



SANFORD
HARMONY™
AT
NATIONAL UNIVERSITY

KINDERGARTEN-6TH GRADE

**Common Core &
CASEL Alignment Guide**

The Sanford Harmony Program uses the 2013 CASEL Guide: Effective Social and Emotional Learning Programs (Preschool and Elementary School Edition) as a framework for evaluating effectiveness and guiding objectives. CASEL has identified five interrelated sets of cognitive, affective, and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This guide summarizes each of the five CASEL competencies and explains how they correspond with Common Core State Standards and specific Harmony objectives for grade levels K-6.

I Am
Focused



I Am
Included

CASEL

HARMONY OBJECTIVES

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
- Generate reasons for different emotions
- Increase understanding of causes of emotions
- Learn to identify and demonstrate the physical signs of different emotions
- Encourage self-confidence in sharing feelings and ideas
- 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
- Practice turning entity (fixed) thoughts into incremental (change) thoughts

Social Awareness

- Foster awareness that people can feel different emotions about the same situation
- 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 empathy and caring peers in different situations
- Describe ways to show empathy and caring to someone in a given situation
- Foster increased understanding of variability within social groups
- Appreciate and value differences in peers
- Talk to and play with different peers in order to find things in common with one another
- Learn that everyone can be different in some ways and that makes every person unique and interesting
- Foster increased understanding of similarities across different social groups

CASEL

HARMONY OBJECTIVES

Social Awareness (cont.)

- Encourage flexible thinking and decrease stereotyped thinking
- 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

Relationship Skills

- Identify specific ways to provide support for each other in relationships
- Practice making amends and generate ways to do so in peer conflict scenarios
- Learn the importance of taking responsibility and showing concern and care when there is damage to a friendship
- Learn about the roles of the bully, the target, and the bystander in bullying incidents
- Identify strategies for coping with bullying behavior
- Practice how to use whole body listening
- Learn the importance of being thoughtful and careful listeners
- Learn the importance of reciprocal communication
- Learn the importance of speaking up in a respectful way

Responsible Decision Making

- Practice making choices
- Promote awareness of the need to take responsibility for one's actions
- Practice teamwork skills and work together on collaborative activities
- Learn the necessary skills for working with others
- Identify common conflicts that occur at schools and practice different approaches for resolution
- Learn a framework for how to effectively communicate thoughts and feelings during conflict situations
- Practice resolving conflicts
- Learn the first two steps in problem solving (stop, talk)
- Learn the last two steps in problem solving (think, try)

Kindergarten

I Am
Happy



I Am
Confident

CASEL

Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

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

Social-Awareness

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

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

COMMON CORE STATE STANDARDS KINDERGARTEN

SL.K.2 Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.

SL.K.1a Follow agreed-upon rules for discussions (listening to others and taking turns speaking).

SL.K.1b Continue a conversation through multiple exchanges.

HARMONY OBJECTIVES KINDERGARTEN

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

2.7 Foster incremental thinking. Promote motivation and persistence.

3.3 Discuss the importance of speaking up in a respectful way. Practice being assertive.

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 reciprocal communication skills. Foster self-regulation.

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.

1.1 Promote the importance of getting to know each other. Emphasize the value of peer relationships.

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.

1.4 Promote a sense of connection and community within the classroom. Encourage social responsibility toward the classroom community.

2.3 Increase understanding of causes of emotions. Promote an awareness of situational cues in understanding emotions.

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

2.5 Foster increased understanding of variability within social groups. Foster increased understanding of similarities across different social groups.

Kindergarten

We Are Friends



We Help One Another

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 pressure, negotiate conflict constructively, and seek to offer help when needed.

- Communication
- Social engagement
- Relationship building
- Teamwork

Responsible Decision Making

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

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

COMMON CORE STATE STANDARDS KINDERGARTEN

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.

SL.K.1a Follow agreed-upon rules for discussions (listening to others and taking turns speaking).

SL.K.1b Continue a conversation through multiple exchanges.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

L.K.6 Use words and phrases acquired through conversations, reading, and being read to.

HARMONY OBJECTIVES KINDERGARTEN

1.1 Promote the importance of getting to know each other. Emphasize the value of peer relationships.

3.1 Promote attentive listening skills. Foster self-regulation.

3.2 Promote reciprocal communication skills. Demonstrate taking turns listening and talking with a partner.

4.3 Discuss teamwork skills and work together on collaborative projects.

5.1 Promote a caring, pro-social orientation toward others. Foster gratitude for others' kindness.

5.2 Promote inclusive attitudes and behaviors. Foster empathy and kindness.

2.2 Increase understanding of emotional consequences of situations. Foster awareness that people can feel different emotions about the same situation.

4.1 Promote skills in recognizing and identifying interpersonal problems. Foster awareness and acceptance of different feelings and perspectives.

4.2 Promote skills in generating solutions to problems. Foster awareness that people can have different ideas about how to solve a problem.

4.4 Discuss being considerate of others and practice strategies for self-regulation. Promote consideration of the impact of one's behaviors on others.

First Grade

We Are
Respectful



We Are
Caring

CASEL

Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

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

Social Awareness

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

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

COMMON CORE STATE STANDARDS FIRST GRADE

SL.1.2 Confirm understanding of text read aloud or 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.

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.

SL.1.1 Participate in collaborative conversations with diverse partners about first grade topics and 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 discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

HARMONY OBJECTIVES FIRST 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 Foster self-confidence in communicating needs, desires, and ideas. Promote assertiveness skills.

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.

1.1 Promote the importance of getting to know each other. Emphasize the value of peer relationships.

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.

1.4 Promote a sense of connection and community within the classroom. Encourage social responsibility toward the classroom community.

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.

2.5 Foster increased understanding of variability within social groups. Foster increased understanding of similarities across different social groups. Promote flexible thinking and decrease stereotyped thinking.

First Grade

I Am
Responsible



I Am
Motivated

CASEL

Social Awareness

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

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

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek to offer help when needed.

- Communication
- Social engagement
- Relationship building
- Teamwork

COMMON CORE STATE STANDARDS FIRST GRADE

SL.1.1 Participate in collaborative conversations with diverse partners about first grade topics and 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 discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1 Participate in collaborative conversations with diverse partners about first grade topics and 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 discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

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

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

HARMONY OBJECTIVES FIRST GRADE

- 1.1** Promote the importance of getting to know each other. Emphasize the value of peer relationships.
- 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.
- 1.4** Promote a sense of connection and community within the classroom. Encourage social responsibility toward the classroom community.
- 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.
- 2.5** Foster increased understanding of variability within social groups. Foster increased understanding of similarities across different social groups. Promote flexible thinking and decrease stereotyped thinking.

- 1.1** Promote the importance of getting to know each other. Emphasize the value of peer relationships.
- 3.1** Promote attentive listening skills. Promote reciprocal communication skills. Foster self-regulation.
- 3.2** Promote conversational skills.
- 4.3** Foster collaborative teamwork skills. Promote fairness in playing and working together.
- 5.1** Promote a caring, pro-social orientation toward others. Foster gratitude for others' kindness.
- 5.2** Promote inclusive attitudes and behaviors. Foster empathy and kindness.

First Grade

I Am
Kind



I Have
BIG IDEAS

CASEL

COMMON CORE STATE STANDARDS 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
- Reflecting
- Ethical responsibility

HARMONY OBJECTIVES FIRST GRADE

- 2.2** Increase understanding of emotional consequences of situations. Promote an awareness of situational cues in understanding emotions.
- 4.1** Foster self-confidence in sharing feelings and ideas. Foster awareness and acceptance of different feelings and perspectives. Promote empathy. Promote skills in recognizing and identifying interpersonal problems.
- 4.2** Promote skills in generating solutions to problems. Foster awareness that people can have different ideas about how to solve a problem. Emphasize fairness in problem-solving and decision-making.
- 4.4** Promote awareness that everyone has different preferences and behavioral styles. Promote consideration of the impact of one's behaviors on others, students provide classmates with peer support. Promote a classroom environment where all students feel supported by their peers.

Second Grade

I Make
Good Choices



I Am
Confident

CASEL

Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

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

Social Awareness

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

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

COMMON CORE STATE STANDARDS SECOND GRADE

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.

SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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

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 Foster self-confidence in communicating needs, desires, and ideas. Promote assertiveness skills.

1.2 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.

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 of similarities across different social groups. Promote flexible thinking and decrease stereotyped thinking.

Second Grade

I Am
Attentive



I Am
Valued

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 pressure, negotiate conflict constructively, and seek to offer help when needed.

- Communication
- Social engagement
- Relationship building
- Teamwork

Responsible Decision Making

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

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

COMMON CORE STATE STANDARDS SECOND GRADE

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. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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

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.

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

SL.2.1a Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

HARMONY OBJECTIVES SECOND GRADE

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.

3.1 Promote attentive listening skills. Promote reciprocal communication skills. Foster self-regulation.

3.2 Promote conversational skills.

4.3 Foster collaborative teamwork skills. Promote fairness in playing and working together.

5.1 Promote a caring, pro-social orientation toward others. Foster gratitude for others' kindness.

5.2 Promote inclusive attitudes and behaviors. Foster empathy and kindness.

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

4.1 Foster self-confidence in sharing feelings and ideas. Foster awareness and acceptance of different feelings and perspectives. Promote empathy. Promote skills in recognizing and identifying interpersonal problems.

4.2 Promote skills in generating solutions to problems. Foster awareness that people can have different ideas about how to solve a problem. Emphasize fairness in problem-solving and decision-making.

4.4 Promote awareness that everyone has different behavioral dispositions. Foster awareness of the impact of one's behaviors on others. Foster self-regulation.

Third Grade

We Accept
Everyone



We Are
A Team

CASEL

Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-efficacy
- Self-confidence

Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

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

Social Awareness

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

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

COMMON CORE STATE STANDARDS THIRD GRADE

SL.3.1d Explain own ideas and understanding in light of the discussion.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.1a Come to discussion 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.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.2 Determine the main ideas and supporting details of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1b Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

HARMONY OBJECTIVES THIRD GRADE

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

3.1 Increase students' awareness of communication bloopers and boosters.

3.2 Increase students' awareness of effective communication boosters.

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.

1.1 Provide students the opportunity to get to know one another. Foster an atmosphere of inclusion. Promote the view that both similarities and differences are valued.

1.2 Foster an inclusive classroom environment where students recognize similarities and appreciate differences. Provide students with the opportunity to get to know and connect with an unfamiliar peer. Facilitate positive interactions among students.

1.3 Foster an inclusive classroom environment where students recognize similarities and appreciate differences. Provide students with opportunities to get to know and connect with an unfamiliar peer. Help students appreciate the skills of their fellow peers.

2.2 Teach students the definition and components of empathy. Help students recognize that their feelings and perspectives may differ from others' feelings and perspective. Provide students with opportunities to practice decoding how others are feeling.

2.4 Facilitate students' motivation to think in non-stereotyped ways. Increase students' awareness of how stereotypes influence thinking and behavior toward others. Promote flexible and non-stereotyped thinking. Provide students with a framework for critically evaluating gendered information.

Third Grade

We Are Reflective



We Are Thoughtful

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 pressure, negotiate conflict constructively, and seek to offer help when needed.

- Communication
- Social engagement
- Relationship building
- Teamwork

Responsible Decision Making

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

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

COMMON CORE STATE STANDARDS THIRD GRADE

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1b Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL.3.1b Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

HARMONY OBJECTIVES THIRD GRADE

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. Promote the classroom norm that students who have differences can be friends.

3.1 Increase students' awareness of communication bloopers and boosters.

3.2 Increase students' awareness of effective communication boosters.

5.1 Help students identify personal characteristics that aid in friendship formation and maintenance. Promote the view that friends can have both similarities and differences.

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.

4.1 Increase students' understanding of conflict. Introduce students to various conflict resolution styles.

4.2 Introduce students to the first step of a problem-solving approach. Assist students with identifying and monitoring their own feelings in conflict situations. Provide students with strategies to regulate their emotions and relax.

4.3 Introduce students to the second step of problem-solving approach. Teach students to recognize how words they use affect others. Provide students with a framework to effectively communicate their feelings and perspective during conflict situations.

4.4 Introduce students to the final stage in problem-solving. Provide students with opportunities to practice using 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.

Fourth Grade

I Am
Accepted



I Am
Strong

CASEL

Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-efficacy
- Self-confidence

Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

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

Social Awareness

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

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

COMMON CORE STATE STANDARDS FOURTH GRADE

SL.4.1d Review key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL.4.1a Come to discussion 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.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to remarks of others.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 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.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to remarks of others.

HARMONY OBJECTIVES FOURTH GRADE

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

3.1 Increase students' awareness of communication bloopers and boosters.

3.2 Increase students' awareness of effective communication boosters.

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.

1.1 Provide students the opportunity to get to know one another. Foster an atmosphere of inclusion. Promote the view that both similarities and differences are valued.

1.2 Foster an inclusive classroom environment where students recognize similarities and appreciate differences. Provide students with the opportunity to get to know and connect with an unfamiliar peer. Facilitate positive interactions among students.

1.3 Foster an inclusive classroom environment where students recognize similarities and appreciate differences.

Provide students with opportunities to get to know and connect with an unfamiliar peer. Help students appreciate the skills of their fellow peers.

2.2 Teach students the definition and components of empathy. Provide students with opportunities to practice the components of empathy. Help students develop empathy for those who are both similar and different.

2.4 Facilitate students' motivation to think in non-stereotyped ways. Increase students' awareness of how stereotypes influence thinking and behavior toward others. Promote flexible and non-stereotyped thinking. Provide students with opportunities to critically evaluate and change stereotyped messages.

Fourth Grade

We Are
Organized



We Ask
Questions

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 pressure, negotiate conflict constructively, and seek to offer help when needed.

- Communication
- Social engagement
- Relationship building
- Teamwork

Responsible Decision Making

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

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

COMMON CORE STATE STANDARDS FOURTH GRADE

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 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 specific words and phrases, including those that signal precise actions, emotions, or states of being.

HARMONY OBJECTIVES FOURTH GRADE

- 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. Promote the classroom norm that students who have differences can be friends.
- 3.1** Increase students' awareness of communication bloopers and boosters.
- 3.2** Increase students' awareness of effective communication boosters.
- 5.1** Help students identify personal characteristics that aid in friendship formation and maintenance. Promote the view that friends can have both similarities and differences.
- 5.2** Help students become aware of the difference between friendship groups and cliques. Help students identify how cliques exclude and are hurtful to others. Motivate students to be socially inclusive. Encourage students to commit to engaging in socially inclusive behaviors.
- 4.1** Increase students' understanding of conflict. Introduce students to various conflict resolution styles. Increase students' awareness of interpersonal costs and benefits associated with various conflict resolution styles.
- 4.2** Introduce students to the first step of a problem-solving approach. Assist students with identifying and monitoring their own feelings in conflict situations. Provide students with strategies to regulate their emotions and relax.
- 4.3** Introduce students to the second step of problem-solving approach. Teach students to recognize how words they use affect others. Provide students with a framework to effectively communicate their feelings and perspective during conflict situations.
- 4.4** Introduce students to the final stage in problem-solving. Provide students with opportunities to practice using 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

Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-efficacy
- Self-confidence

Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

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

Social Awareness

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

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

COMMON CORE STATE STANDARDS FIFTH GRADE

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.

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 Pose and respond to specific questions by making 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.

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

HARMONY OBJECTIVES FIFTH GRADE

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 Increase students' awareness of how the media influences their thoughts and behaviors.

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

3.2 Increase students' awareness of effective communication boosters. Provide students with practice in identifying communication boosters.

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

1.1 Provide students the opportunity to get to know one another. Foster an atmosphere of inclusion. Promote the view that both similarities and differences are valued.

1.2 Foster an inclusive classroom environment where students recognize similarities and appreciate differences. Provide students with the opportunity to get to know and connect with an unfamiliar peer. Facilitate positive interactions among students.

1.3 Foster an inclusive classroom environment where students recognize similarities and appreciate differences.

Provide students with opportunities to get to know and connect with an unfamiliar peer. Help students appreciate the skills of their fellow peers.

2.2 Teach students the definition and components of empathy. Provide students with opportunities to practice the components of empathy. Help students develop empathy for those who are both similar and different.

2.4 Facilitate students' motivation to think in non-stereotyped ways. Increase students' awareness of how stereotypes influence thinking and behavior toward others. Promote flexible and non-stereotyped thinking. Provide students with opportunities to critically evaluate and change stereotyped messages.

Fifth Grade

I Am Supportive



I Am Assertive

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 pressure, negotiate conflict constructively, and seek to offer help when needed.

- Communication
- Social engagement
- Relationship building
- Teamwork

Responsible Decision Making

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

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

COMMON CORE STATE STANDARDS FIFTH GRADE

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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 general academic, and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships.

HARMONY OBJECTIVES FIFTH GRADE

1.1 Provide students the opportunity to get to know one another. Foster an atmosphere of inclusion. Promote the view that both similarities and differences are valued.

1.4 Promote a common classroom identity among students. Decrease the saliency of gender in the classroom. Promote the classroom norm that students who have differences can be friends.

2.5 Increase students' awareness of how the media influences their thoughts and behaviors. Provide students with opportunities to critically evaluate gender and relationship messages present in the media.

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

3.2 Increase students' awareness of effective communication boosters. Provide students with practice in identifying communication boosters.

5.1 Help students identify personal characteristics that aid in friendship formation and maintenance. Promote the view that friends can have both similarities and differences.

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 Increase students' understanding of conflict. Introduce students to various conflict resolution styles.

4.2 Increase students' understanding of various conflict resolution styles. Promote an awareness of one's own and others' conflict resolution styles.

4.3 Introduce students to a step-by-step approach for effectively resolving conflict. Provide students an opportunity to practice the Step it Up approach.

4.4 Provide students with the opportunity to practice resolving peer conflicts using the Step it Up problem-solving approach.

5.3 Normalize friendships with same- and other-sex peers. Helps students think of obstacles to initiating and maintaining interactions and friendships with diverse peers. Provide the class with opportunities to identify strategies for reducing obstacles to same- and other-sex interactions and friendships.

5.4 Teach students about the roles of the bully, target, and bystander. Increase students' awareness of effective and ineffective approaches for resisting victimization and providing peers who are bullied with support. Promote a classroom environment where students provide support for peers who are bullied.

Sixth Grade

I Am
Forgiving



I Am
Empathetic

CASEL

Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-efficacy
- Self-confidence

Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

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

Social Awareness

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

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

COMMON CORE STATE STANDARDS SIXTH GRADE

- SL.6.1d** Review key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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, text, or issue to probe and reflect on ideas under discussion.

SL.6.1c Pose and respond to specific questions with 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.

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.

SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d Review key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

HARMONY OBJECTIVES SIXTH GRADE

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 Increase students' awareness of how the media influences their thoughts and behaviors.

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

3.2 Increase students' awareness of effective communication boosters. Provide students with practice in identifying communication boosters.

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

1.1 Provide students the opportunity to get to know one another. Foster an atmosphere of inclusion. Promote the view that both similarities and differences are valued.

1.2 Foster an inclusive classroom environment where students recognize similarities and appreciate differences. Provide students with the opportunity to get to know and connect with an unfamiliar peer. Facilitate positive interactions among students.

1.3 Foster an inclusive classroom environment where students recognize similarities and appreciate differences. Provide students with opportunities to get to know and connect with an unfamiliar peer. Help students appreciate the skills of their fellow peers.

2.2 Teach students the definition and components of empathy. Provide students with opportunities to practice the components of empathy. Help students develop empathy for those who are both similar and different.

2.4 Facilitate students' motivation to think in non-stereotyped ways. Increase students' awareness of how stereotypes influence thinking and behavior toward others. Promote flexible and non-stereotyped thinking. Provide students with opportunities to critically evaluate and change stereotyped messages.



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 pressure, negotiate conflict constructively, and seek to offer help when needed.

- Communication
- Social engagement
- Relationship building
- Teamwork

Responsible Decision Making

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

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

COMMON CORE STATE STANDARDS SIXTH GRADE

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.

SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

L.6.6 Acquire and use accurately grade-appropriate general academic, and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

HARMONY OBJECTIVES SIXTH GRADE

- 1.1** Provide students the opportunity to get to know one another. Foster an atmosphere of inclusion. Promote the view that both similarities and differences are valued.
- 1.4** Promote a common classroom identity among students. Decrease the saliency of gender in the classroom. Promote the classroom norm that students who have differences can be friends.
- 2.5** Increase students' awareness of how the media influences their thoughts and behaviors. Provide students with opportunities to critically evaluate gender and relationship messages present in the media.
- 3.1** Increase students' awareness of communication bloopers. Provide students with practice in identifying communication bloopers.
- 3.2** Increase students' awareness of effective communication boosters. Provide students with practice in identifying communication boosters.
- 5.1** Help students identify personal characteristics that aid in friendship formation and maintenance. Promote the view that friends can have both similarities and differences.
- 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** Increase students' understanding of conflict. Introduce students to various conflict resolution styles.
- 4.2** Increase students' understanding of various conflict resolution styles. Promote an awareness of one's own and others' conflict resolution styles.
- 4.3** Introduce students to a step-by-step approach for effectively resolving conflict. Provide students an opportunity to practice the Step it Up approach.
- 4.4** Provide students with the opportunity to practice resolving peer conflicts using the Step it Up problem-solving approach.
- 5.3** Normalize friendships with same- and other-sex peers. Helps students think of obstacles to initiating and maintaining interactions and friendships with diverse peers. Provide the class with opportunities to identify strategies for reducing obstacles to same- and other-sex interactions and friendships.
- 5.4** Teach students about the roles of the bully, target, and bystander. Increase students' awareness of effective and ineffective approaches for resisting victimization and providing peers who are bullied with support. Promote a classroom environment where students provide support for peers who are bullied.

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