategies | I-Time Lessons | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 15 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum | Building a Connected Community  *- School Autobiography, V2*  *- A Rainbow in the Clouds, V3*  Communication  *- Communication – Positive,*  *Negative, or Neutral?, V1*  *- Refusal Skills, V1*  *- What Is On Your Plate?, V1*  *- Importance of Human Moments, V3*  Self-Discovery  *- Letter of Understanding, V2*  Strength/Asset Activities  *- Support Web, V1*  *- Lollipop Moments, V2*  Grief and Loss/Stress Management  *- The Power of Words, V2*  Bullying  *- Bullying, V1*  *- Groupthink, V2*  *- Read My Thoughts, V3*  Diversity  - *Fishbowls, V1*  *- Taking the Human Rights*  *Temperature of Your School, V1*  Risky Behavior  *- Enabling, V1*  *- Circles of Support, V1*  *- Problem-Solving, V3* | 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. |
| No. | BARR Model Strategies | I-Time Lessons | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 16 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum | Building a Connected Community  *- House Rules, V1*  *- "Do You Know Your*  *Neighbor?", V1*  *- Commonalities, V1*  *- Shields, V1*  *- Building A Neighborhood, V1*  *- School Autobiography, V2*    Goals  *- Crossing the River, V1*    Leadership  *- Leadership Styles, V1*  *- Straw Towers, V1*  Communication  *- Nonverbals, V1*  *- Communication – Positive,*  *Negative, or Neutral?, V1*  *- Effective Communication, V1*  *- Trust Dodgeball, V1*  - *Learning to Listen, V1*  *- Responding Skills, V1*  *- Refusal Skills, V1*  *- Picture This, V2*  *- Communication x 3, V2*  *- Compassionate Honesty, V3*  *- Mindful Listening, V3*  *- Callers and Crabs, V3*  Grief and Loss/ Stress Management  *- You Are Stronger Than You Know, V3*  *- Stress Juggle, V3*  Bullying  *- They Came, V2*  *- What Happens When You Post? V2*  Risky Behavior  *- Enabling, V1*  *- Problem-Solving, V3* | 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 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum | Goals  *- Crossing the River, V1*  *- Personal Goal Setting, V1*    Communication  *- Compassionate Honesty, V3*  *- Flip the Switch, V3*  *- Mindful Listening, V3*  *- Callers and Crabs, V3*  Leadership  *- Straw Towers, V1*  *- Effective Communication, V1*  *- Trust Dodgeball, V1* | 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 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum  Engage Administrators | Building a Connected Community  *- Building A Neighborhood, V1*  *- Conversation Dice, V2*  *- Freeze and Thaw, V2*  *- And the Survey Says…, V3*  Goals  *- Crossing the River, V1*  Leadership  *- Leadership Styles, V1*  *- Straw Towers, V1*  Communication  *- Nonverbals, V1*  *- Communication – Positive,*  *Negative, or Neutral?, V1*  *- Effective Communication, V1*  *- Responding Skills, V1*  *- Looks Can Be Deceiving, V2*  *- Callers and Crabs, V3*  Self-Discovery  *- Spinning to Solve Problems, V3*  Strength/Asset Activities  *- Assets Scavenger Hunt, V2*  *- Strengths Commercial, V2*  Bullying  *- Groupthink, V2*  *- Read My Thoughts, V3*  Risky Behavior  *- Everyone Makes Mistakes, V3*  Dreams  *- Closure, V1*  *- Celebration, V1* | 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. |

| SOCIAL COMPETENCE (6th Grade – Adult continued) | | | | | | |
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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 large | | | | | | |
| No. | BARR Model Strategies | I-Time Lessons | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 19 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum  Engage Administrators  Engage families | Building a Connected Community  *- Building A Neighborhood, V1*  *- Freeze and Thaw, V2*    Goals  *- Crossing the River, V1*    Leadership  *- Leadership Styles, V1*  *- Straw Towers, V1*  Communication  *- Communication – Positive,*  *Negative, or Neutral?, V1*  *- Effective Communication, V1*  *- Refusal Skills, V1*  *- Callers and Crabs, V3*  Strength/Asset Activities  *- Assets Scavenger Hunt, V2*  *- Strengths Commercial, V2*  Bullying  *- Groupthink, V2*  *- They Came, V2*  Risky Behavior  *- Why Do We Fight?, V3*  *- Everyone Makes Mistakes, V3* | 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). |
| No. | BARR Model Strategies | I-Time Lessons | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 20 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum | Goals  *- Crossing the River, V1*  *- Personal Goal Setting, V1*  *- Decision Making, V1*  *- Dream Mobile, V2*  *- Internal GPS, V3*  Communication  *- Responding Skills, V1*  *- Refusal Skills, V1*  *- Picture This, V2*  Strength/Asset Activities  *- Assets Scavenger Hunt, V2*  *- Types of Hope, V3*  *- You’re in Good Company, V3*  Bullying  *- Bullying, V1*  *- Groupthink, V2*  *- They Came, V2*  *- Cyberbullying, V2*  *- What Happens When You Post? V2*  Risky Behavior  *- Risky Behavior, V1*  *- Risky Behavior Skit, V1*  *- Substance Use, V1*  *- Enabling, V1*  *- Circles of Support, V1*  *- Positive Risk-Taking, V2*  *- Problem-Solving, V3*  *- Why Do We Fight?, V3*  Dreams  *- Living With Purpose, V3*  *- Capture the Moment, V3*  *- Dream Boards, V3* | 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. |
| No. | BARR Model Strategies | I-Time Lessons | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 21 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum  Professional Development (for school staff)  Engage Administrators  Engage families | Building a Connected Community  *- House Rules, V1*  *- "Do You Know Your*  *Neighbor?", V1*  *- Getting Acquainted, V1*  *- Building A Neighborhood, V1*    Leadership  *- Leadership Styles, V1*  Communication  *- Communication – Positive,*  *Negative, or Neutral?, V1*  *- Picture This, V2*  *- Importance of Human Moments, V3*  Strength/Asset Activities  *- Strengths Commercial, V2*  Grief and Loss/Stress Management  *- Grief and Loss, V1*  *- The Power of Words, V2*  Diversity  - *Fishbowls, V1*  *- Taking the Human Rights*  *Temperature of Your School, V1*  *- Geography of Living, V2*  *- It Depends on the View, V3*  *- Be Curious, Not Judgmental, V3*  Risky Behavior  *- Your Cyber Footprint, V3*  *- Marketing Motives, V3* | 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. |
| No. | BARR Model Strategies | I-Time Lessons | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 22 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum | Goals  *- Crossing the River, V1*  *- Person of the Year, V1*  *- Decision Making, V1*  *- My Life Auction, V2*  Communication  *- Refusal Skills, V1*  *- Compassionate Honesty, V3*  *- Importance of Human Moments, V3*  Strength/Asset Activities  *- What Are Your Assets?, V1*  Bullying  *- Bullying, V1*  *- Groupthink, V2*  *- They Came, V2*  *- What Happens When You Post? V2*  Risky Behavior  *- Risky Behavior, V1*  *- Risky Behavior Skit, V1*  *- Substance Use, V1*  *- Enabling, V1*  *- Circles of Support, V1*  *- Positive Risk-Taking, V2*  *- Problem-Solving, V3*  *- Why Do We Fight?, V3*  *- Everyone Makes Mistakes, V3* | 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). |
| No. | BARR Model Strategies | I-Time Lessons | CASEL Domain | 6th-8th | 9th-10th | 11th-Adult |
| 23 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum  Professional Development (for school staff)  Engage Administrators  Engage families | Building a Connected Community  *- School Autobiography, V2*  *- Putting the Pieces Together, V2*  Goals  *- Personal Goal Setting, V1*  *- North Star, V2*  *- This Is Now, V3*  *- Seeds of Tomorrow, V3*  *- What Does the Future Hold?, V3*  Leadership  *- Straw Towers, V1*  Communication  *- Trust Dodgeball, V1*  *- Refusal Skills, V1*  *- What Is On Your Plate?, V1*  *- Communication x 3, V2*  Self-Discovery  *- Letter of Understanding, V2*  *- Reflection, V2*  Strength/Asset Activities  *- What Are Your Assets?, V1*  *- Golden Nuggets, V1*  *- Assets Scavenger Hunt, V2*  Grief and Loss/Stress Management  *- The Power of Words, V2*  Bullying  *- Bullying, V1*  *- They Came, V2*  Diversity  *- Taking the Human Rights*  *Temperature of Your School, V1*  Risky Behavior  *- Problem-Solving, V3*  Dreams  *- Dream School, V2*  *- Living With Purpose, V3*  *- Capture the Moment, V3* | 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 | Whole-Student Emphasis  Block Team Meetings  Risk Review Meetings  I-Time Curriculum  Professional Development (for school staff)  Engage Administrators  Engage families | Building a Connected Community  *- House Rules, V1*  *- Building A Neighborhood, V1*  *- School Autobiography, V2*  *- Kindness Counts, V2*    Leadership  *- Leadership Styles, V1*  Communication  *- Effective Communication, V1*  - *Learning to Listen, V1*  *- Responding Skills, V1*  Bullying  *- Bullying, V1*  Diversity  *- Taking the Human Rights*  *Temperature of Your School, V1*  Risky Behavior  *- Positive Risk-Taking, V2*  Dreams  *- Dream School, V2*  *- Capture the Moment, V3* | 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. |