National UNIVERSITY | SANFORD HARMONY



Sanford Harmony and Massachusetts Social-Emotional Learning Standards Alignment

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

At Sanford Harmony Academy, we know that student's and adults' sense of belonging is central to healthy learning. To create environments that center belonging, Sanford 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

Sanford 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.



Executive Summary of Sanford Harmony Academy and Massachusetts Social-Emotional Learning Standards Alignment

The Massachusetts Social-Emotional Learning Standards identify key developmental objectives that support children's ability to understand themselves, manage emotions and behaviors, build relationships, demonstrate empathy and respect, communicate effectively, resolve conflict, seek and offer help, and make responsible decisions. Harmony Academy's tools and resources align with these standards by providing educators with structured, relationship-centered practices and explicit skill-building opportunities that support children's social, emotional, and academic development across learning environments.

The Harmony Curriculum combines Everyday Practices and explicit instruction through Lessons & Activities, creating consistent opportunities for students to practice and strengthen important interpersonal and intrapersonal skills. Harmony has five units, with a targeted focus on student social and emotional skills:

- Building Community
- Unit 1: Being My Best Self
- Unit 2: Valuing Each Other
- Unit 3: Communicating with Each Other
- Unit 4: Learning from Each Other

Specifically, Harmony Academy aligns with the Massachusetts Social-Emotional Learning Standards in the following ways: :

Self-Awareness

Harmony supports students in recognizing, identifying, and expressing emotions, as well as building confidence in their abilities. Harmony's Lessons and Activities provide opportunities for students to name emotions, understand their strengths and areas for growth, and develop a positive sense of self as capable learners and community members. These skills are mostly found in Unit 1: Being My Best Self

Self-Management

Harmony helps students practice impulse control, stress management, and self-regulation through structured routines, goal setting, reflection, and problem-solving strategies. Students are supported in identifying how emotions influence behavior and in using strategies that help them respond thoughtfully in social and academic situations.

Social Awareness

Harmony fosters empathy, perspective-taking, respect for others, and appreciation for differences. Through collaborative discussions, relationship-building activities, and welcoming classroom practices, students learn to recognize the feelings and experiences of others, value different perspectives, and contribute to a respectful learning environment.

Relationship Skills

Harmony provides repeated opportunities for students to communicate, collaborate, build relationships, manage conflict, and seek or offer help. Everyday Practices such as Meet Up and Buddy Up create structured moments for students to engage with peers, listen actively, share ideas, practice cooperation, and strengthen relationships with both children and adults.

Responsible Decision Making

Harmony supports students in developing personal and social responsibility by encouraging reflection, problem-solving, and accountability. Students are guided to consider the impact of their actions, make thoughtful choices, evaluate outcomes, and identify ways to repair harm or improve future interaction

The following alignment demonstrates that Sanford Harmony Academy provides a comprehensive set of tools and resources that support the Massachusetts Social-Emotional Learning Standards through explicit instruction, embedded practice, reflection, and relationship-centered routines. Together, these components help educators create supportive learning environments where students can develop the skills needed to understand themselves, connect with others, and make responsible decisions.

Massachusetts Early Childhood

Massachusetts: Preschool and Kindergarten Standards in Social-Emotional Development and Approaches to Play and Learning	Example Aligned Harmony Learning Goals *The numbers in front of learning goals represent a Harmony Unit and Lesson
Self-Awareness	
SEL1: The child will be able to recognize, identify, and express his/her emotions.	
By the end of Preschool, a child may: recognize and label basic emotions (e.g., happiness, sadness, anger, fear, surprise) and associate them with words, facial expressions, and/or gestures.	1.1 Student will recognize their own and others' emotions, recognizing that emotions have internal and external cues.
By the end of Preschool, a child may: Begin to develop a vocabulary related to emotions/feelings.	1.1 Student will recognize their own and others' emotions, recognizing that emotions have internal and external cues.
By the end of Preschool, a child may: express a range of emotions appropriately through gestures, actions, drawing, or language, with modeling and support.	1.1 Student will recognize their own and others' emotions, recognizing that emotions have internal and external cues.
By the end of Preschool, a child may: demonstrate beginning understanding of connection between feelings and behaviors (e.g., "If..., then...").	1.2: Students will use clues about situations to connect how they feel and think about what happened. 1.3: Students will Generate reasons for emotions and actions.
SEL 2: The child will demonstrate accurate self-perception.	
By the end of Preschool, a child may identify some personal characteristics such as physical features, abilities, preferences, interests, gender (e.g., "I am/I can...").	2.1: Students will foster feeling a sense of being valued by sharing something special about themselves.
By the end of Preschool, a child may know some important information about self (e.g., first and last name, parents'/guardians' names).	2.2: Students will foster feeling a sense of being valued by sharing something special about themselves.
By the end of Preschool, a child may show recognition of self as a unique individual (i.e., some things that distinguish him/her from others).	2.1: Students will foster openness toward learning about and from others and foster feeling a sense of being valued by sharing something special about themselves.

Massachusetts: Preschool and Kindergarten Standards in Social-Emotional Development and Approaches to Play and Learning	**Example Aligned Harmony Learning Goals** **The numbers in front of learning goals represent a Harmony Unit and Lesson*
Self-Awareness	
SEL 2: The child will demonstrate accurate self-perception.	
By the end of Preschool, a child may identify personal and family structures (show awareness of themselves as belonging to one or more groups).	2.1: Students will foster openness toward learning about and from others and foster feeling a sense of being valued by sharing something special about themselves.
By the end of Preschool, a child may demonstrate or express personal preferences and explain the reason for the choice.	3.4: Students will gain self-confidence in communicating needs, desires, and ideas.
SEL 3: The child will demonstrate self-efficacy (confidence/competence)	
By the end of Preschool, a child may show confidence in their own ability to accomplish tasks and satisfaction in completion.	1.5: Students will believe that they can work hard and keep trying to learn new things.
By the end of Preschool, a child may show pleasure in mastery of skills or tasks.	1.5: Students will believe that they can work hard and keep trying to learn new things.
By the end of Preschool, a child may attempt to use skills for daily living.	BC: Students will practice real-life problem-solving skills in context.
By the end of Preschool, a child may demonstrate reasonable confidence and/or caution in approaching new experiences.	1.5: Students will believe that they can work hard and keep trying to learn new things
By the end of Preschool, a child may speak out for, or take appropriate action to defend self or meet their own needs/rights.	3.5: Students will develop assertiveness skills and practice speaking up and speaking kindly for oneself and others.
By the end of Preschool, a child may demonstrate willingness to take some risks (e.g., taste unfamiliar foods, try a new activity, use unfamiliar materials or equipment).	1.5: Students will believe that they can work hard and keep trying to learn new things. Identify that mistakes and challenges will help them improve.

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Self-Management	
SEL 4: The child will demonstrate impulse control and stress management.	
By the end of preschool, a child may: With support, use strategies to manage intense or difficult feelings (e.g., pounding clay, taking a deep breath, drawing a picture).	1.4: Student will name and demonstrate ways to get calm.
By the end of preschool, a child may: With support, begin to regulate impulses (e.g., communicate wants/needs; wait for something he/she wants).	1.4: Students will name and demonstrate ways to get calm. 3.4: Students will gain self-confidence in communicating needs, desires, and ideas
By the end of preschool, a child may: Identify challenging situations and use positive skills to deal with them (e.g., recognize that everyone makes mistakes).	1.5: Students will identify that mistakes and challenges will help them Improve. 4.5: Students will understand how to have a forgiving attitude toward others.
By the end of preschool, a child may: Adjust/modulate behaviors appropriately in familiar settings with some reminders (e.g., indoor/outdoor).	1.4: Students will understand that being considerate means thinking about how their actions and behaviors influence others. 3.3: Students will practice adapting communication to fit different situations.
By the end of preschool, a child may: Adapt/transition from one environment or activity to another with support (e.g., home to school; playground to program; familiar to unfamiliar settings, etc.).	3.3: Students will practice adapting communication to fit different situations.
By the end of preschool, a child may: Make changes in thinking or actions. (e.g., implement suggestions from adult or peer, substitute materials, etc.).	1.5: Students will describe ways they have changed or will change, and believe that they can work hard and keep trying to learn new things.

Massachusetts: Preschool and Kindergarten Standards in Social-Emotional Development and Approaches to Play and Learning	**Example Aligned Harmony Learning Goals** **The numbers in front of learning goals represent a Harmony Unit and Lesson*
Social Awareness	
SEL 5: The child will display empathetic characteristics.	
By the end of preschool, a child may: Begin to recognize that different people may have different emotional reactions.	1.2: Students will recognize that people can have different feelings about the same situation.
By the end of preschool, a child may: Demonstrate awareness of others' expressions of feelings (both verbal and non-verbal).	1.1: Students will recognize their own and others' emotions, understanding that people can feel and show emotions differently.
By the end of preschool, a child may: Respond to another's emotions and needs (e.g., give comfort; report to an adult).	2.4: Students will describe ways to show empathy and caring to someone in a given situation and use clues to recognize what someone else is feeling and call up that emotion in themselves.
By the end of preschool, a child may: With support (e.g., what will happen if…?), begin to anticipate others' feelings and responses.	1.2: Students will recognize that situations influence emotions and thoughts. 1.4: Students will understand that being considerate means thinking. about how their actions and behaviors influence others.
By the end of preschool, a child may: show kindness or regard for other people or for other living things much of the time.	2.2: Students will foster empathy and kindness.
SEL6: The child will recognize diversity and demonstrate respect for others.	
By the end of preschool, a child may: Demonstrate awareness of commonalities and differences among people (e.g., gender, race, ability/disability, language, family structure).	2.1: Students will name the benefits of diversity to foster openness toward learning about and from others.
By the end of preschool, a child may: Demonstrate interest in or curiosity about others' families, languages, and cultures.	2.1: Students will foster openness toward learning about and from others.
By the end of preschool, a child may: Begin to understand that different people have different abilities.	2.1: Students will value unique strengths and interests of others.

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Social Awareness	
SEL6: The child will recognize diversity and demonstrate respect for others.	
By the end of preschool, a child may: Begin to understand that different people may have different ideas, desires, and perspectives.	4.1: Students will identify multiple perspectives about the Problem. 4.3: Students will understand everyone's ideas and feelings are important when trying to solve a problem.
By the end of preschool, a child may: With some support, show respect for others by using social conventions (e.g., saying "please/thank you"; listening when others speak).	3.1: Students will describe and demonstrate attentive listening. 3.2: Students will practice communicating by listening and responding verbally.
By the end of preschool, a child may: With support, balance own needs with others' needs (e.g., sharing materials, asking for a turn).	3.4: Students will gain self-confidence in communicating needs, desires, and ideas, while they also practice speaking up and speaking kindly for oneself and others.
Relationship Skills	
SEL 7: The child will demonstrate the ability to communicate with others in a variety of ways.	
By the end of preschool, a child may: Engage in meaningful communication or conversations with other children throughout the day (including home language or alternative communication systems as needed).	3.2: Students will practice communicating by listening and responding verbally.
By the end of preschool, a child may: Engage in meaningful communication or conversations with adults in the program (including home language or alternative communication systems as needed).	3.3: Students will think about the setting) where speaking takes place and with whom it takes place) and practice adapting communication to fit different situations.
By the end of preschool, a child may: With support, listen or demonstrate attention when others talk (or communicate in non-verbal ways that have been taught, such as gestures, sign language)	3.0: Students will recognize and use nonverbal cues to convey messages. 3.1: Students will describe and demonstrate attentive listening, identifying attentive listening skills, and understanding that this may look different from person to person.

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Relationship Skills	
SEL 8: The child will engage socially, and build relationships with other children and with adults.	
By the end of preschool, a child may: engage in interactions with other children much of the time.	2.2: Students identify and practice ways to include others. Meet Up: a daily student-centered forum where students gather to establish and monitor expectations for how to treat one another, share experiences, solve problems, and build community. Buddy Up: a peer buddy system that creates intentional opportunities for students to get to know one another, form connections, collaborate, and learn together.
By the end of preschool, a child may: develop one or more special, nurturing friendships (e.g., seek out one or more particular children).	2.4: Students will consider how empathy relates to friendship. Buddy Up: a peer buddy system that creates intentional opportunities for students to get to know one another, form connections, collaborate, and learn together.
By the end of preschool, a child may: demonstrate trusting, caring relationships with one or more adults in the early education and care setting.	BC: Students will get to know each other and feel valued as individuals and members of the group.
By the end of preschool, a child may: use play with others to explore and practice social roles and relationships (e.g., assume various roles in dramatic play).	BC: Students will practice real-life problem-solving skills in context.
SEL 9: The child will demonstrate the ability to manage conflict.	
By the end of Preschool, a child may: Recognize the existence of a social conflict (e.g., acknowledge/identify a conflict).	4.2: Students will share and listen to thoughts and feelings about a problem using “I messages”.
By the end of Preschool, a child may: use beginning negotiation skills (e.g., state own position/perspective with rationale).	4.1: Students will identify multiple perspectives about the problem. 4.2: Students will share and listen to thoughts and feelings about a problem using “I messages”.

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Relationship Skills	
SEL 9: The child will demonstrate the ability to manage conflict.	
By the end of Preschool, a child may: seek advice or assistance from peers and/or adults to resolve conflict, when appropriate (e.g., listen to guidance; talk through conflict; develop solutions).	4.2: Student will identify the first two steps in problem solving (Stop, Talk). 4.3: Students will identify the last two steps in problem solving (Think, Try) and generate solutions that are fair to all and make everyone feel okay.
By the end of Preschool, a child may: with modeling and support, negotiate with others to meet their own needs and goals; recognizing compromise as a part of the solution (e.g., if you __, I will __; trades, etc.).	4.3: Students will understand that everyone's ideas and feelings are important when trying to solve a problem and generate solutions that are fair to all and make everyone feel okay. 4.4: Students will use problem-solving skills in a collaborative activity, focusing on compromise, fairness and cooperation when solving problems.
By the end of Preschool, a child may: with support, consider prevention strategies for interpersonal conflicts.	1.4: Students will understand that being considerate means thinking about how their actions and behaviors influence others.
SEL 10: The child will demonstrate the ability to seek help and offer help.	
By the end of Preschool, a child may: Recognize when assistance is needed (e.g., when frustration level is reached).	1.1: Students will recognize that emotions have internal and external cues. 3.4: Students will gain self-confidence in communicating needs, desires, and ideas.
By the end of Preschool, a child may: Identify external supports (e.g., a trusted adult; how/where to get help and support).	3.4: Students will gain self-confidence in communicating needs, desires, and ideas.
By the end of Preschool, a child may: Ask for help from adults and identify support needed.	3.4: Students will gain self-confidence in communicating needs, desires, and ideas.
By the end of Preschool, a child may: Ask for help from peers.	3.5: Students will foster collaborative teamwork skills.
By the end of Preschool, a child may: Recognize when another needs help.	2.4: Students will describe ways to show empathy and caring to someone in a given situation. 3.4: Students will practice speaking up and speaking kindly for oneself and others.

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Responsible Decision Making	
SEL 11: The child will demonstrate beginning personal, social, and ethical responsibility.	
By the end of Preschool, a child may: Demonstrate beginning understanding of reasons for rules (benefits to self and others).	BC: Students will create group and personal goals to form harmonious relationships.
By the end of Preschool, a child may: Understand and follow rules, limits, and expectations with prompting/assistance.	BC: Students will create group and personal goals to form harmonious relationships. 1.4: Students will understand that being considerate means thinking about how their actions and behaviors influence others.
By the end of Preschool, a child may: Show willingness to take on responsibilities (e.g., helper or leader role).	4.5: Students will understand how to take responsibility for their actions.
SEL 12: The child will demonstrate the ability to reflect on and evaluate the results of his or her actions and decisions.	
By the end of preschool, a child may: Accept beginning responsibilities toward the well-being/comfort of others and the group (e.g., taking care of a pet, helping younger or less able children).	1.4: Students will understand that being considerate means thinking about how their actions and behaviors influence others. 2.4: Students will describe ways to show empathy and caring to someone in a given situation. 4.5: Students will understand how to take responsibility for their actions and learn how to make sincere and reparative amends.
By the end of preschool, a child may: Understand what a problem is (e.g., define/ describe examples of a social/ethical problem).	4.2: Students will identify the first two steps in problem solving (Stop, Talk). 4.3: Students will identify the last two steps in problem solving (Think, Try).
By the end of preschool, a child may: With support, discuss and identify possible solutions for a social/ethical problem.	4.2: Students will identify and share desired outcomes. 4.3: Students will generate solutions that are fair to all and make everyone feel okay.

Massachusetts: Preschool and Kindergarten Standards in Social-Emotional Development and Approaches to Play and Learning	**Example Aligned Harmony Learning Goals** **The numbers in front of learning goals represent a Harmony Unit and Lesson*
Responsible Decision Making	
SEL 12: The child will demonstrate the ability to reflect on and evaluate the results of his or her actions and decisions.	
By the end of preschool, a child may: Recognize situations that are safe vs. dangerous (e.g., appropriate vs. inappropriate touch).	3.4: Students will develop assertiveness skills and practice speaking up and speaking kindly for oneself and others.
By the end of preschool, a child may: Recognize negative peer pressure (e.g., when peer suggestions are in conflict with rules or appropriateness).	3.4: Students will develop assertiveness skills and practice speaking up and speaking kindly for oneself and others.
By the end of preschool, a child may: Recognize teasing/bullying and seek support from an adult.	2.5: Students will use empathy when they see unfair behavior or to prevent unfair behavior and practice strategies to help make situations more fair.

Massachusetts: Preschool and Kindergarten Standards in Social-Emotional Development and Approaches to Play and Learning	Harmony Curriculum Lesson & Learning Goal
Self-Awareness	
SEL1: The child will be able to recognize, identify, and express his/her emotions.	
By the end of Kindergarten, a child may: label basic emotions and recognize some complex emotions, and associate them with facial expressions, body language, and behaviors (e.g., pride, embarrassment, frustration, nervousness, loneliness).	1.1: Students will recognize that emotions have internal and external cues and understand that people can feel and show emotions differently.
By the end of Kindergarten, a child may: use richer and more specific vocabulary related to the nuances of emotions (e.g., happy=ecstatic, glad, joyful, elated, delighted, pleased, etc.).	1.1: Students will recognize that emotions have internal and external cues and understand that people can feel and show emotions differently.
By the end of Kindergarten, a child may: express and share own feelings in a variety of ways (e.g., through speaking, writing, drawing, dramatization).	1.1: Students will recognize that emotions have internal and external cues and understand that people can feel and show emotions differently.
By the end of Kindergarten, a child may: with support, describe reasons for own feelings and situations that cause them (stimuli/provocations)	1.2: Students will use clues about situations to connect how they feel and think about what happened, recognizing that situations influence emotions and thoughts.
SEL 2: The child will demonstrate accurate self-perception.	
By the end of Kindergarten, a child may describe multiple personal characteristics realistically (e.g., physical characteristics, abilities/skills, interests, preferences).	2.1: Students will foster feeling a sense of being valued by sharing something special about themselves.
By the end of Kindergarten, a child may share information about self with others, and recognize when sharing information is not appropriate (e.g., recognize family or cultural norms about sharing information).	2.1: Students will foster openness toward learning about and from others and foster sense of being valued by sharing something special about themselves.
By the end of Kindergarten, a child may compare/ differentiate own physical characteristics, preferences, thoughts, and feelings from those of others (e.g., "I have brown eyes, she has blue eyes;" "I like X; he likes Y").	BC: Students will get to know each other and feel valued as individuals and members of the group. 2.1: Students will name the benefits of diversity.

Massachusetts: Preschool and Kindergarten Standards in Social-Emotional Development and Approaches to Play and Learning	**Harmony Curriculum Lesson & Learning Goal**
Self-Awareness	
SEL 2: The child will demonstrate accurate self-perception.	
By the end of Kindergarten, a child may demonstrate awareness and appreciation of self as part of a family, culture/ethnicity, language, community, or group.	BC: Students will get to know each other and feel valued as individuals and members of the group.
By the end of Kindergarten, a child may explain the rationale for one preference/ choice over another (e.g., "I need to do more work on my project in the art center," "I like milk better than juice.")	3.4: Students will gain self-confidence in communicating needs, desires, and ideas.
SEL 3: The child will demonstrate self-efficacy (confidence/competence)	
By the end of Kindergarten, a child may display confidence in personal competencies, and satisfaction with results of own work (e.g., make positive statements about self).	1.5: Students will believe that they can work hard and keep trying to learn new things.
By the end of Kindergarten, a child may appropriately share successful mastery of skills or tasks with others.	1.5: Students will describe ways they have changed and will change in the future and believe that they can work hard and keep trying to learn new things
By the end of Kindergarten, a child may independently use skills for daily living with confidence and competence.	BC: Students will practice real-life problem-solving skills in context.
By the end of Kindergarten, a child may demonstrate confidence in own abilities as well as realistic perception of limitations (e.g., challenges or areas in which he/she might need assistance).	1.5: Students will believe that they can work hard and keep trying to learn new things, and understand that mistakes and challenges will help them improve.
By the end of Kindergarten, a child may express independent thoughts, defend ideas, and take appropriate action to defend own rights.	3.4: Students will gain self-confidence in communicating needs, desires, and ideas and develop assertiveness skills.
By the end of Kindergarten, a child may demonstrate willingness to take reasonable risks (e.g., participate in an unfamiliar activity, try a new skill, attempt a challenging experience again).	1.5: Students will believe they can work hard and keep trying to learn new things and understand that mistakes and challenges will help them improve.

Massachusetts: Preschool and Kindergarten Standards in Social-Emotional Development and Approaches to Play and Learning	**Harmony Curriculum Lesson & Learning Goal**
Self-Management	
SEL4: The child will demonstrate impulse control and stress management.	
By the end of kindergarten, a child may: Independently use coping strategies to manage intense or difficult feelings or decrease levels of distress (e.g., separating self, counting to ten, etc.).	1.4: Students will name and demonstrate ways to get calm.
By the end of kindergarten, a child may: Manage, regulate, and communicate wants/needs (e.g., use strategies to help delay gratification, such as choosing an alternative).	1.4: Students will name and demonstrate ways to get calm. 3.4: Students will gain self-confidence in communicating needs, desires, and ideas.
By the end of kindergarten, a child may: Analyze challenging situations and identify healthy ways to address them (e.g., strategies for handling mistakes such as erasing, correcting, starting over, etc.).	1.5: Students will understand that mistakes and challenges will help them improve. 4.5: Students will understand how to have a forgiving attitude toward others.
By the end of kindergarten, a child may: Adjust/modulate behaviors (voice level, body movement, etc.) appropriate to various settings with minimal support (e.g., library, hallways, auditorium, bus, cafeteria, etc.).	1.4: Students will understand that being considerate means thinking about how their actions and behaviors influence others. 3.3: Students will think about where they are and who they are with when communicating and practice adapting their communication to fit different environments.
By the end of kindergarten, a child may: Independently adapt/transition among environments or activities with minimal support (e.g., re-entering program after out-of-class activities; moving from one activity to another).	3.3: Students will think about where they are and who they are with when communicating and practice adapting their communication to fit different environments.
By the end of kindergarten, a child may: Demonstrate flexibility in thinking or actions (e.g., ask for suggestions; think of alternatives; adapt to unexpected changes).	1.5 Students will describe ways they have changed and will change in the future and believe that they can work hard and keep trying to learn new things.

Massachusetts: Preschool and Kindergarten Standards in Social-Emotional Development and Approaches to Play and Learning	Harmony Curriculum Lesson & Learning Goal
Social Awareness	
SEL 5: The child will display empathetic characteristics.	
By the end of Kindergarten, a child may: Distinguish others' feelings and begin to speculate on why they might be different from his or her own.	1.2 Students recognize that people can have different feelings about the same situation.
By the end of Kindergarten, a child may: Recognize, label, and connect with others' expression of feelings (e.g., explain reasons/ causes).	1.1: Students will identify their own emotions and the emotions of others. 1.3: Students will generate reasons for emotions and their actions.
By the end of Kindergarten, a child may: Respond to another's emotions and needs (e.g., share a similar personal experience; advocate for someone; relinquish an object or turn for another).	2.4: Students will use clues to recognize what someone else is feeling and call up that emotion in themselves.
By the end of Kindergarten, a child may: Predict others' feelings, responses, and behavior, and make decisions accordingly.	1.2: Students will recognize that situations influence emotions and thoughts. 1.4: Students will understand that being considerate means thinking about how their actions and behaviors influence others.
By the end of Kindergarten, a child may: Show kindness or regard for others or for other living things most of the time.	2.4: Students will describe ways to show empathy and caring to someone in a given situation, and consider how empathy relates to friendship.
SEL 6: The child will recognize diversity and demonstrate respect for others.	
By the end of Kindergarten, a child may: Acknowledge and identify commonalities and differences among people (e.g., race, culture, language, abilities, etc.).	2.1: Students will name the benefits of diversity and foster openness toward learning about and from others.
By the end of Kindergarten, a child may: Communicate differences in families, languages, and cultures, in positive ways.	2.1: Students will foster openness toward learning about and from others.
By the end of Kindergarten, a child may: identify and appreciate the abilities, skills, and qualities of others.	2.0: Students will value the unique strengths and interests of others. 2.1: Students will foster openness toward learning about and from others.

Massachusetts: Preschool and Kindergarten Standards in Social-Emotional Development and Approaches to Play and Learning	**Harmony Curriculum Lesson & Learning Goal**
Social Awareness	
SEL 6: The child will recognize diversity and demonstrate respect for others.	
By the end of Kindergarten, a child may: Accept the validity of others' perspectives, ideas, and motivations (i.e., they are not "wrong," just different).	4.1: Students will identify multiple perspectives on a problem. 4.3: Students will understand that everyone's ideas and feelings are important when trying to solve a problem.
By the end of Kindergarten, a child may: Show respect for others by using social conventions (e.g., raising hand to speak, taking turns, respecting authority).	3.1: Students will describe and demonstrate attentive listening. 3.2: Students will practice taking turns listening thoughtfully and speaking clearly in a conversation.
By the end of Kindergarten, a child may: Independently balance own needs with needs of others (e.g., sharing, dividing materials, giving up an object, moving to make space for another).	3.4: Students will gain self-confidence in communicating needs, desires, and ideas. 4.4: Students will focus on compromise, fairness, and cooperation when solving problems.
Relationship Skills	
SEL 7: The child will demonstrate the ability to communicate with others in a variety of ways.	
By the end of Kindergarten, a child may: Initiate and engage in multiple and reciprocal communications or conversations with other children throughout the day (including home language or alternative communication systems as needed).	3.2: Students will practice taking turns listening thoughtfully and speaking clearly in a conversation.
By the end of Kindergarten, a child may: Initiate and engage in substantive/focused communication or conversations with adults in the program (including home language or alternative communication systems as needed).	3.3: Students will think about where they are and who they are with when communicating, and practice adapting their communication to fit different environments.
By the end of Kindergarten, a child may: Listen or demonstrate attention and respond when peers or adults talk (or communicate in non-verbal ways such as sign language, gestures, body language).	3.0: Students will recognize non-verbal cues to convey messages. 3.1: Students will describe and demonstrate attentive listening.

Massachusetts: Preschool and Kindergarten Standards in Social-Emotional Development and Approaches to Play and Learning	**Harmony Curriculum Lesson & Learning Goal**
Relationship Skills	
SEL 8: The child will engage socially, and build relationships with other children and with adults.	
By the end of Kindergarten, a child may: Initiate, expand, and maintain interactions with other children most of the time (e.g., invent/set up activities).	2.2: Students will identify and practice ways to include others. Buddy Up: a peer buddy system that creates intentional opportunities for students to get to know one another, form connections, collaborate, and learn together.
By the end of Kindergarten, a child may: Form and maintain increasingly closer and more nurturing friendships (e.g., show loyalty, demonstrate concern for needs/wants of particular children).	2.4: Students will consider how empathy relates to friendship. Buddy Up: a peer buddy system that creates intentional opportunities for students to get to know one another, form connections, collaborate, and learn together.
By the end of Kindergarten, a child may: Demonstrate trusting, caring relationships with more than one adult in the program and school community.	BC: Students will get to know each other and feel valued as individuals and members of the group.
By the end of Kindergarten, a child may: Use play with others to practice and extend understanding of social roles and relationships (e.g., create and enact more complex dramatizations using dialogue and/or props).	BC: Students will practice real-life problem-solving skills in context.
SEL 9: The child will demonstrate the ability to manage conflict.	
By the end of Kindergarten, a child may: Recognize and act on conflict situations in a positive manner most of the time (e.g., explain situation with objectivity; listen to others' perspectives or solutions).	4.2: Students will share and listen to thoughts and feelings about a problem using "I messages."
By the end of Kindergarten, a child may: Be able to listen to and acknowledge another's perspective and rationale (e.g., explain/restate understanding of another person's perspective).	4.1: Students will identify multiple perspectives on a problem. 4.2: Students will share and listen to thoughts and feelings about a problem using "I messages."

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Relationship Skills	
SEL 9: The child will demonstrate the ability to manage conflict.	
By the end of Kindergarten, a child may: Distinguish when it is appropriate to seek adult help and when conflict can be managed by peers.	4.2: Students will identify the first two steps in problem solving (Stop, Talk). 4.3: Students will identify the last two steps in problem solving (Think, Try).
By the end of Kindergarten, a child may: Be able to initiate and engage in compromise or bargaining strategies to seek a middle ground or a mutually satisfactory outcome (e.g., use if/then statements, concessions, etc.).	4.3: Students will understand everyone's ideas and feelings are important when trying to solve a problem and generate solutions that are fair to all and make everyone feel okay. 4.4: Students will use problem-solving skills in a collaborative activity, focus on compromise, fairness, and cooperation when solving problems
By the end of Kindergarten, a child may: Identify some strategies for preventing interpersonal conflicts.	1.4: Students will understand that being considerate means thinking about how their actions and behaviors influence others.
SEL 10: The child will demonstrate the ability to seek help and offer help.	
By the end of Kindergarten: Often attempt reasonably challenging tasks independently before requesting assistance.	1.5: Students will believe that they can work hard and keep trying to learn new things. 3.4: Students will gain self-confidence in communicating needs, desires, and ideas.
By the end of Kindergarten: Describe and use appropriate strategies for seeking assistance (e.g., big problem vs. small problem).	3.4: Students will gain self-confidence in communicating needs, desires, and ideas.
By the end of Kindergarten: Ask for assistance from adults in socially acceptable ways.	3.4: Students will gain self-confidence in communicating needs, desires, and ideas
By the end of Kindergarten: Ask for assistance from peers in socially acceptable ways.	3.5: Students will communicate and cooperate in a team fairly.
By the end of Kindergarten: Recognize when another needs help and offer assistance.	2.4: Students will describe ways to show empathy and caring to someone in a given situation. 3.4: Students will practice speaking up and speaking kindly for themselves and others.

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Responsible Decision Making	
SEL 11: The child will demonstrate beginning personal, social, and ethical responsibility.	
By the end of Kindergarten, a child may: Communicate reasons for rules (benefits to self and others).	BC: Students will create group and personal goals to form harmonious relationships.
By the end of Kindergarten, a child may: Understand and follow rules, limits, and expectations with minimal prompting/ assistance.	BC: Students will create group and personal goals to form harmonious relationships. 1.4: Students will understand that being considerate means thinking about how their actions and behaviors influence others.
By the end of Kindergarten, a child may: Take on responsibilities and follow through on them (e.g., volunteer for and carry out tasks).	4.5: Students will understand how to take responsibility for their actions
SEL 12: The child will demonstrate the ability to reflect on and evaluate the results of his or her actions and decisions.	
By the end of Kindergarten, a child may: Identify personal opportunities and take responsibility for the well- being/comfort of others and the group (e.g., making a guest feel welcome, helping someone who is less able).	1.4: Students will understand that being considerate means thinking about how their actions and behaviors influence others. 2.4: Students will describe ways to show empathy and caring to someone in a given situation. 4.5: Students will understand how to take responsibility for their actions and learn how to make sincere and reparative amends.
By the end of Kindergarten, a child may: Identify and communicate a social/ethical problem (e.g., describe and report a problem).	4.2: Students will identify the first two steps in problem solving (Stop, Talk). 4.3: Students will identify the last two steps in problem solving (Think, Try).
By the end of Kindergarten, a child may: With support, discuss and identify possible causes and solutions for a social/ethical problem.	4.2: Students will identify and share desired outcomes. 4.3: Students will generate solutions that are acceptable to all and make everyone feel okay.

Massachusetts: Preschool and Kindergarten Standards in Social-Emotional Development and Approaches to Play and Learning	**Harmony Curriculum Lesson & Learning Goal**
Responsible Decision Making	
SEL 12: The child will demonstrate the ability to reflect on and evaluate the results of his or her actions and decisions.	
By the end of Kindergarten, a child may: Recognize situations as safe vs. dangerous and know what action to take (e.g., stranger danger, safety, etc.).	3.4: Students will develop assertiveness skills and practice speaking up and speaking kindly for themselves and others.
By the end of Kindergarten, a child may: Resist negative peer pressure (e.g., refuse to participate in peer actions that are in conflict with rules or appropriateness).	3.4: Students will develop assertiveness skills and practice speaking up and speaking kindly for themselves and others.
By the end of Kindergarten, a child may: Take steps to stop teasing/bullying and/ or deal with it effectively (e.g., speaking up; seeking support from an adult).	2.5: Students will practice using strategies to help make situations more fair.