National UNIVERSITY | SANFORD HARMONY



ASCA Learning Standards
Harmony Curriculum Alignment

Belonging, Connection, and the Relationship Skills That Make Learning Possible.

At Harmony Academy, we know that student's and adults' sense of belonging is central to healthy learning. To create environments that center belonging, Harmony Academy supports schools, out-of-school time (OST) organizations, and families cultivate healthy relationships with oneself, with others, and within their communities. Because the science tells us that belonging improves student, adult, and school outcomes (e.g., attendance, behavior, and academic performance), our evidence-based programs and professional learning encourage student and adult connection, communication, respect, resilience, and lifelong well-being. Through our tools, resources, and support, we empower adults and students to create environments where young people thrive in the multiple spaces they live and learn.

Boost Academic Success

Students build essential learning skills, show stronger engagement, and achieve higher academic outcomes.

Reduce Disciplinary Issues

Harmony improves safety and reduces bullying and behavior issues through relationship skills and emotional regulation.

Strengthen Educator Performance

Harmony enhances instructional practices and leadership, giving educators the tools to help students succeed.

Support Families & Communities

Harmony strengthens communication, routines, and relationships at home—cultivating compassionate, responsible citizens.

Build Confidence & Self-Direction

Students develop self-awareness, decision-making, and perseverance to navigate challenges, stay focused on their goals, and prepare for life after school.

Prepare Students for the Workforce

Skills such as personal responsibility, problem-solving, and conflict resolution set students up to build strong relationships and thrive in today's competitive work environments.

Improve School Climate

Leaders gain practical strategies and data insights to build stronger, more supportive learning environments.

For more information, visit our Research page on the Harmony Curriculum Portal.

What We Do

Harmony Academy provides no-cost and level-up digital resources, as well as print-based resources that promote healthy learning, belonging, and relationship skills through our:

Harmony School Curriculum (PreK – 6)

Designed for classroom educators to build welcoming, connected learning environments. Includes:

- Units, lessons, activities, and Everyday Practices
- Harmony Kits for classroom use
- Harmony Plus: lesson decks, data dashboard, and access to Harmony Connect social community

Harmony Out-of-School Time (OST) Curriculum

Created for youth development and expanded learning programs. Includes:

- Units, lessons, activities, and Everyday Practices
- Harmony Kits for OST and expanded learning settings

Harmony Professional Learning

Self-paced modules, certificates, and no-cost webinars that help educators, mentors, and expanded learning staff strengthen relationships, build effective practices, and grow as leaders.

Harmony at Home

A family-centered app or kits for parents, caregivers, and kids to enjoy together! Build relationship skills, deepen connections, and create healthy routines with playful prompts, animated storybooks, and research-backed tools that make everyday moments more meaningful.



Summary of Harmony Academy and American School Counselor Association

Harmony Academy tools and resources align with the American School Counselor Association (ASCA) student standards, supporting school counselors in delivering a comprehensive, developmentally grounded school counseling program.

The ASCA Student Standards identify the knowledge, attitudes, and skills students should demonstrate through an intentional school counseling program. Harmony Academy operationalizes these standards through structured lessons, reflection activities, and relationship-building practices that directly reinforce the ASCA Mindsets & Behaviors framework.

Specifically, Harmony Academy aligns with ASCA Student Success Standards in the following ways:

CATEGORY 1: Mindset Standards

- **Positive Academic Identity & Belonging:** (Harmony Curriculum lessons and Everyday Practices (Meet Up, Buddy Up, and Harmony Goals) foster confidence and connection, strengthening students' sense of belonging and self-efficacy in learning.
- **Growth & Future Orientation:** Structured reflection and goal-setting opportunities support perseverance, motivation, and ownership of academic and personal growth, as do our lessons on growth-mindset and self-efficacy.

CATEGORY 2: Behavior Standards

- **Learning Strategies:** Harmony lessons and practices develop goal setting, reflection, problem-solving, communication, and responsible decision-making—skills that promote academic engagement.
- **Self-Management Skills:** Harmony activities that directly nurture emotion regulation, stress management, and accountability support students in maintaining focus and sustained effort despite challenges.
- **Social Skills:** Through collaborative routines and structured dialogue, students strengthen empathy, perspective-taking, and positive peer and adult relationships.

The Harmony Curriculum provides an integrated system of lessons and Everyday Practices that support the implementation of ASCA Student Standards and contribute to a cohesive, student-centered school counseling program.

This alignment provides an overview of Harmony Academy, including who we are, what we do, and how our tools and resources support student development. It also identifies the specific Harmony Curriculum lessons, learning goals, and Everyday Practices that align with ASCA Mindsets & Behaviors standards, demonstrating how Harmony Academy can support school counselors in fostering students' academic, personal, and social success.

Kindergarten

ASCA Learning Standards
Harmony Curriculum Alignment

Mindset Standards Key School counselors encourage the following mindsets for all students.

M1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M2 Sense of acceptance, respect, support and inclusion for self and others in the school environment

M3 Positive attitude toward work and learning

M4 Self-confidence in ability to succeed

M5 Belief in using abilities to their fullest to achieve high-quality results and outcomes

M6 Understanding that postsecondary education and lifelong learning are necessary for long-term success

Harmony Competencies & Skills Key

SA Self-Awareness

SM Self-Management

SoA Social Awareness

RS Relationship Skills

RDM Responsible Decision-Making

Behavior Standards Key: School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	**B-SMS 1.** Responsibility for self and actions	**B-SS 1.** Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	**B-SMS 2.** Self-discipline and self-control	**B-SS 2.** Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	**B-SMS 3.** Independent work	**B-SS 3.** Positive relationships with adults to support success
B-LS 4. Self-motivation and self- direction for learning	**B-SMS 4.** Delayed gratification for long-term rewards	**B-SS 4.** Empathy
B-LS 5. Media and technology skills to enhance learning	**B-SMS 5.** Perseverance to achieve long- and short-term goals	**B-SS 5.** Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	**B-SMS 6.** Ability to identify and overcome barriers	**B-SS 6.** Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/ emotional goals	**B-SMS 7.** Effective coping skills	**B-SS 7.** Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	**B-SMS 8.** Balance of school, home and community activities	**B-SS 8.** Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	**B-SMS 9.** Personal safety skills	**B-SS 9.** Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	**B-SMS 10.** Ability to manage transitions and adapt to change	**B-SS 10.** Cultural awareness, sensitivity and responsiveness

UNIT 1 - Being My Best Self			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
1.1 Recognizing Emotions	**Students will:** • Identify their emotional thinking patterns. • Recognize emotions that are pleasant or unpleasant, strong or mild. • Recognize emotions have connections between feeling, thoughts, and actions.	**Mindset Standards M1.** Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.	**SA** Identifying One's Emotions
1.2 Linking Emotions and Thoughts	Students will: • Understand that thoughts and emotions are connected. • Understand that situations can affect their thoughts and emotions. • Recognize that the way they talk to themselves can affect their sense of self.	**Self-Management Skills B-SMS10** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.	**SA** Linking Feelings, Values, and Thoughts
1.3 Connecting Emotions, Thoughts, and Actions	Students will: • Recognize that emotions, thoughts, and actions are connected. • Develop an understanding that they can respond to the same situation in different ways. • Understand that others may have a different response to a situation than they have.	**Self-Management Skills B-SMS10** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.	**SA** Linking Feelings, Values, and Thoughts

UNIT 1 - Being My Best Self			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
1.4 Emotional Regulation	Students will: • Understand that it is okay to feel whatever it is they feel. • Recognize that emotions can come automatically after a situation. • Understand that they might not be able to control their emotions, but they can learn how to regulate their emotions to become calm. • Realize that when they are calm, they can think and act clearly.	**Self-Management Skills B-SMS2.** Demonstrate self-discipline and self-control.	**SM** Managing One's Emotions **RDM** Anticipating and Evaluating the Consequences of One's Actions
1.5 Growth Mindset	Students will: • Recognize that when they have a growth mindset, mistakes and challenges will help them improve. • Understand that they can change the way they think about challenges to know that the challenges are okay and helpful. • Adapt how they think to help them grow and be their best selves.	**Mindset Standards M1.** Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being. **M5. Belief in** using abilities to their fullest to achieve high-quality results and outcomes.	**SA** Having a Growth Mindset **SM** Exhibiting Self-Motivation and Self-Discipline

UNIT 2 - Valuing Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
2.1 Taking Perspective	Students will: • Participate in an activity where they predict how they might feel in certain situations. • Recognize that in the same situations, different people can see and feel different things.	**Social Skills B-SS9.** Demonstrate social maturity and behaviors appropriate to the situation and environment.	**SA** Identifying Personal, Cultural, and Linguistic Assets **SA** Integrating Personal and Social Identities **SoA** Recognizing Strengths in Others **SoA** Taking Others' Perspectives
2.2 Empathy/ Caring for Others' Feelings	Students will: • Participate in an activity where they will listen to situations and select ways they can show empathy to the person in each scenario. • Recognize that it is important to show concern for the feelings of others.	**Social Skills B-SS4.** Demonstrate empathy.	**RS** Developing Positive Relationships **SoA** Showing Concern for the Feelings of Others **SoA** Taking Others' Perspectives
2.3 Appreciating Others' Contributions	Students will: • Create collages with illustrations of things that make each of them special and different, as well as things that they have in common. • Recognize the importance of recognizing others' strengths and cultural assets.	**Learning Strategies B-LS10.** Participate in enrichment and extracurricular activities. **Social Skills B-SS2.** Create positive and supportive relationships with other students.	**SA** Examining Prejudices and Biases **RS** Demonstrating Cultural Competency **SoA** Taking Others' Perspective

UNIT 2 - Valuing Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
2.4 Breaking Stereotypes	Students will: • Participate in an activity where they will be asked to identify with certain groups and then break the stereotypes about that group. • Recognize that not everyone in a group is the same and that assumptions are not always true.	**Social Skills B-SS2.** Create positive and supportive relationships with other students.	**SoA** Demonstrating Empathy and Compassion **SoA** Showing Concern for the Feelings of Others
2.5 Feeling Valued a Member of the Group	Students will: • Recognize what bullying behaviors are and learn ways to respond. • Listen to scenarios and identify helpful vs. hurtful ways to respond to each scenario.	**Social Skills B-SS2.** Create positive and supportive relationships with other students.	**RS** Seeking or Offering Support and Help When Needed **RS** Resisting Negative Social Pressure **RS** Standing Up for the Rights of Others **SM** Showing the Courage to Take Initiative

UNIT 3 - Communicating with Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
3.1 Watching and Listening Attentively	Students will: • Describe and demonstrate attentive listening. • Identify attentive listening skills. • Develop skills for careful and thoughtful listening to build better relationships.	**Social Skills B-SS1.** Use effective oral and written communication skills and listening skills.	**RS** Communicating Effectively (Listening and using Nonverbal Communication)
3.2 Conversation Skills	Students will: • Practice taking turns listening thoughtfully and speaking clearly in a conversation. • Understand why it's important to wait, listen, and think before responding.	**Social Skills B-SS1.** Use effective oral and written communication skills and listening skills.	**RS** Communicating Effectively (Listening and Responding and Speaking Clearly)
3.3 Communicating in Different Settings	Students will: • Think about where they are and who they are with when communicating. • Practice adapting their communication to fit different circumstances.	**Social Skills B-SS9.** Demonstrate social maturity and behaviors appropriate to the situation and environment.	**RS** Communicating Effectively (Speaking by Adapting Communication Style)

UNIT 3 - Communicating with Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
3.4 Speaking Up	Students will: • Gain self-confidence in communicating needs, desires, and ideas. • Develop assertiveness skills. • Practice speaking up and speaking kindly for themselves and others.	**Social Skills B-SS8.** Demonstrate advocacy skills and ability to assert self, when necessary.	**RS** Communicating Effectively (Showing Assertiveness) **SM** Demonstrating Personal and Collective Agency **RS** Seeking or Offering Support and Help When Needed
3.5 Communicating for Collaboration	Students will: • Communicate and cooperate in a team fairly. • Foster collaborative teamwork skills. • Name ways to cooperate.	**Social Skills B-SS2.** Create positive and supportive relationships with other students. **B-SS6. Use effective** collaboration and cooperation skills.	**RS** Communicating Effectively (Negotiating) **RS** Practicing Teamwork and Collaborative Problem-Solving

UNIT 4 - Learning From Others			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
4.1 Perspective Taking to Understand the Problem	Students will: • Understand the importance of becoming calm to solve problems. • Identify multiple perspectives on a problem.	**Learning Strategies B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**SoA** Taking Others' Perspectives **SoA** Recognizing Situational Demands and Opportunities **RS** Resolving Conflicts Constructively
4.2 Identifying and Sharing About Problems	Students will: • Identify the first two steps in problem solving (Stop, Talk). • Share and listen to thoughts and feelings about a problem using "I messages." • Identify and share desired outcomes.	**Learning Strategies B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**SoA** Taking Others' Perspectives **RS** Resolving Conflicts Constructively **SM** Setting Personal and Collective Goals
4.3 Working Together to Solve Problems	Students will: • Identify the last two steps in problem solving (Think, Try). • Understand everyone's ideas and feelings are important when trying to solve a problem. • Generate solutions that are acceptable to all and make everyone feel okay.	**Self-Management Skills B-SMS7.** Demonstrate effective coping skills when faced with a problem.	**RS** Resolving Conflicts Constructively **RDM** Identifying Solutions for Personal and Social Problems **SM** Demonstrating Personal and Collective Agency **RDM** Demonstrating Curiosity and Open-Mindedness

UNIT 4 - Learning From Others			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
4.4 Thinking of Solutions and Using Compromise	Students will: • Use problem-solving skills in a collaborative activity. • Focus on compromise, fairness, and cooperation when solving problems. • Increase their confidence that they can solve problems.	**Learning Strategies B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**RS** Resolving Conflicts Constructively **RS** Practicing Teamwork and Collaborative Problem Solving **SA** Experiencing Self-Efficacy
4.5 Taking Responsibility and Making Amends	Students will: • Understand how to take responsibility for their actions. • Learn how to make sincere and reparative amends. Understand how to have a forgiving attitude toward others.	**Social Skills B-SS5.** Demonstrate ethical decision-making and social responsibility.	**SA** Demonstrating Honesty and Integrity **RDM** Anticipating and Evaluating the Consequences of One's Actions

Grade 1

ASCA Learning Standards
Harmony Curriculum Alignment

Mindset Standards Key School counselors encourage the following mindsets for all students.

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M3 Positive attitude toward work and learning

M4 Self-confidence in ability to succeed

M5 Belief in using abilities to their fullest to achieve high-quality results and outcomes

M6 Understanding that postsecondary education and lifelong learning are necessary for long-term success

Harmony Competencies & Skills Key

SA Self-Awareness

SM Self-Management

SoA Social Awareness

RS Relationship Skills

RDM Responsible Decision-Making

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Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	**B-SMS 1.** Responsibility for self and actions	**B-SS** 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	**B-SMS 2.** Self-discipline and self-control	**B-SS** 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	**B-SMS 3.** Independent work	**B-SS** 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	**B-SMS 4.** Delayed gratification for long-term rewards	**B-SS** 4. Empathy
B-LS 5. Media and technology skills to enhance learning	**B-SMS 5.** Perseverance to achieve long- and short-term goals	**B-SS** 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	**B-SMS 6.** Ability to identify and overcome barriers	**B-SS** 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	**B-SMS 7.** Effective coping skills	**B-SS** 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	**B-SMS 8.** Balance of school, home and community activities	**B-SS** 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	**B-SMS 9.** Personal safety skills	**B-SS** 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	**B-SMS 10.** Ability to manage transitions and adapt to change	**B-SS** 10. Cultural awareness, sensitivity and responsiveness

UNIT 1 - Being My Best Self			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
1.1 Recognizing Emotions	Students will: • Understand that emotions have external and internal cues. • Recognize that emotions can vary in intensity. • Recognize one's own and others' emotions and identify the emotional expressions of others.	**Mindset Standards M1.** Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.	**SA** Identifying One's Emotions
1.2 Linking Emotions and Thoughts	Students will: • Understand the relationships between thoughts, feelings, and behaviors. • Listen to situations and decide how they would think and act in response.	**Self-Management Skills B-SMS10** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.	**SA** Identifying One's Emotions
1.3 Connecting Emotions, Thoughts, and Actions	Students will: • Recognize that emotions, thoughts, and actions are connected. • Develop an understanding that they can respond to the same situation in different ways. • Understand that others may have a different response to a situation than they have.	**Self-Management Skills B-SMS10** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.	**SA** Linking Feelings, Values, and Thoughts

UNIT 1 - Being My Best Self			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
1.4 Emotional Regulation	Students will: • Understand that everyone has different behavioral dispositions. • Recognize that everyone has different behavioral dispositions. • Practice six calming strategies. • Use the six calming strategies to help with self-regulation.	**Self-Management Skills B-SMS2.** Demonstrate self-discipline and self-control.	**SM** Managing One's Emotions **RDM** Anticipating and Evaluating the Consequences of One's Actions
1.5 Growth Mindset	Students will: • Understand incremental thinking-the belief in the potential for flexibility and change in preferences, characteristics, abilities, and behaviors across time. • Discuss and practice changing "worm" thoughts (reflecting entity or fixed-trait thinking) into "caterpillar" thoughts (reflecting incremental or change thinking).	**Mindset Standards M1.** Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being. **M5. Belief in** using abilities to their fullest to achieve high-quality results and outcomes.	**SA** Having a Growth Mindset **SM** Exhibiting Self-Motivation and Self-Discipline

UNIT 2 - Valuing Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
2.1 Taking Perspective	Students will: • Listen to different scenarios and demonstrate their point of view. • Recognize the connections among emotions, values, and actions.	**Social Skills B-SS9.** Demonstrate social maturity and behaviors appropriate to the situation and environment.	**SA** Identifying Personal, Cultural, and Linguistic Assets **SA** Integrating Personal and Social Identities **SoA** Recognizing Strengths in Others **SoA** Taking Others' Perspectives
2.2 Empathy/ Caring for Others' Feelings	Students will: • Listen to different situations and identify the feelings of others and discuss how they can show empathy and concern. • Use tools for identifying how others feel. • Learn strategies to respond to the feelings of others in a kind way.	**Social Skills B-SS4.** Demonstrate empathy.	**RS** Developing Positive Relationships **SoA** Showing Concern for the Feelings of Others **SoA** Taking Others' Perspectives
2.3 Appreciating Others' Contributions	Students will: • Write and talk about what makes them awesome. • Learn tools to help them recognize how they are similar and different to other people. • Build awareness that everyone has special qualities that make them who they are. • Understand that we can share out strengths.	**Mindset Standards M2.** Self confidence in ability to succeed. **Social Skills B-SS2.** Create positive and supportive relationships with other students.	**SA** Examining Prejudices and Biases **RS** Demonstrating Cultural Competency **SoA** Taking Others' Perspective

UNIT 2 - Valuing Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
2.4 Breaking Stereotypes	Students will: • Respond to prompts to identify examples of things that are fair and unfair. • Increase awareness of what a stereotype is and how it can harm others. • Understand that not everyone in a group is the same.	**Social Skills BSS2.** Create positive and supportive relationships with other students.	**SoA** Demonstrating Empathy and Compassion **SoA** Showing Concern for the Feelings of Others
2.5 Feeling Valued as a Member of the Group	Students will: • Discuss ways they can support others and complete a "I Got Your Back" poster with ideas. • Promote inclusiveness in the classroom. • Learn strategies to use when dealing with bullying.	**Self-Management Skills M3.** Sense of belonging in the school environment. **Learning Strategies B-LS10.** Participate in enrichment and extracurricular activities.	**RS** Seeking or Offering Support and Help When Needed **RS** Resisting Negative Social Pressure **RS** Standing Up for the Rights of Others **SM** Showing the Courage to Take Initiative

UNIT 3 - Communicating with Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
3.1 Watching and Listening Attentively	Students will: • Name examples of effective and ineffective communication practices. • Demonstrate attentive listening, responding, and taking turns with a partner.	**Social Skills B-SS1.** Use effective oral and written communication skills and listening skills.	**RS** Communicating Effectively (Listening and using Nonverbal Communication)
3.2 Conversation Skills	Students will: • Identify behaviors that can maintain or disrupt conversations. • Identify on-topic and off-topic responses to maintain a conversation. • Demonstrate effective conversational skills by speaking clearly and kindly, listening carefully, and responding thoughtfully.	**Social Skills B-SS1.** Use effective oral and written communication skills and listening skills.	**RS** Communicating Effectively (Listening and Responding and Speaking Clearly)
3.3 Communicating in Different Settings	Students will: • Recognize that communication changes depending on the situation. • Respond to others respectfully with their words and body language based on the situation.	**Social Skills B-SS9.** Demonstrate social maturity and behaviors appropriate to the situation and environment.	**RS** Communicating Effectively (Speaking by Adapting Communication Style) **SA** Recognizing Situational Demands and Opportunities

UNIT 3 - Communicating with Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
3.4 Speaking Up	Students will: • Learn why and when it is important to speak up clearly and kindly for themselves and others. • Demonstrate respectful, assertive speaking.	**Social Skills B-SS8.** Demonstrate advocacy skills and ability to assert self, when necessary.	**RS** Communicating Effectively (Showing Assertiveness) **SM** Demonstrating Personal and Collective Agency **RS** Seeking or Offering Support and Help When Needed
3.5 Communicating for Collaboration	Students will: • Understand how to communicate and cooperate in a team productively. • Practice cooperating with peers in a shared activity.	**Social Skills B-SS2.** Create positive and supportive relationships with other students. **B-SS6. Use effective** collaboration and cooperation skills. **B-SS7. Use leadership** and teamwork skills to work effectively in diverse teams.	**RS** Communicating Effectively (Negotiating) **RS** Practicing Teamwork and Collaborative Problem-Solving

UNIT 4 - Learning From Others			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
4.1 Perspective Taking to Understand the Problem	Students will: • Recognize and restate a problem. • See a problem from someone else's perspective. • Foster awareness and acceptance of others' feelings and thoughts.	**Learning Strategies B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**SoA** Taking Others' Perspectives **SoA** Recognizing Situational Demands and Opportunities **RS** Resolving Conflicts Constructively
4.2 Identifying and Sharing About Problems	Students will: • Name the first two steps in problem solving (Stop, Talk). • Identify multiple perspectives and state the problem in a given scenario. • Use "I messages" to express their own perspectives and desired next steps when talking about the problem.	**Learning Strategies B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**SoA** Taking Others' Perspectives **RS** Resolving Conflicts Constructively **SM** Setting Personal and Collective Goals
4.3 Working Together to Solve Problems	Students will: • Identify the last two steps in problem solving (Think, Try). • Use a spirit of curiosity to generate fair solutions to given scenarios. • Learn skills in generating alternative solutions to interpersonal problems.	**Self-Management Skills B-SMS7.** Demonstrate effective coping skills when faced with a problem.	**RS** Resolving Conflicts Constructively **RDM** Identifying Solutions for Personal and Social Problems **SM** Demonstrating Personal and Collective Agency **RDM** Demonstrating Curiosity and Open-Mindedness

UNIT 4 - Learning From Others			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
4.4 Thinking of Solutions and Using Compromise	Students will: • Use problem-solving skills in a collaborative activity. • Practice creating compromises as solutions to problems. • Become more confident that they can solve problems with others.	**Learning Strategies B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**RS** Resolving Conflicts Constructively **RS** Practicing Teamwork and Collaborative Problem Solving **SA** Experiencing Self-Efficacy
4.5 Taking Responsibility and Making Amends	Students will: • Explain the importance of honesty and integrity in taking responsibility for their actions. • Describe and demonstrate ways to make amends when problems occur. • Promote a forgiving attitude.	**Social Skills B-SS5.** Demonstrate ethical decision-making and social responsibility.	**SA** Demonstrating Honesty and Integrity **RDM** Anticipating and Evaluating the Consequences of One's Actions

Grade 2

ASCA Learning Standards
Harmony Curriculum Alignment

Mindset Standards Key School counselors encourage the following mindsets for all students.

M1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M2 Sense of acceptance, respect, support and inclusion for self and others in the school environment

M3 Positive attitude toward work and learning

M4 Self-confidence in ability to succeed

M5 Belief in using abilities to their fullest to achieve high-quality results and outcomes

M6 Understanding that postsecondary education and lifelong learning are necessary for long-term success

Harmony Competencies & Skills Key

SA Self-Awareness

SM Self-Management

SoA Social Awareness

RS Relationship Skills

RDM Responsible Decision-Making

Behavior Standards Key: School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	**B-SMS 1.** Responsibility for self and actions	**B-SS 1.** Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	**B-SMS 2.** Self-discipline and self-control	**B-SS 2.** Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	**B-SMS 3.** Independent work	**B-SS 3.** Positive relationships with adults to support success
B-LS 4. Self-motivation and self- direction for learning	**B-SMS 4.** Delayed gratification for long-term rewards	**B-SS 4.** Empathy
B-LS 5. Media and technology skills to enhance learning	**B-SMS 5.** Perseverance to achieve long- and short-term goals	**B-SS 5.** Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	**B-SMS 6.** Ability to identify and overcome barriers	**B-SS 6.** Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/ emotional goals	**B-SMS 7.** Effective coping skills	**B-SS 7.** Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	**B-SMS 8.** Balance of school, home and community activities	**B-SS 8.** Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	**B-SMS 9.** Personal safety skills	**B-SS 9.** Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	**B-SMS 10.** Ability to manage transitions and adapt to change	**B-SS 10.** Cultural awareness, sensitivity and responsiveness

UNIT 1 - Being My Best Self			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
1.1 Recognizing Emotions	Students will: • Understand that emotions have external and internal cues. • Recognize that emotions can vary in intensity. • Recognize one's own and others' emotions and identify the emotional expressions of others	**Mindset Standards M1.** Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.	**SA** Identifying One's Emotions
1.2 Linking Emotions and Thoughts	Students will: • Understand the causes of emotions. • Recognize the emotional consequences of situations. • Discuss how situations cause emotions and how emotions are connected to thoughts or mindset. • Predict situations that might lead to a specific emotion.	**Mindset Standards M1.** Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.	**SA** Linking Feelings, Values, and Thoughts
1.3 Connecting Emotions, Thoughts, and Actions	Students will: • Understand the relationships between thoughts, feelings, and behaviors. • Listen to situations and decide how they would think and act In response.	**Self-Management Skills B-SMS10** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.	**SA** Linking Feelings, Values, and Thoughts

UNIT 1 - Being My Best Self			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
1.4 Emotional Regulation	Students will: • Understand that everyone has different behavioral dispositions. • Recognize that everyone has different behavioral dispositions. • Practice six calming strategies. • Use the six calming strategies to help with self-regulation.	**Self-Management Skills B-SMS2.** Demonstrate self-discipline and self-control.	**SM** Managing One's Emotions **RDM** Anticipating and Evaluating the Consequences of One's Actions
1.5 Growth Mindset	Students will: • Understand incremental thinking-the belief in the potential for flexibility and change in preferences, characteristics, abilities, and behaviors across time. • Discuss and practice changing "worm" thoughts (reflecting entity or fixed-trait thinking) into "caterpillar" thoughts (reflecting incremental or change thinking).	**Mindset Standards M1.** Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being. **M5. Belief in** using abilities to their fullest to achieve high-quality results and outcomes.	**SA** Having a Growth Mindset **SM** Exhibiting Self-Motivation and Self-Discipline

UNIT 2 - Valuing Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
2.1 Taking Perspective	Students will: • Consider the word value as both an attribute or characteristic and an action. • Identify different responses to situations and summarize ways to recognize the perspectives indicated by those responses. • Understand that they can value others by first recognizing that we do not all see the world or situations the same way. • Recognize how things look or feel to others and what they value.	**Social Skills B-SS9.** Demonstrate social maturity and behaviors appropriate to the situation and environment.	**SA** Identifying Personal, Cultural, and Linguistic Assets **SA** Integrating Personal and Social Identities **SoA** Recognizing Strengths in Others **SoA** Taking Others' Perspectives"
2.2 Empathy/ Caring for Others' Feelings	Students will: • Practice walking in the shoes of others and engaging in thinking empathetically. • Complete a card activity that allows them to walk in someone else's shoes as they consider and respond to a shared experience of a classmate.	**Social Skills B-SS4.** Demonstrate empathy.	**RS** Developing Positive Relationships **SoA** Showing Concern for the Feelings of Others **SoA** Taking Others' Perspectives
2.3 Appreciating Others' Contributions	Students will: • Consider how they and a partner are different and how those differences go together to make them better or help both of them. • Recognize and appreciate the uniqueness or strengths of their classmates.	**Social Skills B-SS2.** Create positive and supportive relationships with other students.	**SA** Examining Prejudices and Biases **RS** Demonstrating Cultural Competency **SoA** Taking Others' Perspective

UNIT 2 - Valuing Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
2.4 Breaking Stereotypes	Students will: • Understand that people within any group are not all the same. • Practice self-correction when stereotyping others. • Practice identifying stereotypes and using appropriate language to respond to them.	**Social Skills B-SS6.** Use effective collaboration and cooperation skills.	**SoA** Demonstrating Empathy and Compassion **SoA** Showing Concern for the Feelings of Others
2.5 Feeling Valued as a Member of the Group	Students will: • View the classroom as a place of safety and acceptance. • Perform a readers' theater and discuss various types of roles they might play in responding to each instance of bullying shown in the piece.	**Self-Management Skills M3.** Sense of belonging in the school environment. **Learning Strategies B-LS10.** Participate in enrichment and extracurricular activities.	**RS** Seeking or Offering Support and Help When Needed **RS** Resisting Negative Social Pressure **RS** Standing Up for the Rights of Others **SM** Showing the Courage to Take Initiative

UNIT 3 - Communicating with Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
3.1 Watching and Listening Attentively	Students will: • Practice listening and responding strategies to promote more positive group interactions. • Listen and support one another with eyes, ears, mouth, and body language.	**Social Skills B-SS7.** Use leadership and teamwork skills to work effectively in diverse teams.	**RS** Communicating Effectively (Listening and using Nonverbal Communication)
3.2 Conversation Skills	Students will: • Identify information that is on-topic compared to off-topic. • Identify on-topic and off-topic responses to maintain a conversation. • Practice using effective and ineffective communication strategies during group interactions.	**Social Skills B-SS1.** Use effective oral and written communication skills and listening skills.	**RS** Communicating Effectively (Listening and Responding and Speaking Clearly)
3.3 Communicating in Different Settings	Students will: • Increase their awareness that how we communicate can vary depending on the setting. • Practice identifying effective and ineffective communication strategies across different settings.	**Social Skills B-SS9.** Demonstrate social maturity and behaviors appropriate to the situation and environment.	**RS** Communicating Effectively (Speaking by Adapting Communication Style)

UNIT 3 - Communicating with Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
3.4 Speaking Up	Students will: • Learn why and when it is important to speak up clearly and kindly for themselves and others. • Demonstrate respectful, assertive speaking.	**Social Skills** **B-SS8.** Demonstrate advocacy skills and ability to assert self, when necessary.	**RS** Communicating Effectively (Showing Assertiveness) **SM** Demonstrating Personal and Collective Agency **RS** Seeking or Offering Support and Help When Needed
3.5 Communicating for Collaboration	Students will: • Understand how to communicate and cooperate in a team productively. • Practice cooperating with peers in a share activity.	**Social Skills** **B-SS2.** Create positive and supportive relationships with other students. **B-SS6.** Use effective collaboration and cooperation skills. **B-SS7.** Use leadership and teamwork skills to work effectively in diverse teams.	**RS** Communicating Effectively (Negotiating) **RS** Practicing Teamwork and Collaborative Problem-Solving

UNIT 4 - Learning From Others			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
4.1 Perspective Taking to Understand the Problem	Students will: • Recognize and restate a problem. • See a problem from someone else's perspective. • Foster awareness and acceptance of others' feelings and thoughts.	**Learning Strategies B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**SoA** Taking Others' Perspectives **SoA** Recognizing Situational Demands and Opportunities **RS** Resolving Conflicts Constructively
4.2 Identifying and Sharing About Problems	Students will: • Name the first two steps in problem solving (Stop, Talk). • Identify multiple perspectives and state the problem in a given scenario. • Use "I messages" to express their own perspectives and desired next steps when talking about the problem.	**Learning Strategies B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**SoA** Taking Others' Perspectives **RS** Resolving Conflicts Constructively **SM** Setting Personal and Collective Goals
4.3 Working Together to Solve Problems	Students will: • Identify the last two steps in problem solving (Think, Try). • Use a spirit of curiosity to generate fair solutions to given scenarios. • Learn skills in generating alternative solutions to interpersonal problems.	**Self-Management Skills B-SMS7.** Demonstrate effective coping skills when faced with a problem.	**RS** Resolving Conflicts Constructively **RDM** Identifying Solutions for Personal and Social Problems **SM** Demonstrating Personal and Collective Agency **RDM** Demonstrating Curiosity and Open-Mindedness

UNIT 4 - Learning From Others			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
4.4 Thinking of Solutions and Using Compromise	Students will: • Use problem-solving skills in a collaborative activity. • Practice creating compromises as solutions to problems. • Become more confident that they can solve problems with others.	**Learning Strategies B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**RS** Resolving Conflicts Constructively **RS** Practicing Teamwork and Collaborative Problem Solving **SA** Experiencing Self-Efficacy
4.5 Taking Responsibility and Making Amends	Students will: • Explain the importance of honesty and integrity in taking responsibility for their actions. • Describe and demonstrate ways to make amends when problems occur. • Promote a forgiving attitude.	**Social Skills B-SS5.** Demonstrate ethical decision-making and social responsibility.	**SA** Demonstrating Honesty and Integrity **RDM** Anticipating and Evaluating the Consequences of One's Actions

Grade 3

ASCA Learning Standards
Harmony Curriculum Alignment

Mindset Standards Key School counselors encourage the following mindsets for all students.

M1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M2 Sense of acceptance, respect, support and inclusion for self and others in the school environment

M3 Positive attitude toward work and learning

M4 Self-confidence in ability to succeed

M5 Belief in using abilities to their fullest to achieve high-quality results and outcomes

M6 Understanding that postsecondary education and lifelong learning are necessary for long-term success

Harmony Competencies & Skills Key

SA Self-Awareness

SM Self-Management

SoA Social Awareness

RS Relationship Skills

RDM Responsible Decision-Making

Behavior Standards Key: School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	**B-SMS 1.** Responsibility for self and actions	**B-SS 1.** Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	**B-SMS 2.** Self-discipline and self-control	**B-SS 2.** Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	**B-SMS 3.** Independent work	**B-SS 3.** Positive relationships with adults to support success
B-LS 4. Self-motivation and self- direction for learning	**B-SMS 4.** Delayed gratification for long-term rewards	**B-SS 4.** Empathy
B-LS 5. Media and technology skills to enhance learning	**B-SMS 5.** Perseverance to achieve long- and short-term goals	**B-SS 5.** Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	**B-SMS 6.** Ability to identify and overcome barriers	**B-SS 6.** Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/ emotional goals	**B-SMS 7.** Effective coping skills	**B-SS 7.** Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	**B-SMS 8.** Balance of school, home and community activities	**B-SS 8.** Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	**B-SMS 9.** Personal safety skills	**B-SS 9.** Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	**B-SMS 10.** Ability to manage transitions and adapt to change	**B-SS 10.** Cultural awareness, sensitivity and responsiveness

UNIT 1 - Being My Best Self			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
1.1 Recognizing Emotions	Students will: • Understand that feelings may be pleasant or unpleasant, strong or mild. • Recognize how other people may feel and why they may feel that way. • Acknowledge others' feelings without trying to "fix" their feelings. • Practice acting out feelings and discuss ways to respond to them.	**Mindset Standards M1.** Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.	**SA** Identifying One's Emotions
1.2 Linking Emotions and Thoughts	Students will: • Understand the concept of self-talk – how we react internally when we make mistakes. • Differentiate between helpful and unhelpful self-talk. • Understand the connection between thoughts and feelings. • Practice compassion toward themselves and develop an optimistic mindset.	**Mindset Standards M5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes.	**SA** Linking Feelings, Values, and Thoughts
1.3 Connecting Emotions, Thoughts, and Actions	Students will: • Understand that emotions, thoughts, and actions are all connected and that part of being our best selves is recognizing them (self-awareness). • Recognize that thoughts and actions are often influenced by emotions. • Realize that there are different ways to respond to the same situation. • Identify emotions, thoughts, and actions they think make the most sense in response to a situation.	**Self-Management Skills B-SMS10** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.	**SA** Linking Feelings, Values, and Thoughts

UNIT 1 - Being My Best Self			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
1.4. Emotional Regulation: Understanding What I Can and Cannot Control	Students will: • Practice recognizing and regulating their emotions. • Practice responsible decision-making skills, including anticipating and evaluating the consequences of one's actions.	**Self-Management Skills B-SMS2.** Demonstrate self-discipline and self-control.	**SM** Managing One's Emotions **RDM** Anticipating and Evaluating the Consequences of One's Actions
1.5 Growth Mindset	Students will: • Participate in activities that reinforce the concept that a growth mindset positively impacts their learning and success. • Recognize that challenges and mistakes are learning opportunities.	**Learning Strategies B-LS7.** Identify long- and short-term academic, career, and social/emotional goals. **Self-Management Skills B-SMS10.** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	**SA** Having a Growth Mindset **SM** Exhibiting Self-Motivation and Self-Discipline

UNIT 2 - Valuing Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
2.1 Taking Perspective	Students will: • Consider other people's perspectives. • Recognize the connections among emotions, values, and thoughts. Conduct perspective-taking interviews with partners.	**Social Skills B-SS9.** Demonstrate social maturity and behaviors appropriate to the situation and environment.	**SA** Identifying Personal, Cultural, and Linguistic Assets **SA** Integrating Personal and Social Identities **SoA** Recognizing Strengths in Others **SoA** Taking Others' Perspectives
2.2 Empathy/ Caring for Others' Feelings	Students will: • Learn tools for identifying how other people feel. • Practice empathy and compassion toward other people. • Act out feelings and discuss ways to respond to them	**Social Skills B-SS4.** Demonstrate empathy.	**RS** Developing Positive Relationships **SoA** Showing Concern for the Feelings of Others **SoA** Taking Others' Perspectives
2.3 Appreciating Others' Contributions	Students will: • Recognize that they have things in common and differences with others. • Build awareness of their own and other people's special qualities and strengths. • Understand that groups work better when students share their strengths and learn from others. • Participate in a gallery walk of their strengths and qualities.	**Social Skills B-SS2.** Create positive and supportive relationships with other students. **Learning Strategies B-LS10.** Participate in enrichment and extracurricular activities.	**SA** Examining Prejudices and Biases **RS** Demonstrating Cultural Competency **SoA** Taking Others' Perspective

UNIT 2 - Valuing Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
2.4 Breaking Stereotypes	Students will: • Build awareness of how stereotypes influence thinking and behavior toward others. • Recognize and evaluate stereotypes. • Practice non-stereotyped thinking. • Rewrite the endings to comic strips showing people who think everyone in a group is the same.	**Social Skills B-SS6.** Use effective collaboration and cooperation skills. **Learning Strategies B-LS10.** Participate in enrichment and extracurricular activities.	**SoA** Demonstrating Empathy and Compassion **SoA** Showing Concern for the Feelings of Others
2.5 Feeling Valued as a Member of the Group	Students will: • Identify when and how to provide classmates with support. • Support a classroom environment in which all students feel supported by their peers. • Listen to a story about bullying and work in groups to identify strategies to help the situation.	**Self-Management Skills M3.** Sense of belonging in the school environment.	**RS** Seeking or Offering Support and Help When Needed **RS** Resisting Negative Social Pressure **RS** Standing Up for the Rights of Others **SM** Showing the Courage to Take Initiative

UNIT 3 - Communicating with Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
3.1 Watching and Listening Attentively	Students will: • Practice and implement listening and supporting strategies in order to promote more positive group interactions. • Practice listening to and supporting one another with eyes, ears, mouth, and body language.	**Social Skills B-SS7.** Use leadership and teamwork skills to work effectively in diverse teams.	**RS** Communicating Effectively (Listening and Nonverbal Communication)
3.2 Conversation Skills	Students will: • Identify Communication Bloopers (ineffective communication strategies) and Communication Boosters (effective communication strategies) to improve group conversations. • Practice identifying Communication Bloopers and Boosters during group interactions.	**Social Skills B-SS1.** Use effective oral and written communication skills and listening skills.	**RS** Communicating Effectively (Listening, Responding, Nonverbal Communication, and Awareness of Communication Mishaps)
3.3 Communicating in Different Settings	Students will: • Understand that how we communicate can vary depending on the environment. • Practice identifying Communication Boosters and Communication Bloopers across different settings.	**Social Skills B-SS1.** Use effective oral and written communication skills and listening skills.	**RS** Communicating Effectively (Listening, Responding, Nonverbal Communication, and Awareness of Communication Mishaps)

UNIT 3 - Communicating with Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
3.4 Speaking Up	Students will: • Recognize when they should speak up for themselves and others. • Practice speaking up assertively to advocate for themselves and others.	**Social Skills** **B-SS8.** Demonstrate advocacy skills and ability to assert self, when necessary.	**RS** Communicating Effectively (Speaking Assertively) **RS** Seeking or Offering Support and Help When Needed
3.5 Communicating for Collaboration	Students will: • Practice using Communication Boosters and avoiding Communication Bloopers during a teamwork activity. • Practice using teamwork, communicating with a team, and using planning and organizational skills.	**Social Skills** **B-SS2.** Create positive and supportive relationships with other students. **B-SS6.** Use effective collaboration and cooperation skills. **B-SS7.** Use leadership and teamwork skills to work effectively in diverse teams.	**RS** Communicating Effectively (Speaking Assertively) **RS** Seeking or Offering Support and Help When Needed

UNIT 4 - Learning From Others			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
4.1 Perspective Taking to Understand the Problem	Students will: • Identify non-helpful responses to conflict. • Identify different conflict resolution strategies. • Practice an assertive approach to solving problems that builds positive relationships and reaches solutions that benefit everyone involved.	**Learning Strategies B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**SoA** Taking Others' Perspectives **SoA** Recognizing Situational Demands and Opportunities **RS** Resolving Conflicts Constructively
4.2 Identifying and Sharing About Problems	Students will: • Practice the first two steps of a problem-solving approach. • Recognize how feelings can change and not everyone has the same feeling in response to a situation. • Practice effective communication of their feelings and perspectives during conflict situations.	**Self-Management Skills B-SMS7.** Demonstrate effective coping skills when faced with a problem. **Learning Strategies B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**SoA** Taking Others' Perspectives **RS** Resolving Conflicts Constructively **SM** Setting Personal and Collective Goals
4.3 Working Together to Solve Problems	Students will: • Practice different ways to respond positively to conflict, including using Feeling Statements and Request Statements a components of Clear-it-Up Statements.	**Self-Management Skills B-SMS7.** Demonstrate effective coping skills when faced with a problem.	**RS** Resolving Conflicts Constructively **RDM** Identifying Solutions for Personal and Social Problems **SM** Demonstrating Personal and Collective Agency **RDM** Demonstrating Curiosity and Open-Mindedness

UNIT 4 - Learning From Others			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
4.4 Working Things Out	Students will: • Practice of the four steps of conflict resolution. • Use all four steps of conflict resolution in a problem-solving activity.	**Learning Strategies B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**RS** Resolving Conflicts Constructively **RS** Practicing Teamwork and Collaborative Problem Solving **SA** Experiencing Self-Efficacy
4.5 Correcting Our Mistakes When We Hurt Someone	Students will: • Describe why it is important to take responsibility for one's own actions. • Demonstrate ways to take responsibility for their words and actions during conflict.	**Social Skills B-SS5.** Demonstrate ethical decision-making and social responsibility.	**SA** Demonstrating Honesty and Integrity **RDM** Anticipating and Evaluating the Consequences of One's Actions

Grade 4

ASCA Learning Standards
Harmony Curriculum Alignment

Mindset Standards Key School counselors encourage the following mindsets for all students.

M1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M2 Sense of acceptance, respect, support and inclusion for self and others in the school environment

M3 Positive attitude toward work and learning

M4 Self-confidence in ability to succeed

M5 Belief in using abilities to their fullest to achieve high-quality results and outcomes

M6 Understanding that postsecondary education and lifelong learning are necessary for long-term success

Harmony Competencies & Skills Key

SA Self-Awareness

SM Self-Management

SoA Social Awareness

RS Relationship Skills

RDM Responsible Decision-Making

Behavior Standards Key: School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	**B-SMS 1.** Responsibility for self and actions	**B-SS 1.** Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	**B-SMS 2.** Self-discipline and self-control	**B-SS 2.** Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	**B-SMS 3.** Independent work	**B-SS 3.** Positive relationships with adults to support success
B-LS 4. Self-motivation and self- direction for learning	**B-SMS 4.** Delayed gratification for long-term rewards	**B-SS 4.** Empathy
B-LS 5. Media and technology skills to enhance learning	**B-SMS 5.** Perseverance to achieve long- and short-term goals	**B-SS 5.** Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	**B-SMS 6.** Ability to identify and overcome barriers	**B-SS 6.** Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/ emotional goals	**B-SMS 7.** Effective coping skills	**B-SS 7.** Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	**B-SMS 8.** Balance of school, home and community activities	**B-SS 8.** Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	**B-SMS 9.** Personal safety skills	**B-SS 9.** Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	**B-SMS 10.** Ability to manage transitions and adapt to change	**B-SS 10.** Cultural awareness, sensitivity and responsiveness

UNIT 1 - Being My Best Self			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
1.1 Recognizing Emotions	Students will: • Understand that feelings may be pleasant or unpleasant, strong or mild. • Recognize how other people may feel and why they may feel that way. • Acknowledge others' feelings without trying to "fix" their feelings. • Practice acting out feelings and discuss ways to respond to them.	**Mindset Standards M1.** Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.	**SA** Identifying One's Emotions
1.2 Linking Emotions and Thoughts	Students will: • Understand the concept of self-talk – how we react internally when we make mistakes. • Differentiate between helpful and unhelpful self-talk. • Understand the connection between thoughts and feelings. • Practice compassion toward themselves and develop optimistic mindset.	**Mindset Standards M5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes.	**SA** Linking Feelings, Values, and Thoughts
1.3 Connecting Emotions, Thoughts, and Actions	Students will: • Understand that emotions, thoughts, and actions are all connected and that part of being our best selves is recognizing them (self-awareness). • Recognize that thoughts and actions are often influenced by emotions. • Realize that there are different ways to respond to the same situation. • Identify emotions, thoughts, and actions they think make the most sense in response to a situation.	**Self-Management Skills B-SMS10** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.	**SA** Linking Feelings, Values, and Thoughts

UNIT 1 - Being My Best Self			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
1.4 Emotional Regulation: Understanding What I Can and Cannot Control	Students will: • Practice recognizing and regulating their emotions. • Practice responsible decision-making skills, including anticipating and evaluating the consequences of one's actions.	**Self-Management Skills B-SMS2.** Demonstrate self-discipline and self-control.	**SM** Managing One's Emotions **RDM** Anticipating and Evaluating the Consequences of One's Actions
1.5 Growth Mindset	Students will: • Participate in activities that reinforce the concept that a growth mindset positively impacts their learning and success. • Recognize that challenges and mistakes are learning opportunities.	**Learning Strategies B-LS7.** Identify long- and short-term academic, career, and social/emotional goals. **Self-Management Skills B-SMS10.** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	**SA** Having a Growth Mindset **SM** Exhibiting Self-Motivation and Self-Discipline

UNIT 2 - Valuing Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
2.1 Taking Perspective	Students will: • Learn tools to take another's perspective and appreciate differences. • Recognize that their way of thinking about the world is not the only way. • Play the game Charades based on taking another's perspective. After the game, they will discuss what taking on different points of view from well-known stories teaches them.	**Social Skills B-SS9.** Demonstrate social maturity and behaviors appropriate to the situation and environment. **Learning Strategies B-LS10.** Participate in enrichment and extracurricular activities.	**SA** Identifying Personal, Cultural, and Linguistic Assets **SA** Integrating Personal and Social Identities **SoA** Recognizing Strengths in Others **SoA** Taking Others' Perspectives
2.2 Empathy/ Caring for Others' Feelings	Students will: • Develop skills to guide them to empathize with others and respond to their feelings in a compassionate way. • Recognize how others feel and how to respond to others' emotions in a caring way. • Participate in an empathy game to show concern for others and respond with empathy and understanding.	**Social SkillsB-SS4. Demonstrate** empathy. **Learning Strategies B-LS10.** Participate in enrichment and extracurricular activities.	**RS** Developing Positive Relationships **SoA** Showing Concern for the Feelings of Others **SoA** Taking Others' Perspectives
2.3 Appreciating Others' Feelings	Students will: • Develop listening skills to learn about and appreciate the diversity of others. • Recognize what others have to offer with a strengths-first perspective. • Value differences by teaching a unique skill they have and verbally explaining it to each other.	**Social Skills B-SS2.** Create positive and supportive relationships with other students. **Learning Strategies B-LS10.** Participate in enrichment and extracurricular activities.	**SA** Examining Prejudices and Biases **RS** Demonstrating Cultural Competency **SoA** Taking Others' Perspective

UNIT 2 - Valuing Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
2.4 Breaking Stereotypes	Students will: • Develop strategies to identify and dismantle stereotypes. • Recognize stereotypes and not be influenced by them. • Participate in a Stereotype Detectives activity where they identify and analyze stereotypes in the media.	**Social Skills B-SS6.** Use effective collaboration and cooperation skills. **Learning Strategies B-LS10.** Participate in enrichment and extracurricular activities.	**SoA** Demonstrating Empathy and Compassion **SoA** Showing Concern for the Feelings of Others
2.5 Feeling Valued as a Member of the Group	Students will: • Develop strategies to address bullying behavior. • Recognize the four roles in a bullying situation and use strategies to advocate for inclusive and supportive behavior. • Play a card game in which they discuss ways to change a bullying situation into a defender one.	**Self-Management Skills M3.** Sense of belonging in the school environment. **Learning Strategies B-LS10.** Participate in enrichment and extracurricular activities.	**RS** Seeking or Offering Support and Help When Needed **RS** Resisting Negative Social Pressure **RS** Standing Up for the Rights of Others **SM** Showing the Courage to Take Initiative

UNIT 3 - Communicating with Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
3.1 Watching and Listening Attentively	Students will: • Learn that Communication. • Boosters and effective communication strategies promote positive interactions. • Practice identifying Communication Boosters (listening, supporting, and negotiating).	**Social Skills B-SS1.** Use effective oral and written communication skills and listening skills.	**RS** Communicating Effectively (Listening and Nonverbal Communication)
3.2 Conversation Skills	Students will: • Learn about Communication Bloopers and how they disrupt conversations. • Practice identifying Communication Bloopers so they can avoid them to improve conversations and group interactions.	**Social Skills B-SS2.** Create positive and supportive relationships with other students.	**RS** Communicating Effectively (Listening, Responding, Nonverbal Communication, and Awareness of Communication Mishaps)
3.3 Communicating in Different Settings	Students will: • Understand that how we communicate can vary depending on the environment. • Practice identifying Communication Boosters and Communication Bloopers across different environments. • Understand that Communication Bloopers and Boosters can influence feelings, thoughts, and actions.	**Social Skills B-SS1.** Use effective oral and written communication skills and listening skills. **Social Skills B-SS2.** Create positive and supportive relationships with other students.	**RS** Communicating Effectively (Speaking and Adapting Communication Style)

UNIT 3 - Communicating with Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
3.4 Speaking Up	Students will: • Recognize when to speak up for themselves and others. • Speak up assertively to share their ideas and to support their classmates. • Practice awareness of their thoughts and emotions to make sure they are kind and respectful.	**Social Skills** **B-SS8.** Demonstrate advocacy skills and ability to assert self, when necessary.	**RS** Communicating Effectively (Assertiveness) **SM** Demonstrating Personal and Collective Agency **RS** Seeking or Offering Support and Help When Needed
3.5 Communicating for Collaboration	Students will: • Practice using Communication Boosters and avoiding Communication Bloopers as they work on a collaborative task. • Use teamwork and collaborative problem solving as they work on a collaborative task.	**Social Skills** **B-SS2.** Create positive and supportive relationships with other students. **B-SS6.** Use effective collaboration and cooperation skills. **B-SS7.** Use leadership and teamwork skills to work effectively in diverse teams.	**RS** Communicating Effectively (Negotiating) **RS** Practicing Teamwork and Collaborative Problem-Solving

UNIT 4 - Learning From Others			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
4.1 Perspective Taking to Understand the Problem	Students will: • Determine why conflicts occur. • Identify conflict resolution approaches-Conflict Avoider, Solution Finder, and Conflict Controller. • Decide when each approach is helpful. • Name conflict approaches and learn the benefits and costs associated with each.	**Learning Strategies B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**SoA** Taking Others' Perspectives **SoA** Recognizing Situational Demands and Opportunities **RS** Resolving Conflicts Constructively
4.2 Identifying and Sharing About Problems	Students will: • Practice the first two steps of a conflict resolution approach. • Recognize how feelings can change and not everyone has the same feeling in response to a situation. • Practice effective communication of their feelings and perspectives during conflict situations.	**Self-Management Skills B-SMS7.** Demonstrate effective coping skills when faced with a problem. **Learning Strategies B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**SoA** Taking Others' Perspectives **RS** Resolving Conflicts Constructively **SM** Setting Personal and Collective Goals
4.3 Working Together to Solve Problems	Students will: • Recognize how the words they use affect others. • Effectively communicate their feelings and perspectives during conflict situations. • Begin to think of solutions to their conflict resolution goals.	**Self-Management Skills B-SMS7.** Demonstrate effective coping skills when faced with a problem. **Social Skills B-SS1.** Use effective oral and written communication skills and listening skills.	**SoA** Taking Others' Perspectives **RS** Resolving Conflicts Constructively **SM** Setting Personal and Collective Goals

UNIT 4 - Learning From Others			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
4.4 Thinking of Solutions and Using Compromise	Students will: • Use all four steps of the STEP It Up! Approach to conflict resolution. • Anticipate potential consequences of solutions to conflict. • Build their efficacy that they can resolve conflicts with others.	**Learning Strategies B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**RS** Resolving Conflicts Constructively **RS** Practicing Teamwork and Collaborative Problem Solving **SA** Experiencing Self-Efficacy
4.5 Taking Responsibility and Making Amends	• Practice being honest and take responsibility for one's actions. • Describe and demonstrate ways to make amends in various scenarios. • Evaluate how effective their strategy was for making amends.	**Social Skills B-SS5.** Demonstrate ethical decision-making and social responsibility. **Social Skills B-SS9.** Demonstrate social maturity and behaviors appropriate to the situation and environment.	**SA** Demonstrating Honesty and Integrity **RDM** Anticipating and Evaluating the Consequences of One's Actions

Grade 5

ASCA Learning Standards
Harmony Curriculum Alignment

Mindset Standards Key School counselors encourage the following mindsets for all students.

M1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M2 Sense of acceptance, respect, support and inclusion for self and others in the school environment

M3 Positive attitude toward work and learning

M4 Self-confidence in ability to succeed

M5 Belief in using abilities to their fullest to achieve high-quality results and outcomes

M6 Understanding that postsecondary education and lifelong learning are necessary for long-term success

Harmony Competencies & Skills Key

SA Self-Awareness

SM Self-Management

SoA Social Awareness

RS Relationship Skills

RDM Responsible Decision-Making

Behavior Standards Key: School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	**B-SMS 1.** Responsibility for self and actions	**B-SS 1.** Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	**B-SMS 2.** Self-discipline and self-control	**B-SS 2.** Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	**B-SMS 3.** Independent work	**B-SS 3.** Positive relationships with adults to support success
B-LS 4. Self-motivation and self- direction for learning	**B-SMS 4.** Delayed gratification for long-term rewards	**B-SS 4.** Empathy
B-LS 5. Media and technology skills to enhance learning	**B-SMS 5.** Perseverance to achieve long- and short-term goals	**B-SS 5.** Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	**B-SMS 6.** Ability to identify and overcome barriers	**B-SS 6.** Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/ emotional goals	**B-SMS 7.** Effective coping skills	**B-SS 7.** Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	**B-SMS 8.** Balance of school, home and community activities	**B-SS 8.** Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	**B-SMS 9.** Personal safety skills	**B-SS 9.** Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	**B-SMS 10.** Ability to manage transitions and adapt to change	**B-SS 10.** Cultural awareness, sensitivity and responsiveness

UNIT 1 - Being My Best Self			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
1.1 Recognizing Emotions	Students will: • Understand that when faced with the same situations, people can feel differently. • Recognize that people often express their feelings through their actions and on their faces and bodies. • Practice the components of empathy to help them develop empathy for those who are both similar and different. • Identify other people's feelings and perspectives to understand and support them better.	**Mindset Standards M5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes. **Social Skills B-SS4.** Demonstrate empathy.	**SA** Identifying One's Emotions
1.2 Linking Emotions and Thoughts	Students will: • Understand that when faced with the same situations, people can feel differently. • Recognize that people often express their feelings through their actions and on their faces and bodies. • Identify other people's feelings and perspectives to understand and support them better. • Consider how regulating their own emotions helps them respond with empathy to others.	**Mindset Standards M5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes. **Social Skills B-SS4.** Demonstrate empathy.	**SA** Linking Feelings, Values, and Thoughts
1.3 Connecting Emotions, Thoughts, and Actions	Students will: • Identify their own thinking patterns. • Recognize the connections among thoughts, feelings, and actions. • Practice positive, inclusive thinking.	**Mindset Standards M1.** Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.	**SA** Linking Feelings, Values, and Thoughts

UNIT 1 - Being My Best Self			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
1.4 Emotion Regulation	Students will: • Understand how setting realistic goals and preparing for setbacks helps them progress toward being their best selves. • Practice setting realistic goals and managing progress.	**Self-Management Skills B-SMS4.** Demonstrate ability to delay immediate gratification for long-term rewards. **B-SMS5.** Demonstrate perseverance to achieve long-and short-term goals.	**SM** Managing One's Emotions **RDM** Anticipating and Evaluating the Consequences of One's Actions
1.5 Growth Mindset	Students will: • Understand that human nature and abilities can change over time and recognize that change in one's self can lead to improvement in one's skills. • Practice incremental thinking patterns. • Understand the connection between incremental thinking and associated feelings and behaviors.	**Self-Management Skills B-SMS10.** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	**SA** Having a Growth Mindset **SM** Exhibiting Self-Motivation and Self-Discipline

UNIT 2 - Valuing Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
2.1 Taking Perspective	Students will: • Recognize emotions in others by understanding the perspectives of others and empathizing with them. • Understand that other people have different experiences that affect their feelings values, and thoughts. • Discuss different perspectives about topics.	**Social Skills B-SS9.** Demonstrate social maturity and behaviors appropriate to the situation and environment. **B-SS4. Demonstrate empathy.** **B-SS6. Use effective** collaboration and cooperation skills.	**SA** Identifying Personal, Cultural, and Linguistic Assets **SA** Integrating Personal and Social Identities **SoA** Recognizing Strengths in Others **SoA** Taking Others' Perspectives
2.2 Empathy/ Caring for Others' Feelings	Students will: • Understand what someone is feeling and why. • Show concern for others and respond with empathy. • Role-play different scenarios in which they demonstrate empathy and compassion for others.	**Social Skills B-SS4.** Demonstrate empathy. **Learning Strategies B-LS10.** Participate in enrichment and extracurricular activities.	**RS** Developing Positive Relationships **SoA** Showing Concern for the Feelings of Others **SoA** Taking Others' Perspectives
2.3 Appreciating Others' Contributions	Students will: • Learn about themselves and others in terms of culture, language, race/ ethnicity, gender, perceived ability, and socioeconomic status. • Learn about their identities as an individual and as part of a group. • Understand commonalities and differences, as well as the value in various lived experiences. • Interview a partner about their strengths, and then categorize the strengths on chart paper before discussing the diversity of strengths in the classroom.	**Learning Strategies B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions. **B-LS10. Participate in** enrichment and extracurricular activities.	**SA** Examining Prejudices and Biases **RS** Demonstrating Cultural Competency **SoA** Taking Others' Perspective

UNIT 2 - Valuing Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
2.4 Breaking Stereotypes	Students will: • Understand what stereotypes are and why they are problematic. • Understand that when they think for themselves, they can stop stereotypical thinking and have fresh thoughts about others. • Identify problems associated with stereotypes and work together to develop strategies to prevent stereotyping.	**Mindset Standards M1.** Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being. **Self-Management Skills B-SMS7.** Demonstrate effective coping skills when faced with a problem.	**SoA** Demonstrating Empathy and Compassion **SoA** Showing Concern for the Feelings of Others
2.5 Feeling Valued as a Member of the Group	Students will: • Practice standing up for themselves and others when they see that they are treated differently. • Understand the importance of belonging for themselves and for others as a member of a group. • Play a game in which they will consider effective and ineffective ways to deal with bullying and the consequences of each.	**Social Skills B-SS8.** Demonstrate advocacy skills and ability to assert self, when necessary. **B-SS2. Create positive** and supportive relationships with other students. **Learning Strategies B-LS10.** Participate in enrichment and extracurricular activities.	**SoA** Demonstrating Empathy and Compassion **SoA** Showing Concern for the Feelings of Others

UNIT 3 - Communicating with Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
3.1 Watching and Listening Attentively	Students will: • Learn that Communication • Boosters and effective communication strategies promote positive interactions. • Practice identifying Communication Boosters (listening, supporting, and negotiating).	**Social Skills** **B-SS1.** Use effective oral and written communication skills and listening skills.	**RS** Communicating Effectively (Listening and Nonverbal Communication)
3.2 Conversation Skills	Students will: • Learn about Communication Bloopers and how these Bloopers disrupt cooperative learning work. • Practice identifying Communication Bloopers so they can stop the Bloopers when they occur.	**Social Skills** **B-SS1.** Use effective oral and written communication skills and listening skills. **B-SS2.** Create positive and supportive relationships with other students.	**RS** Communicating Effectively (Listening, Responding, Speaking, and Awareness of Communication Mishaps)
3.3 Communicating in Different Settings	Students will: • Increase their awareness that how we communicate can vary depending on the environment. • Practice identifying Communication Boosters and Communication Bloopers across different environments. • Increase their awareness that Communication Boosters and Bloopers influence their thoughts, feelings, and behaviors.	**Social Skills** **B-SS1.** Use effective oral and written communication skills and listening skills. **B-SS2.** Create positive and supportive relationships with other students.	**RS** Communicating Effectively (Speaking and Adapting Communication Style)

UNIT 3 - Communicating with Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
3.4 Speaking Up	Students will: • Recognize when and how to speak assertively. • Relate the concepts of Communication Boosters to assertive speech. • Practice speaking up for themselves and for others kindly and respectfully.	**Social Skills** **B-SS8.** Demonstrate advocacy skills and ability to assert self, when necessary.	**RS** Communicating Effectively (Assertiveness) **SM** Demonstrating Personal and Collective Agency **RS** Seeking or Offering Support and Help When Needed
3.5 Communicating for Collaboration	Students will: • Practice using Communication Boosters during a collaborative activity to support teamwork and achieve a common goal. • Practice avoiding Communication Bloopers. • Organize and plan during a collaborative activity to problem solve.	**Social Skills** **B-SS2.** Create positive and supportive relationships with other students. **B-SS6.** Use effective collaboration and cooperation skills. **B-SS7.** Use leadership and teamwork skills to work effectively in diverse teams.	**RS** Communicating Effectively (Negotiating) **RS** Practicing Teamwork and Collaborative Problem-Solving **SM** Using Planning and Organizational Skills

UNIT 4 - Learning From Others			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
4.1 Perspective Taking to Understand the Problem	Students will: • Determine that they can learn more about others when solving conflicts. • Identify constructive ways to resolve conflict. • Name conflict styles and learn helpful and unhelpful outcomes with each style.	**Self-Management Skills B-SMS7.** Demonstrate effective coping skills when faced with a problem. **Learning Strategies B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**SoA** Taking Others' Perspectives **SoA** Recognizing Situational Demands and Opportunities **RS** Resolving Conflicts Constructively
4.2 Identifying and Sharing About Problems	Students will: • Deepen their understanding of conflict resolutions styles and the impacts of each style. • Recognize the conflict style they tend to use. • Identify goals in a conflict resolution process.	**Self-Management Skills B-SMS7.** Demonstrate effective coping skills when faced with a problem. **Learning Strategies B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**SoA** Taking Others' Perspectives **RS** Resolving Conflicts Constructively **SM** Setting Personal and Collective Goals
4.3 Working Together to Solve Problems	Students will: • Learn a step-by-step approach for effectively resolving conflict. • Understand the importance of learning from others in the conflict resolution process. • Practice the STEP It Up! Approach to resolving conflicts.	**Learning Strategies B-LS1.** Demonstrate critical-thinking skills to make informed decisions. **B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**RS** Resolving Conflicts Constructively **RDM** Identifying Solutions for Personal and Social Problems **SM** Demonstrating Personal and Collective Agency **RDM** Demonstrating Curiosity and Open-Mindedness

UNIT 4 - Learning From Others			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
4.4 Thinking of Solutions and Using Compromise	Students will: • Practice using the STEP It Up! conflict resolution approach. • Brainstorm potential solutions and related consequences. • Increase in their belief that they can solve interpersonal conflicts.	**Learning Strategies B-LS1.** Demonstrate critical-thinking skills to make informed decisions. **B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**RS** Resolving Conflicts Constructively **RS** Practicing Teamwork and Collaborative Problem Solving **SA** Experiencing Self-Efficacy
4.5 Taking Responsibility and Making Amends	Students will: • Determine how to be honest and take responsibility for their actions. • Identify the consequences of making sincere and reparative amends compared to ignoring the mistake or blaming others. • Acknowledge the necessity of forgiving others and accepting apologies.	**Self-Management Skills B-SMS1.** Demonstrate ability to assume responsibility. **Social Skills B-SS5.** Demonstrate ethical decision-making and social responsibility.	**SA** Demonstrating Honesty and Integrity **RDM** Anticipating and Evaluating the Consequences of One's Actions

Grade 6

ASCA Learning Standards
Harmony Curriculum Alignment

Mindset Standards Key School counselors encourage the following mindsets for all students.

M1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M2 Sense of acceptance, respect, support and inclusion for self and others in the school environment

M3 Positive attitude toward work and learning

M4 Self-confidence in ability to succeed

M5 Belief in using abilities to their fullest to achieve high-quality results and outcomes

M6 Understanding that postsecondary education and lifelong learning are necessary for long-term success

Harmony Competencies & Skills Key

SA Self-Awareness

SM Self-Management

SoA Social Awareness

RS Relationship Skills

RDM Responsible Decision-Making

Behavior Standards Key: School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	**B-SMS 1.** Responsibility for self and actions	**B-SS 1.** Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	**B-SMS 2.** Self-discipline and self-control	**B-SS 2.** Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	**B-SMS 3.** Independent work	**B-SS 3.** Positive relationships with adults to support success
B-LS 4. Self-motivation and self- direction for learning	**B-SMS 4.** Delayed gratification for long-term rewards	**B-SS 4.** Empathy
B-LS 5. Media and technology skills to enhance learning	**B-SMS 5.** Perseverance to achieve long- and short-term goals	**B-SS 5.** Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	**B-SMS 6.** Ability to identify and overcome barriers	**B-SS 6.** Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/ emotional goals	**B-SMS 7.** Effective coping skills	**B-SS 7.** Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	**B-SMS 8.** Balance of school, home and community activities	**B-SS 8.** Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	**B-SMS 9.** Personal safety skills	**B-SS 9.** Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	**B-SMS 10.** Ability to manage transitions and adapt to change	**B-SS 10.** Cultural awareness, sensitivity and responsiveness

UNIT 1 - Being My Best Self			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
1.1 Recognizing Emotions	Students will: • Understand that when faced with the same situations, people can feel differently. • Recognize that people often express their feelings through their actions and on their faces and bodies. • Practice the components of empathy to help them develop empathy for those who are both similar and different. • Identify other people's feelings and perspectives to understand and support them better.	**Mindset Standards M5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes. **Social Skills B-SS4.** Demonstrate empathy.	**SA** Identifying One's Emotions
1.2 Linking Emotions and Thoughts	Students will: • Understand that when faced with the same situations, people can feel differently. • Recognize that people often express their feelings through their actions and on their faces and bodies. • Identify other people's feelings and perspectives to understand and support them better. • Consider how regulating their own emotions helps them respond with empathy to others.	**Mindset Standards M5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes. **Social Skills B-SS4.** Demonstrate empathy.	**SA** Linking Feelings, Values, and Thoughts
1.3 Connecting Emotions, Thoughts, and Actions	Students will: • Identify their own thinking patterns. • Recognize the connections among thoughts, feelings, and actions. • Practice positive, inclusive thinking.	**Mindset Standards M1.** Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.	**SA** Linking Feelings, Values, and Thoughts

UNIT 1 - Being My Best Self			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
1.4 Emotion Regulation	Students will: • Understand how setting realistic goals and preparing for setbacks helps them progress toward being their best selves. • Recognize that setbacks are expected and useful. • Practice setting realistic goals and managing progress.	**Self-Management Skills B-SMS4.** Demonstrate ability to delay immediate gratification for long-term rewards. **B-SMS5.** Demonstrate perseverance to achieve long-and short-term goals.	**SM** Managing One's Emotions **RDM** Anticipating and Evaluating the Consequences of One's Actions
1.5 Growth Mindset	Students will: • Understand that human nature and abilities can change over time and recognize that change in one's self can lead to improvement in one's skills. • Practice incremental thinking patterns. • Understand the connection between incremental thinking and associated feelings and behaviors.	**Self-Management Skills B-SMS10.** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	**SA** Having a Growth Mindset **SM** Exhibiting Self-Motivation and Self-Discipline

UNIT 2 - Valuing Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
2.1 Taking Perspective	Students will: • Recognize others' emotions by understanding their perspectives of others and empathizing with them. • Understand that other people have different experiences that affect their feelings values, and thoughts. • Consider how perspectives influence what people see.	**Social Skills B-SS9.** Demonstrate social maturity and behaviors appropriate to the situation and environment. **B-SS4.** Demonstrate empathy. **B-SS6. Use effective** collaboration and cooperation skills.	**SA** Identifying Personal, Cultural, and Linguistic Assets **SA** Integrating Personal and Social Identities **SoA** Recognizing Strengths in Others **SoA** Taking Others' Perspectives
2.2 Empathy/ Caring for Others' Feelings	Students will: • Understand what someone is feeling and why. • Show concern for others and respond with empathy. • Practice distinguishing expressions of empathy and compassion from impulses to "fix" others' emotions.	**Social Skills B-SS4.** Demonstrate empathy. **B-SS2. Create positive** and supportive relationships with other students.	**RS** Developing Positive Relationships **SoA** Showing Concern for the Feelings of Others **SoA** Taking Others' Perspectives
2.3 Appreciating Others' Contributions	Students will: • Learn about themselves and others in terms of culture, language, race/ ethnicity, gender, perceived ability, and socioeconomic status. • Explore identities as individuals and as part of a group. • Understand commonalities and differences among people and recognize the value in various lived experiences. • Consider their own unique traits and share them with the class.	**Learning Strategies B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions. **B-LS10. Participate in** enrichment and extracurricular activities.	**SA** Examining Prejudices and Biases **RS** Demonstrating Cultural Competency **SoA** Taking Others' Perspective

UNIT 2 - Valuing Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
2.4 Breaking Stereotypes	Students will: • Understand what stereotypes are and how they can harm both those who hold them and those who are described by them. • Understand that when they think for themselves, they can stop stereotypical thinking and have fresh thoughts about others. • Recognize the limiting nature of some common stereotypes and develop responses to these stereotypes.	**Mindset Standards M1.** Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being. **Self-Management SkillsB-SMS7. Demonstrate** effective coping skills when faced with a problem.	**SoA** Demonstrating Empathy and Compassion **SoA** Showing Concern for the Feelings of Others
2.5 Feeling Valued as a Member of the Group	Students will: • Develop the confidence and learn strategies to stand up safely for themselves and for others when they see that they are treated differently. • Understand the importance of belonging for themselves and for others as a member of a group. • Play a game in which they will consider effective and ineffective ways to deal with bullying and the consequences of each.	**Social Skills B-SS8.** Demonstrate advocacy skills and ability to assert self, when necessary. **B-SS2. Create positive** and supportive relationships with other students. **Learning Strategies B-LS10.** Participate in enrichment and extracurricular activities.	**RS** Seeking or Offering Support and Help When Needed **RS** Resisting Negative Social Pressure **SM** Showing the Courage to Take Initiative

UNIT 3 - Communicating with Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
3.1 Watching and Listening Attentively	Students will: • Learn that Communication • Boosters and effective communication strategies promote positive interactions. • Practice identifying Communication Boosters (listening, supporting, facilitating, and negotiating).	**Social Skills** **B-SS1.** Use effective oral and written communication skills and listening skills.	**RS** Communicating Effectively (Listening and Nonverbal Communication)
3.2 Conversation Skills	Students will: • Increase their awareness that how we communicate can vary depending on the environment. • Practice identifying Communication Boosters and Communication Bloopers across different environments. • Increase their awareness that Communication Boosters and Bloopers influence their thoughts, feelings, and behaviors.	**Social Skills** **B-SS1.** Use effective oral and written communication skills and listening skills. **B-SS2.** Create positive and supportive relationships with other students.	**RS** Communicating Effectively (Listening, Responding, Speaking, and Awareness of Communication Mishaps)
3.3 Communicating in Different Settings	Students will: • Increase their awareness that how we communicate can vary depending on the environment. • Practice identifying Communication Boosters and Communication Bloopers across different environments.	**Social Skills** **B-SS1.** Use effective oral and written communication skills and listening skills.	**RS** Communicating Effectively (Speaking and Adapting Communication Style)

UNIT 3 - Communicating with Each Other			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
3.4 Speaking Up	Students will: • Recognize when and how to speak assertively. • Relate the concept of Communication Boosters to assertive speech. • Practice speaking up for themselves and for others kindly and respectfully.	**Social Skills** **B-SS2.** Create positive and supportive relationships with other students. **B-SS8.** Demonstrate advocacy skills and ability to assert self, when necessary.	**RS** Communicating Effectively (Assertiveness) **SM** Demonstrating Personal and Collective Agency **RS** Seeking or Offering Support and Help When Needed
3.5 Communicating for Collaboration	Students will: • Practice using Communication Boosters during a collaborative activity to support teamwork and achieve a common goal. • Practice avoiding Communication Bloopers. • Organize and plan during a collaborative activity to problem solve together.	**Social Skills** **B-SS2.** Create positive and supportive relationships with other students. **B-SS6.** Use effective collaboration and cooperation skills. **B-SS7.** Use leadership and teamwork skills to work effectively in diverse teams.	**RS** Communicating Effectively (Negotiating) **RS** Practicing Teamwork and Collaborative Problem-Solving **SM** Using Planning and Organizational Skills

UNIT 4 - Learning From Others			
Lesson Focus	**Harmony Learning Goals**	**Standards**	**Harmony Competencies & Skills**
4.1 What's Your Animal of Conflict?	Students will: • Determine that they can learn more about others when solving conflicts. • Identify constructive ways to resolve conflict. • Name conflict styles and learn helpful and unhelpful outcomes with each style.	**Self-Management Skills B-SMS7.** Demonstrate effective coping skills when faced with a problem. **Learning Strategies B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**SoA** Taking Others' Perspectives **SoA** Recognizing Situational Demands and Opportunities **RS** Resolving Conflicts Constructively
4.2 What's That Conflict Style?	Students will: • Deepen their understanding of conflict styles and their consequences. • Recognize the conflict style they tend to use. • Identify goals in a conflict resolution process. • Practice identifying and responding to conflict styles.	**Self-Management Skills B-SMS7.** Demonstrate effective coping skills when faced with a problem. **Learning Strategies B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**SoA** Taking Others' Perspectives **RS** Resolving Conflicts Constructively **SM** Setting Personal and Collective Goals
4.3 Smooth Solutions for Conflict	Students will: • Learn a step-by-step approach for effectively resolving conflict. • Understand the importance of learning from others in the conflict resolution process. • Practice the STEP It Up! Approach to resolving conflicts.	**Learning Strategies B-LS1.** Demonstrate critical-thinking skills to make informed decisions. **B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**RS** Resolving Conflicts Constructively **RDM** Identifying Solutions for Personal and Social Problems **SM** Demonstrating Personal and Collective Agency **RDM** Demonstrating Curiosity and Open-Mindedness

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4.4 **Working Through Conflict**	Students will: • Practice using the STEP It Up! conflict resolution approach. • Brainstorm potential solutions and related consequences. • Increase in their belief that they can solve interpersonal conflicts.	**Learning Strategies B-LS1.** Demonstrate critical-thinking skills to make informed decisions. **B-LS9.** Gather evidence and consider multiple perspectives to make informed decisions.	**RS** Resolving Conflicts Constructively **RS** Practicing Teamwork and Collaborative Problem Solving **SA** Experiencing Self-Efficacy
4.5 **Make a Point of Making Amends**	Students will: • Determine how to be honest and take responsibility for their actions. • Identify the consequences of making sincere and reparative amends. • Acknowledge the necessity of forgiving others and accepting apologies.	**Self-Management Skills B-SMS1.** Demonstrate ability to assume responsibility. **Social Skills B-SS5.** Demonstrate ethical decision-making and social responsibility.	**SA** Demonstrating Honesty and Integrity **RDM** Anticipating and Evaluating the Consequences of One's Actions