| 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 EmphasisBlock Team MeetingsRisk Review MeetingsI-Time CurriculumProfessional 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 EmphasisBlock Team MeetingsRisk Review MeetingsI-Time CurriculumProfessional 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 EmphasisBlock Team MeetingsRisk Review MeetingsI-Time CurriculumProfessional 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 EmphasisBlock Team MeetingsRisk Review MeetingsI-Time CurriculumProfessional 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 EmphasisBlock Team MeetingsRisk Review MeetingsI-Time CurriculumProfessional Development (for school staff)Engage AdministratorsEngage 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 EmphasisBlock Team MeetingsRisk Review MeetingsI-Time CurriculumProfessional Development (for school staff)Engage AdministratorsEngage 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 EmphasisBlock Team MeetingsRisk Review MeetingsI-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 EmphasisBlock Team MeetingsRisk Review MeetingsI-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 EmphasisBlock Team MeetingsRisk Review MeetingsI-Time CurriculumProfessional Development (for school staff)Engage AdministratorsEngage 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-AwarenessSocial-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 EmphasisBlock Team MeetingsRisk Review MeetingsI-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 EmphasisBlock Team MeetingsRisk Review MeetingsI-Time CurriculumProfessional Development (for school staff)Engage AdministratorsEngage 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-AwarenessSelf-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 EmphasisBlock Team MeetingsRisk Review MeetingsI-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 EmphasisBlock Team MeetingsRisk Review MeetingsI-Time CurriculumProfessional Development (for school staff)Engage AdministratorsEngage 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 EmphasisBlock Team MeetingsRisk Review MeetingsI-Time CurriculumProfessional Development (for school staff)Engage AdministratorsEngage 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 EmphasisBlock Team MeetingsRisk Review MeetingsI-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 EmphasisBlock Team MeetingsRisk Review MeetingsI-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 EmphasisBlock Team MeetingsRisk Review MeetingsI-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 EmphasisBlock Team MeetingsRisk Review MeetingsI-Time CurriculumEngage 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 EmphasisBlock Team MeetingsRisk Review MeetingsI-Time CurriculumEngage AdministratorsEngage 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 EmphasisBlock Team MeetingsRisk Review MeetingsI-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 EmphasisBlock Team MeetingsRisk Review MeetingsI-Time CurriculumProfessional Development (for school staff)Engage AdministratorsEngage 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 EmphasisBlock Team MeetingsRisk Review MeetingsI-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 MakingRelationship 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 EmphasisBlock Team MeetingsRisk Review MeetingsI-Time CurriculumProfessional Development (for school staff)Engage AdministratorsEngage 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 AwarenessRelationship 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 EmphasisBlock Team MeetingsRisk Review MeetingsI-Time CurriculumProfessional Development (for school staff)Engage AdministratorsEngage 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 MakingSocial AwarenessRelationship 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. |