



MONY

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VERO

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KINDERGARTEN-6TH GRADE

Common Core & CASEL Alignment Guide

Self-Awareness

Foster awareness that emotions have internal and external cues

Promote recognition of own and others' emotions

Identify reasons for emotions based on situational cues

* H Q H U D W H U H D V R Q V I R U G L • H U H Q W H P R W L R Q V

Increase understanding of causes of emotions

/ H D U Q W R L G H Q W L I \ D Q G G H P R Q V W U D W H W K H S K \ V L F D O V L J Q V R I G L • H U H Q W H P R W L R Q V

(Q F R X U D J H V H O I F R Q 4 G H Q F H L Q V K D U L Q J I H H O L Q J V D Q G L G H D V

Describe how it feels to be included and excluded

Foster a feeling of being valued and accepted as a group member

Self-Management

Increase understanding of emotional consequences of situations

Describe and demonstrate how basic emotions feel

Identify basic emotions based on physical and verbal cues

Foster self-regulation

Promote attentive listening skills

Understand the potential for growth, learning, and change in themselves and others

3 U D F W L F H W X U Q L Q J H Q W L W \ 4 [H G W K R X J K W V L Q W R L Q F U H P H Q W D O F K D Q J H W K R X J K W V

Social Awareness

) R V W H U L Q F U H D V H G X Q G H U V W D Q G L Q J R I V L P L O D U L W L H V D F U R V V G L • H U H Q W V R F L D O J U R X S V

Promote an awareness of situational cues in understanding emotions

Promote understanding to others' perspectives and feelings

Promote empathetic responses to others' emotions and discover ways to show

H P S D W K \ D Q G F D U L Q J S H H U V L Q G L • H U H Q W V L W X D W L R Q V

Describe ways to show empathy and caring to someone in a given situation

Foster increased understanding of variability within social groups

\$ S S U H F L D W H D Q G Y D O X H G L • H U H Q F H V L Q S H H U V

7 D O N W R D Q G S O D \ Z L W K G L • H U H Q W S H H U V L Q R U G H U W R 4 Q G W K L Q J V L Q F R P P R Q Z L W K R Q H D Q R W K H U

/ H D U Q W K D W H Y H U \ R Q H F D Q E H G L • H U H Q W L Q V R P H Z D \ V D Q G W K D W P D N H V H Y H U \ S H U V R Q

unique and interesting

) R V W H U L Q F U H D V H G X Q G H U V W D Q G L Q J R I V L P L O D U L W L H V D F U R V V G L • H U H Q W V R F L D O J U R X S V

Social Awareness (cont.)

(R V W H U L Q F U H D V H G X Q G H U V W D Q G L Q J R I V L P L O D U L W L H V D F U R V V G L • H U H Q W V R F L D O J U R X S V

Practice thinking in non-stereotyped ways

Learn the value of getting to know all peers

Learn the importance of being caring toward others

Practice giving compliments and doing something kind for a peer

Develop an awareness of qualities in a friend

Learn the importance of making sure everyone feels welcomed and included

Brainstorm ways to help everyone feel included

Learn the value of creating friendships with diverse peers

- G H Q W L I \ V S H F L 4 F Z D \ V W R S U R Y L G H V X S S R U W I R U H D F K R W

3 U D F W L F H P D N L Q J D P H Q G V D Q G J H Q H U D W H Z D \ V W R G R V R L

Learn the importance of taking responsibility and showing concern and care when there is damage to a friendship

Learn about 6dC2_0 1 Tf 0.01 Tw -15.333 -1.844 Td <0003>Tj 15.333 0 Td <039600efeelsn the value o



CASEL

Kindergarten

We Are Friends

We Help One Another

CASEL

COMMON CORE STATE STANDARDS **KINDERGARTEN**

HARMONY OBJECTIVES **KINDERGARTEN**

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social and gr, resist inappropriate social and gr, resist inappropriate social

First Grade

We Are Respectful



We Are Caring

COMMON CORE STATE STANDARDS FIRST GRADE

HARMONY OBJECTIVES FIRST GRADE

CASEL

Self-Awareness

The ability to accurately recognize one's own emotions, WKRXJKWV DQG YDOXHV DQG KRZ WKH\ LQVXQFH EHKDYLRU
The ability to accurately assess one's strengths and OLPLWDWLRQV ZLWK D ZHOO JURXQG HG VHOVH RI FRQ4GHQFH
optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- 6HOI FRQ4GHQFH
- 6HOI H]FDF\

SL.1.2 & RQ4UP XQGHUVWDQGLQJ RI WH[W UH DG DORXG R 0.1
information presented orally or through other media

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something not understood.

1.1 Foster awareness that emotions have internal and external cues. Foster awareness that emotions can vary in intensity. Promote recognition of own and others' emotions.

2.7 Foster incremental thinking. Promote motivation and persistence.

3.3)RVWHU VHOI FRQ4GHQFH LQ FRPPXQLFDWLQJ QHHGV GHVLUHV DQG LGHD

Self-Management

The ability to successfully regulate one's emotions, WKRXJKWV DQG EHKDYLRUV LQ GL•HUHQW VLWXDWLRQV
H•HFWLYHO\ PDQDJLQJ VWUHVV FRQWURO LQ LPSXOVHV DQG
motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.6 Produce complete sentences when appropriate to task and situation.

1.2 Promote an awareness of commonalities with others. Encourage comfort in sharing about oneself.

2.7 Foster incremental thinking. Promote motivation and persistence.

3.2 Promote conversational skills.

5.3 Promote an awareness of the need to take responsibility for one's actions. Foster motivation and skills for making sincere and reparative amends. Promote a forgiving attitude toward others.

Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective taking
- Empathy
- Appreciating diversity
- Respect for others

SL.1.1 Participate in collaborative conversations with GLYHUVH SDUWQHUV DERXW 4UVW JUDGH WRSLFV DQG
texts with peers and adults in small and large groups.

SL.1.1a Follow agreed-upon rules for discussions (listening to others with care, speaking one at a time about the topics and texts under GLVFXXVLRQ

SL.1.1b Build on others' ta19]t20.183 -satiyions
SL.1.1a Participate in collaborative conversations with peers and adults in small and large groups.

First Grade

I Am
Responsible



I Am
Motivated

CASEL

COMMON CORE STATE STANDARDS FIRST GRADE

HARMONY OBJECTIVES FIRST GRADE

Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

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First Grade

I Am Kind



I Have BIG IDEAS

CASEL

COMMON CORE STATE STANDARDS FIRST GRADE

HARMONY OBJECTIVES FIRST GRADE

Responsible Decision Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- 5 H 5 H F W L Q J
- Ethical responsibility

2.2 Increase understanding of emotional consequences of situations. Promote an awareness of situational cues in understanding emotions.

4.1)RVWHU VHOI FRQ4GHQFH LQ VKDULQJ IHHOLQJV DQG LGHDV)RVWHU DZDU

Second Grade



COMMON CORE STATE STANDARDS SECOND GRADE

CASEL

Self-Awareness

The ability to accurately recognize one's own emotions, WKRXJKWV DQG YDOXHV DQG KRZ WKH\ LQWURXUHQFH DYLRLU
The ability to accurately assess one's strengths and OLPLWDWLRQV ZLWK D ZHOO JURXQG HG\ HQVH RI FRQ4GHQFH
optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- 6HOI FRQ4GHQFH
- 6HOI HJFDF\

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally through other media.

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

HARMONY OBJECTIVES SECOND GRADE

2.1 Foster awareness that emotions have internal and external cues. Foster awareness that emotions can vary in intensity. Promote recognition of own and others' emotions.

2.7 Foster incremental thinking. Promote motivation and persistence.

3.3)RVWHU VHOI FRQ4GHQFH LQ FRPPXQLFDWLQJ QHHGV GHVLUHV DQG LGHD

Self-Management

The ability to successfully regulate one's emotions, WKRXJKWV DQG EHKDYLRUV LQ GL•HUHQW DISCUSSION DWLRLQV
H•HFWLYHO\ PDQDJLQJ VWUHVV FRQWUROOLQJ LPSXOVHV DQG
motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

SL.2.1c \$VN IRU FODUL4FDWLRQ DQG IXUWKHU H[SODQDWH LIRQ PRW
needed about the topics and texts under discussion.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide UHTXHVWHG GHWDLO RU FODUL4FDWLRQ

2.1 Promote an awareness of commonalities with others. Encourage comfort in sharing about oneself.

2.7 Foster incremental thinking- belief in the potential and change in preferences, characteristics, abilities, and behaviors across time. Promote motivation and persistence.

3.2 Promote conversational skills.

5.3 Promote an awareness of taking responsibility for one's actions. Foster motivation and skills for making sincere and reparative amends. Promote a forgiving attitude toward others.

Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective taking
- Empathy
- Appreciating diversity
- Respect for others

SL.2.1 Participate in collaborative conversations with diverse partners about second grade topics and texts with peers and adults in small and large groups.

SL.2.1a Follow agreed-upon rules for discussions (e.g. JDLQLQJ WKH 5RRU LQ UHVSHFWIXO ZD\ OLVWHQLQJ WRS. Foster a sense of being valued as an individual.
others with care, speaking one at a time about WKH WRSLFV DQG WH[VV XQGHU GLVFXVVRQ

SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.

1.1 Emphasize the value of peer relationships. Promote the importance of getting to know one another. Motivate children to engage with all of their peers.

1.2 Promote an awareness of commonalities with others. Foster openness toward learning about others.

1.3 Encourage an appreciation of diversity. Foster openness toward learning from others. Promote respect for others. Foster a sense of being valued as an individual.

1.4 Promote a sense of connection and community within the classroom. Foster a feeling of being valued and accepted as a member of the group. Encourage social responsibility toward the classroom community and its members.

2.3 Promote understanding of the relations among thoughts, feelings, and behaviors.

2.4 Promote understanding of others' perspectives and feelings. Promote empathetic responding to others' emotions.

2.5 Foster increased understanding of variability within social groups. Foster increased understanding RI VLPLODULWLHV DFURVV GL•HUHQW VRFLDO JURXS 3URPRWH 5H[LEOH V

Second Grade

I Am
Attentive



I Am
Valued

CASEL

COMMON CORE STATE STANDARDS
SECOND GRADE

HARMONY OBJECTIVES SECOND GRADE

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social

SUHVXUH QHJRWLDWH FRQ5LFW FRQVWUXFWLYHO\ DQG VHHN WR
R•HU KHOS ZKHQ QHHGHG

Third Grade

We Are
E/M



We Are
Thoughtful

CASEL

COMMON CORE STATE STANDARDS THIRD GRADE

HARMONY OBJECTIVES THIRD GRADE

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social SUHVXUH QHJRWLDWH FRQ5LFW FRQVWUXPHLYHO\ DQG VHHN WR R•HU KHOS ZKHQ QHHGHG

- Communication
- Social engagement
- Relationship building
- Teamwork

- SL.3.1** (QJDJH H•HFWLYHO\ LQ D UDQJH RI FROODERUDWLQJ discussions (one-on-one, LQ JURXSV DQG WHDFKHU OHG ZLWK GLYHUVH partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. FRQVWUXPHLYHO\ DQG VHHN WR
- SL.3.1b** Follow agreed-upon rules for discussions (e.g. JDLQLQJ WKH 5RRU LQ UHVSHFWIXO ZD\V OLVWHQLQJ WR others with care, speaking one at a time about WKH WRSLFV DQG WH[WV XQGHU GLVFXVVRQ
- SL.3.3** Ask and answer questions about information IURP D VSHDNHU R•HULQJ DSSURSULDWH elaboration and detail.
- SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.

- 1.1** Emphasize the value of peer relationships. Promote the importance of getting to know one another. Motivate children to engage with all of their peers.
- 1.4** Promote a common classroom identity among students. Decrease the saliency of gender in the classroom. 3URPRWH WKH FODVVURRP QRUP WKDW VWXGHQWV ZKR KDYH GL•HUHQFHV
- 3.1** Increase students' awareness of communication bloopers and boosters.
- 3.2** QFUHDVH VWXGHQWV DZDUHQHVV RI H•HFWLYH FRPPXQLFDWLRQ ERRVWH
- 5.1** Help students identify personal characteristics that aid in friendship formation and maintenance. Promote the YLHZ WKDW IULHQGV FDQ KDYH ERWK VLPLODULWLHV DQG GL•HUHQFHV
- 5.2** Increase students' awareness of the qualities they look for in friends. Increase students' awareness of the kind of friend they want to be to others. Have students commit to how they will treat their friends.

Responsible Decision Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- 5 H 5 H F W L Q J
- Ethical responsibility

- SL.3.1b** Follow agreed-upon rules for discussions (e.g. JDLQLQJ WKH 5RRU LQ UHVSHFWIXO ZD\V OLVWHQLQJ WR others with care, speaking one at a time about WKH WRSLFV DQG WH[WV XQGHU GLVFXVVRQ

- 4.1** -QFUHDVH VWXGHQWV XQGHUVWDQGLQJ RI FRQ5LFW -QWURGXFH VWXGHQWV
- 4.2** -QWURGXFH VWXGHQWV WR WKH 4UVW VWHS RI D SUREOHP VROYLQJ DSSURSLWRULQJ WKHLU RZQ IHHOLQJV LQ FRQ5LFW VLWXDWLRQV 3URYLGH VWXGHQWV and relax.
- 4.3** Introduce students to the second step of problem-solving approach. Teach students to recognize how words WKH\ XVH D•HFW RWKHUV 3URYLGH VWXGHQWV ZLWK D IUDPHZRUN WR H•HSHUVSHFWLYH GXULQJ FRQ5LFW VLWXDWLRQV
- 4.4** -QWURGXFH VWXGHQWV WR WKH 4QDO VWDJH LQ SUREOHP VROYLQJ 3URYLQJ the Step It Up approach.
- 5.3** Help students identify when and how to provide classmates with support. Increase frequency with which students provide classmates with peer support. Promote a classroom environment where all students feel supported by their peers.

I Am
Accepted



I Am
Strong

CASEL

HARMONY OBJECTIVES FOURTH GRADE

Fourth Grade

We Are Organized



We Ask Questions

CASEL

COMMON CORE STATE STANDARDS FOURTH GRADE

HARMONY OBJECTIVES FOURTH GRADE

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social

- Communication
- Social engagement
- Relationship building
- Teamwork

- SL.4.1 (QJDJH H•HFWLYHO\ LQ D UDQJH RI FROODERUDWL1YH discussions (one-on-one, in groups, and WHDFKHU OHG ZLWK GLYHUVH SDUWQHUV RQ JUDGH 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
- L.4.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain VSHFL4F ZRUGV DQG SKUDVHV LQFOXGLQJ WKRVH that signal precise actions, emotions, or states of being.

- Emphasize the value of peer relationships. Promote the importance of getting to know one another. Motivate children to engage with all of their peers.
- 1.4 Promote a common classroom identity among students. Decrease the saliency of gender in the classroom. 3URPRWH WKH FODVVURRP QRUP WKDW VWXGHQWV ZKR KDYH GL•HUHQFHV
- 3.1 Increase students' awareness of communication bloopers and boosters.
- 3.2 -QFUHDVH VWXGHQWV DZDUHQHV RI H•HFWLYH FRPPXQLFDWLRQ ERRVWH
- 5.1 Help students identify personal characteristics that aid in friendship formation and maintenance. Promote the YLHZ WKDW IULHQGV FDQ KDYH ERWK VLPLODULWLHV DQG GL•HUHQFHV
- 5.2 +HOS VWXGHQWV EHRPH DZDUH RI WKH GL•HUHQFH EHWZHHQ IULHQGVKLS how cliques exclude and are hurtful to others. Motivate students to be socially inclusive. Encourage students to commit to engaging in socially inclusive behaviors.

Responsible Decision Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- 5 H 5 H F W L Q J
- Ethical responsibility

- 4.1 -QFUHDVH VWXGHQWV XQGHUVDQGLQJ RI FRQ5LFW -QWURGXFH VWXGHQWV VWXGHQWV DZDUHQHV RI LQWHUHVSRQDO FRVWV DQG EHQH4WV DVVRF
- 4.2 -QWURGXFH VWXGHQWV WR WKH 4UVW VWHS RI D SUREOHP VROYLQJ DSSU PRQLWRULQJ WKHLU RZQ IHHOLQJV LQ FRQ5LFW VLWXDWLRQV 3URYLGH VW and relax.
- 4.3 Introduce students to the second step of problem-solving approach. Teach students to recognize how words WKH\ XVH D•HFW RWKHUV 3URYLGH VWXGHQWV ZLWK D IUDPHZRUN WR H•H SHUVSHFWLYH GXULQJ FRQ5LFW VLWXDWLRQV
- 4.4 -QWURGXFH VWXGHQWV WR WKH 4QDO VWDJH LQ SUREOHP VROYLQJ 3URY the Step It Up approach.
- 5.3 Help students identify when and how to provide classmates with support. Increase frequency with which students provide classmates with peer support. Promote a classroom environment where all students feel supported by their peers.

Fifth Grade

I Am Supportive



I Am Considerate

CASEL

COMMON CORE STATE STANDARDS FIFTH GRADE

HARMONY OBJECTIVES FIFTH GRADE

Self-Awareness

The ability to accurately recognize one's own emotions, WKRXJKWV DQG YDOXHV DQG KRZ WKH\ LQJHQHUPHNDVRS
The ability to accurately assess one's strengths and OLPLWDWLRQV ZLWK D ZHOO JURXQG HG V HQVH RI FRQ4GHQFH
optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths

SL.5.1d Review key ideas expressed and draw conclusions in light of information and knowledge gained from discussions.

SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

2.1 Provide students with a cognitive framework for identifying their thinking patterns. Help students recognize the connection among their thoughts, feelings, and actions.

2.5 -QFUHDVH VWXGHQWV DZDUHQHV RI KRZ WKH PHGLD LQ5XHQFHV WKHLU

Self-Management

The ability to successfully regulate one's emotions, WKRXJKWV DQG EHKDYLRUV LQ GL•HWHQW
H•HFWLYHO\ PDQDJLQJ VWUHVV FRQWURO
motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

L.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1c 3RVH DQG UHVSRRG WR VSHFL4F TXHVWLRQV E\ PDNLQJ comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

3.1 Increase students' awareness of communication bloopers. Provide students with practice in identifying communication bloopers.

3.2 -QFUHDVH VWXGHQWV DZDUHQHV RI H•HFWLYH FRPPXQLFDWLRQ ERRVWH communication boosters.

3.3 Increase students' awareness of the positive and negative thoughts, feelings, and behaviors associated with communication bloopers versus communication boosters.

Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family communication bloopers.

3.2 -QFUHDVH VWXGHàLWK

Fifth Grade

I Am Supportive



I Am Assertive

COMMON CORE STATE STANDARDS FIFTH GRADE

CASEL

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social

- Communication
- Social engagement
- Relationship building
- Teamwork

- SL.5.1** (QJDJH H•HFWLYHO\ LQ D UDQJH RI FROODERUDWL... discussions (one-on-one, in groups, and WHDFKHU OHG ZLWK GLYHUVH SDUWQHUV RQ JUDGH topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- L.5.6** Acquire and use accurately grade-appropriate JHQHUDO DFDGHPLF DQG GRPDLQ VSHFL4F ZRUGV and phrases, including those that signal contrast, addition, and other logical relationships.

HARMONY OBJECTIVES FIFTH GRADE

- 1.4** Provide students the opportunity to get to know one another. Foster an atmosphere of inclusion. Promote the view WKDW ERWK VLPLODULWLHV DQG GL•HUHQFHV DUH YDOXH G
- 2.5** Promote a common classroom identity among students. Decrease the saliency of gender in the classroom. 3URPRWH WKH FODVVURRP QRUP WKDW VWXGHQWV ZKR KDYH GL•HUHQFHV opportunities to critically evaluate gender and relationship messages present in the media.
- 3.1** –QFUHDVH VWXGHQWV DZDUHQHV RI KRZ WKH PHGLD LQ5XHGHV WKHLU opportunities to critically evaluate gender and relationship messages present in the media.
- 3.2** Increase students' awareness of communication bloopers. Provide students with practice in identifying communication bloopers.
- 3.2** –QFUHDVH VWXGHQWV DZDUHQHV RI H•HFWLYH FRPPXQLFDWLRQ ERRVWH communication boosters.
- 5.1** Help students identify personal characteristics that aid in friendship formation and maintenance. Promote the view WKDW IULHQGV FDQ KDYH ERWK VLPLODULWLHV DQG GL•HUHQFHV
- 5.2** Help students identify when and how to provide peers with support. Increase the frequency of students providing peers with support. Promote a classroom environment where all students feel supported by their peers.
- 4.1** –QFUHDVH VWXGHQWV XQGHUVDQGLQJ RI FRQ5LFW –QWURGXFH VWXGHQW
- 4.2** –QFUHDVH VWXGHQWV XQGHUVDQGLQJ RI YDULRXV FRQ5LFW UHVROXWLRQ RWKHUV FRQ5LFW UHVROXWLRQ VW\OHV
- 4.3** –QWURGXFH VWXGHQWV WR D VWHS E\ VWHS DSSURDFK IRU H•HFWLYHO\ UH to practice the Step it Up approach.
- 4.4** 3URYLGH VWXGHQWV ZLWK WKH RSSRUWXQLW\ WR SUDFWLFH UHVROYLQJ S approach.
- 5.3** Normalize friendships with same- and other-sex peers. Helps students think of obstacles to initiating and maintaining interactions and friendships with diverse peers. Provide the class with opportunities to identify strategies for reducing obstacles to same- and other-sex interactions and friendships.
- 5.4** 7HDFK VWXGHQWV DERXW WKH UROHV RI WKH EXOO\ WDUJHW DQG E\VDQ DQG LQ•HFWLYH DSSURDFKHV IRU UHVLVWLQJ YLFWLPLJDWLRQ DQG SURYL Promote a classroom environment where students provide support for peers who are bullied.

Responsible Decision Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- 5 H 5 H F W L Q J
- Ethical responsibility

Sixth Grade

I Am Forgiving

CASEL

COMMON CORE STATE STANDARDS SIXTH GRADE

HARMONY OBJECTIVES SIXTH GRADE

Self-Awareness

The ability to accurately recognize one's own emotions, WKRXJKWV DQG YDOXHV DQG KRZ WKH\ LQ5HFW ERQ DQG SDUDSKUDVLQJ
The ability to accurately assess one's strengths and OLPLWDWLRQV ZLWK D ZHOJ JURXQG HG VHQVH RI FRQ4GHQFH
optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths

SL.6.1d Review key ideas expressed and demonstrate understanding of multiple perspectives through UH5HFW ERQ DQG SDUDSKUDVLQJ

SL.6.3 'HOI QHDWH D VSHDNHU V DUJXPHQW DQG VSHFL4F HQVH RI FRQ4GHQFH
claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

2.1 Provide students with a cognitive framework for identifying their thinking patterns. Help students recognize the connection among their thoughts, feelings, and actions.

2.5 -QFUHDVH VWXGHQWV DZDUHQHV RI KRZ WKH PHGLD LQ5XHQFHV WKHLU

Self-Management

The ability to successfully regulate one's emotions, WKRXJKWV DQG EHKDYLRUV LQ GL•HUHQW VEWADYERQV H•HFWLYHO\ PDQDJLQJ VWUHVV FRQWUROOLQJ LPSXOVXHV DQG motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, WHU\PSXOVXHV DQG SUREH DQG UH5HFW RQ LGHDV under discussion.

SL.6.1c 3RVH DQG UHVSRRG WR VSHFL4F TXHVWLRQV ZLWK elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text or issue under study.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

3.1 Increase students' awareness of communication bloopers. Provide students with practice in identifying communication bloopers.

3.2 -QFUHDVH VWXGHQWV DZDUHQHV RI H•HFWLYH FRPPXQLFDWLRQ ERRVWHV communication boosters.

3.3 Increase students' awareness of the positive and negative thoughts, feelings, and behaviors associated with communication bloopers versus communication boosters.

Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cu (The ab5,,2 0.766 scn /TT1 1 Tf -3 -2.222 Td (3.3)Tj 0a012 t004aext<FEFF0020>>> BDC <0003>Tj EMC <004500520052005600570048005500560011>Tj /Span<</ActualText<FEFF0020>>> BDC <0003>Tj EMC <0033005500520059004C00470048>Tj /Span<</ActualText<FEFF0020>>>

Sixth Grade

We Solve Problems



We Are Diverse

CASEL

COMMON CORE STATE STANDARDS SIXTH GRADE

HARMONY OBJECTIVES SIXTH GRADE

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social

- Communication
- Social engagement
- Relationship building
- Teamwork

SL.6.1 (QJJDJH H•HFWLYHO\ LQ D UDUQJH RI FROODERUDWLYH discussions (one-on-one, LQ JURXSV DQG WHDFKHU OHG ZLWK GLYHUVH SDUWQHUV RQ JUDGH WRSLFV DQG WH[WV EXLOGLQJ on others' ideas and expressing their own clearly.)

SL.6.1b)ROORZIRVROOBLVDFQVWLVHWMFL4F JRDOV DQG GHGOLQHV DQG GH4QH LQGLYLGXDO UROHV as needed.

SL.6.3 'HOLQHDWH D VSHDNHU V DUJXPHQW DQG VSHFL4F claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

L.6.6 Acquire and use accurately grade-appropriate JHQHDO DFDGHPLF DQG GRPDLQ VSHFL4F ZRUGV and phrases; gather vocabulary knowl1ualText<FEoFEFF0020>>> BDC <0003>Tj EMC <004A00550052005800530056000F>Tj /Span<</Actual03C <0003a7.0BDC laA00550048/Span<</ActualText<FEFF0erd or000F>T JHQHOD OÖ f@ : "úª"iÄ 0à ZRUGV GHGOLQHV JHQHODO :- Ú MiA 0êpā UR ð ¶p UÀ “-LF VSHDNHU V½À0 GHGOLQHV UÀ “-LF VSHDNHU V½À0 GHGOLQHVvãÄÄ ¼ JHQHOD OäCßêÉ-iªÓpú `@-à € URªÄALF "½À0 UR ¼ GHGOLQHV



SA

AMONY