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.

### CASEL

<table>
<thead>
<tr>
<th>Self-Awareness</th>
<th>Social Awareness (cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster awareness that emotions have internal and external cues</td>
<td>Encourage flexible thinking and decrease stereotyped thinking</td>
</tr>
<tr>
<td>Promote recognition of own and others' emotions</td>
<td>Practice thinking in non-stereotyped ways</td>
</tr>
<tr>
<td>Identify reasons for emotions based on situational cues</td>
<td>Learn the value of getting to know all peers</td>
</tr>
<tr>
<td>Generate reasons for different emotions</td>
<td>Practice giving compliments and doing something kind for a peer</td>
</tr>
<tr>
<td>Increase understanding of causes of emotions</td>
<td>Develop an awareness of qualities in a friend</td>
</tr>
<tr>
<td>Learn to identify and demonstrate the physical signs of different emotions</td>
<td>Learn the importance of making sure everyone feels welcomed and included</td>
</tr>
<tr>
<td>Encourage self-confidence in sharing feelings and ideas</td>
<td>Brainstorm ways to help everyone feel included</td>
</tr>
<tr>
<td>Describe how it feels to be included and excluded</td>
<td>Learn the value of creating friendships with diverse peers</td>
</tr>
<tr>
<td>Foster a feeling of being valued and accepted as a group member</td>
<td>Identify specific ways to provide support for each other in relationships</td>
</tr>
<tr>
<td>Increase understanding of emotional consequences of situations</td>
<td>Practice making amends and generate ways to do so in peer conflict scenarios</td>
</tr>
<tr>
<td>Describe and demonstrate how basic emotions feel</td>
<td>Learn the importance of taking responsibility and showing concern and care when there is damage to a friendship</td>
</tr>
<tr>
<td>Identify basic emotions based on physical and verbal cues</td>
<td>Learn about the roles of the bully, the target, and the bystander in bullying incidents</td>
</tr>
<tr>
<td>Foster self-regulation</td>
<td>Identify strategies for coping with bullying behavior</td>
</tr>
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<td>Practice how to use whole body listening</td>
</tr>
<tr>
<td>Understand the potential for growth, learning, and change in themselves and others</td>
<td>Learn the importance of being thoughtful and careful listeners</td>
</tr>
<tr>
<td>Practice turning entity (fixed) thoughts into incremental (change) thoughts</td>
<td>Learn the importance of reciprocal communication</td>
</tr>
<tr>
<td>Foster awareness that people can feel different emotions about the same situation</td>
<td>Learn the importance of speaking up in a respectful way</td>
</tr>
<tr>
<td>Promote an awareness of situational cues in understanding emotions</td>
<td>Practice making choices</td>
</tr>
<tr>
<td>Promote understanding to others' perspectives and feelings</td>
<td>Promote awareness of the need to take responsibility for one's actions</td>
</tr>
<tr>
<td>Promote empathetic responses to others' emotions and discover ways to show empathy and caring peers in different situations</td>
<td>Practice teamwork skills and work together on collaborative activities</td>
</tr>
<tr>
<td>Describe ways to show empathy and caring to someone in a given situation</td>
<td>Learn the necessary skills for working with others</td>
</tr>
<tr>
<td>Foster increased understanding of variability within social groups</td>
<td>Identify common conflicts that occur at schools and practice different approaches for resolution</td>
</tr>
<tr>
<td>Appreciate and value differences in peers</td>
<td>Learn a framework for how to effectively communicate thoughts and feelings during conflict situations</td>
</tr>
<tr>
<td>Talk to and play with different peers in order to find things in common with one another</td>
<td>Practice resolving conflicts</td>
</tr>
<tr>
<td>Learn that everyone can be different in some ways and that makes every person unique and interesting</td>
<td>Learn the first two steps in problem solving (stop, talk)</td>
</tr>
<tr>
<td>Foster increased understanding of similarities across different social groups</td>
<td>Learn the last two steps in problem solving (think, try)</td>
</tr>
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<tbody>
<tr>
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<td>I Am Focused</td>
</tr>
<tr>
<td>I Am Included</td>
</tr>
</tbody>
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## 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

### HARMONY OBJECTIVES 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. |

### 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

### HARMONY OBJECTIVES 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.6 | Speak audibly and express thoughts, feelings, and ideas clearly. |
| 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 openmess 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

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</tr>
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<tbody>
<tr>
<td><strong>Relationship Skills</strong></td>
</tr>
<tr>
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</tr>
<tr>
<td>- Communication</td>
</tr>
<tr>
<td>- Social engagement</td>
</tr>
<tr>
<td>- Relationship building</td>
</tr>
<tr>
<td>- Teamwork</td>
</tr>
<tr>
<td><strong>SL.K.1</strong></td>
</tr>
<tr>
<td><strong>SL.K.1a</strong></td>
</tr>
<tr>
<td><strong>SL.K.1b</strong></td>
</tr>
<tr>
<td><strong>SL.K.3</strong></td>
</tr>
<tr>
<td><strong>L.K.6</strong></td>
</tr>
</tbody>
</table>

### We Help One Another

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<tr>
<th>HARMONY OBJECTIVES KINDERGARTEN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong></td>
</tr>
<tr>
<td><strong>3.1</strong></td>
</tr>
<tr>
<td><strong>3.2</strong></td>
</tr>
<tr>
<td><strong>4.3</strong></td>
</tr>
<tr>
<td><strong>5.1</strong></td>
</tr>
<tr>
<td><strong>5.2</strong></td>
</tr>
</tbody>
</table>

### Responsible Decision Making

| **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. |

### 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.

### L.K.6

- Use words and phrases acquired through conversations, reading, and being read to.
We Are Respectful

We Are Caring

First Grade

CASEL

Sanford Harmony

Common Core State Standards

First Grade

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.

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.

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

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.
## 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

<table>
<thead>
<tr>
<th>SL.1.1</th>
<th>Participate in collaborative conversations with diverse partners about first grade topics and texts with peers and adults in small and large groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.1.1a</td>
<td>Follow agreed-upon rules for discussions (listening to others with care, speaking one at a time about the topics and texts under discussion).</td>
</tr>
<tr>
<td>SL.1.1b</td>
<td>Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</td>
</tr>
</tbody>
</table>

### 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

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<td>L.1.6</td>
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## 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.

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

### 1.6 Promote understanding of others’ perspectives and feelings. Promote empathetic responding to others.

### 1.7 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

### CASEL

**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 FIRST GRADE

<table>
<thead>
<tr>
<th>Harmonica Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>Increase understanding of emotional consequences of situations. Promote an awareness of situational cues in understanding emotions.</td>
</tr>
<tr>
<td>4.1</td>
<td>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.</td>
</tr>
<tr>
<td>4.2</td>
<td>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.</td>
</tr>
<tr>
<td>4.4</td>
<td>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.</td>
</tr>
</tbody>
</table>
Second Grade

COMMON CORE STATE STANDARDS SECOND GRADE

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

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

I Am Confident

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.

I Make Good Choices

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

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

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.

Common Core State Standards

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

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).

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.

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.
### Third Grade

#### 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.

#### HARMONY OBJECTIVES

**THIRD GRADE**

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

2. **Increase students' awareness of communication bloopers and boosters.**

3. **Increase students' awareness of effective communication boosters.**

4. **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.**

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

6. **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.**

7. **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.**

8. **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.**

9. **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

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.

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

## 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.

## 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

#### HARMONY OBJECTIVES FOURTH GRADE

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Emphasize the value of peer relationships. Promote the importance of getting to know one another. Motivate children to engage with all of their peers.</td>
</tr>
<tr>
<td>1.4</td>
<td>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.</td>
</tr>
<tr>
<td>3.1</td>
<td>Increase students’ awareness of communication bloopers and boosters.</td>
</tr>
<tr>
<td>3.2</td>
<td>Increase students’ awareness of effective communication boosters.</td>
</tr>
<tr>
<td>5.1</td>
<td>Help students identify personal characteristics that aid in friendship formation and maintenance. Promote the view that friends can have both similarities and differences.</td>
</tr>
<tr>
<td>5.2</td>
<td>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.</td>
</tr>
</tbody>
</table>

#### COMMON CORE STATE STANDARDS FOURTH GRADE

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.4.1</td>
<td>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.</td>
</tr>
<tr>
<td>SL.4.1b</td>
<td>Follow agreed-upon rules for discussions and carry out assigned roles.</td>
</tr>
<tr>
<td>SL.4.3</td>
<td>Identify the reasons and evidence a speaker provides to support particular points.</td>
</tr>
<tr>
<td>L.4.6</td>
<td>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.</td>
</tr>
</tbody>
</table>

#### 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.5.1d** 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.

### HARMONY OBJECTIVES

**FIFTH GRADE**

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

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

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

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

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

### Sanford Harmony

**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 - Self-efficacy
- Accurate self-perception - Self-confidence
- Recognizing strengths

**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

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**I Am Considerate**

**I Am Supportive**
Fifth Grade

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.

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

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.
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-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.

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.

I Am Forgiving

Provide students with opportunities to critically evaluate and change stereotyped messages.

I Am Empathetic

Provide students with opportunities to critically evaluate and change stereotyped messages.
**Sixth Grade**

**COMMON CORE STATE STANDARDS 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 pressure, negotiate conflict constructively, and seek to offer help when needed.

- Communication
- Social engagement
- Relationship building
- Teamwork

**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.

**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

**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. **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.**

2. **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. **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.**

4. **Increase students’ awareness of communication bloopers. Provide students with practice in identifying communication bloopers.**

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

6. **Increase students’ awareness of effective communication boosters. Provide students with practice in identifying communication boosters.**

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

8. **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.**

9. **Increase students’ understanding of conflict. Introduce students to various conflict resolution styles.**

10. **Increase students’ understanding of various conflict resolution styles. Promote an awareness of one’s own and others’ conflict resolution styles.**

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

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

13. **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.**

14. **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.**