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Harmony Curriculum and Oregon Transformative SEL Framework & Standards Alignment

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

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



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Executive Summary

Oregon's Transformative Social and Emotional Learning Framework & Standards provide a comprehensive approach to supporting students' social, emotional, and academic development within equitable, affirming, and relationship-centered learning environments. Oregon's approach extends social and emotional learning beyond individual skill development by emphasizing identity, agency, belonging, collaborative problem-solving, and curiosity, while recognizing the important role that relationships, culture, community, and learning environments play in student development. Central to equipping students with these skills, Oregon's approach also emphasizes the importance of nurturing educators' social and emotional development and well-being as a foundation upon which the conditions for learning and thriving are established.

Sanford Harmony's tools and resources align with this approach by not only focusing on explicit skill-building but also creating relationship-centered learning environments that are inclusive and welcoming to all students. Harmony provides opportunities that help students understand themselves, build meaningful relationships, develop agency, navigate challenges, collaborate with others, and contribute to supportive learning communities.

The Harmony Curriculum uses a combined approach of Everyday Practices and explicit instruction through Lessons & Activities, creating consistent opportunities for students to practice and strengthen important intra- and interpersonal skills, as well as relationships with self, others, and community. 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

Harmony also reflects key elements of Oregon's Guiding Principles, which emphasize approaches that are culturally responsive, community responsive, strength-based, trauma-informed, and grounded in neuroscience and the science of learning. Harmony's emphasis on relationship-building, student strengths, welcoming learning communities, predictable routines, reflection, and opportunities for students to learn with and from one another supports educators in creating environments in which students feel valued, connected, and able to participate authentically. To support this work, Harmony invites educators to focus on their own social and emotional development, to think about the competencies mean for themselves, what they mean in context for their students, and strategies to act in a culturally responsive way with their students.

Specifically, Sanford Harmony aligns with Oregon's Transformative Social and Emotional Learning Standards in the following ways:

Self-Awareness & Identity

Harmony supports students in recognizing and reflecting on their emotions, thoughts, behaviors, strengths, and areas for growth. Lessons and Activities provide opportunities for students to develop greater awareness of themselves, explore the relationship between thoughts, emotions, and actions, recognize personal strengths and interests, and build a positive sense of identity and purpose.

Self-Management & Agency

Harmony helps students develop strategies for managing emotions, thoughts, impulses, and stress while building confidence in their ability to make choices, take initiative, and work toward goals. Through goal setting, reflection, emotion-regulation strategies, and opportunities for student voice and participation, students practice developing both self-management skills and a sense of personal agency.

Social-Awareness & Belonging

Harmony fosters empathy, perspective-taking, respect for others, and appreciation for similarities and differences. Relationship-building activities and collaborative discussions create opportunities for students to learn about one another, affirm different perspectives and experiences, and contribute to learning communities characterized by acceptance, inclusion, support, and belonging.

Relationship Skills & Collaborative Problem-Solving

Harmony provides repeated opportunities for students to communicate, collaborate, form and maintain relationships, navigate conflict, and solve problems with others. Everyday Practices such as Meet Up and Buddy Up create structured opportunities for students to listen, share perspectives, cooperate, and build authentic relationships. Harmony's conflict-resolution strategies further support students in recognizing harm, considering different perspectives, repairing relationships, and working collaboratively toward solutions.

Responsible Decision-Making & Curiosity

Harmony supports students in making thoughtful and caring choices through reflection, problem-solving, perspective-taking, and consideration of how their actions affect themselves and others. Students are encouraged to remain open to different ideas and perspectives, consider available information, reflect on outcomes, and apply what they have learned to future decisions and interactions.

The following alignment demonstrates that Sanford Harmony provides a comprehensive set of tools and resources that support Oregon's Transformative Social and Emotional Learning Framework & Standards through explicit instruction, embedded practice, reflection, relationship-centered routines, and opportunities for student voice and collaboration. Together, these components support learning environments where students can develop a stronger understanding of themselves, experience belonging and agency, build healthy relationships, collaborate to address challenges, and make caring decisions that contribute to individual and collective well-being.

Harmony Curriculum and the Guiding Principles

Guiding Principle	Harmony Connection
Culturally Responsive: A culturally responsive approach to Transformative SEL means the implicit recognition and incorporation of the cultural knowledge, experience, and ways of being and knowing of students in teaching, learning, and assessment. This includes identifying, valuing, and maintaining a high commitment to students' cultural assets in instruction and assessment, as well as their diverse frames of reference that correspond to multifaceted cultural perspectives/ experiences, and finally the classroom behaviors which can differ from White-centered cultural views of what qualifies as achievement or success. This means creating a climate that values and integrates linguistic and cultural ways of knowing and being, so all students feel seen, affirmed, and valued.	Harmony supports **Culturally Responsive** education by embedding culturally responsive practices throughout its program. Harmony lessons and Everyday Practices intentionally draw on students lived experiences and background knowledge, creating opportunities for students to share about their lives, families, and communities. Materials include inclusive literature and images, represent multiple cultures and identities, and are available in both English and Spanish. These approaches build from and elevate student voice, affirm diverse perspectives, and foster a classroom climate where every student feels valued, represented, and able to contribute authentically.
Community Responsive: A community responsive approach to Transformative SEL centers a community's context and variety of lived experiences. It is inherently mindful of what writer Chimamanda Ngoza Adichie (TED, 2009) describes as, "The Danger of a Single Story," which contributes to generalizations and assumptions about focal groups wherein culture is often conflated with and essentialized around race. Community refers to the cultural, political, social, spiritual, and economic spaces and places that shape student, staff, and family realities. A community responsive approach to Transformative SEL is equity-centered and, by default, culturally responsive and grounded in the particular needs and interests of the community it serves.	Harmony is a **Community Responsive** program in that it creates authentic opportunities for students to connect with one another and build positive, inclusive classroom identities. Through Harmony's Everyday Practices, Lessons, and Activities, students develop the skills to form and sustain healthy relationships, recognize a variety of social cues, and resolve conflicts in ways that reflect their lived experiences and community contexts. Harmony's Storybooks highlight a diverse range of characters and backgrounds, helping students see multiple perspectives and avoid "the danger of a single story." These practices foster belonging, affirm community strengths, and support equity-centered learning environments.

Guiding Principle	Harmony Connection
Strengths-Based: A strengths-based approach to Transformative SEL affirms all forms of identities and abilities through honoring individual and community backgrounds such as race, culture, language, lived experiences and equity in access to education for students experiencing disabilities. A strengths-based approach focuses on individual and systemic protective factors that enhance and promote health and well-being rather than emphasizing what is not working or needs to be "fixed." Using a strengths-based approach does not focus on identifying and remedying problems, or on attempts to fix kids, because such approaches imply that kids are broken. Instead, a strengths-based approach addresses the conditions, systems, and structures that can harm students (Venet, 2021). This means showing unconditional positive regard and high expectations for students through scaffolded support, relationship-building, compassionate communication, and community-building.	Harmony reflects a **Strengths-Based** approach by building from students' personal, family, and community assets rather than focusing on deficits. Program materials, refreshed through trauma-informed and culturally responsive practices, create opportunities for students to bring their lived experiences into learning. Harmony Lessons and Everyday Practices help students recognize and value one another's emotions, perspectives, and contributions, while developing skills for compassionate communication, teamwork, and conflict resolution. Students also learn how to support peers, handle bullying, and make amends when mistakes occur—reinforcing high expectations, empathy, and the understanding that every student has strengths to contribute to the classroom community.
Trauma Informed: A trauma-informed approach to Transformative SEL recognizes that all forms of oppression cause traumatic stress and that relationships, when navigated with care, can mitigate harm and maximize opportunities for individual and collective healing and wellness. Trauma-informed principles and care practices recognize behavior as communication and coping; they seek to understand the why behind behaviors. It also recognizes that individuals are not defined by their traumatic experiences or responses to them: people are more than the trauma they have experienced. Predictable, consistent, positive, and healthy social and physical environments and relationships help our brains learn, develop, and grow by strengthening neural pathways that regulate our nervous systems and prime our brains, minds, and bodies for regulation and new learning (Perry, 2009; Hammond, 2015; Hansen, 2018; Burke Harris, 2018).	Harmony aligns with a **Trauma-Informed** approach by creating predictable, caring, and welcoming learning environments where students feel safe, valued, and connected. Harmony Lessons and Everyday Practices emphasize collaboration and relationship-building to foster belonging, trust, and community. Materials focus on understanding and responding to student needs. Harmony also integrates regulation strategies—such as relaxation station activities and mindful minutes—that help students manage physical and emotional responses, supporting readiness to learn.

Guiding Principle	Harmony Connection
Grounded in Neuroscience and the Science of Learning: A neuroscience approach to Transformative SEL ensures structures, policies, programs, practices, interactions, and physical learning environments are informed by and align with the most up-to-date learning and unlearning (e.g., neuromyths) in Mind, Brain, & Education (MBE) science. MBE is the field that brings together neuroscience, psychology, and education. Examples include, but are not limited to, understanding: a) how the brain's neuroplasticity facilitates all learning, unlearning, relearning, growth, and healing (Dweck, 2006, 2016; Hansen, 2018; Tokuhama-Espinosa, 2018; Boaler, 2019). This is the process of how the brain continuously adapts, grows, rewires, and reorganizes during learning. b) how neurodiversity acknowledges that every human brain is different and unique in order to help us appreciate and respect our differences and human potential (Armstrong, 2010; Prat, 2022; Ellis, Kirby, & Osborne, 2023). c) how the prevalence of neuromyths (the misunderstandings or misconceptions about the brain and how it functions) can cause harm and limit human potential, recognizing that educators' beliefs in neuromyths are "...one of the greatest, if not the greatest, barriers to improving education" according to MBE experts (Tokuhama-Espinosa, 2018).	Harmony aligns with **Neuroscience and the Science of Learning** by embedding practices that foster neuroplasticity, regulation, and growth. Lessons help students recognize the connection between thoughts, feelings, and actions, while Everyday Practices provide routine opportunities for reflection, problem-solving, and relationship-building—strengthening neural pathways that support learning and self-regulation. Harmony materials also highlight growth mindset thinking, affirm neurodiverse ways of learning and communicating, and avoid deficit-based framing that can perpetuate myths about student ability. By supporting safe, positive, and engaging environments, Harmony nurtures the brain's capacity to adapt and thrive.

Standard 1: Identify and reflect upon one's thoughts, emotions, behaviors, intersectional identity, and capabilities across situations and environments.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).	
Name emotions, thoughts, strengths and potential.	1.0 Recognize emotions, thoughts, and actions.
	1.1 Recognize their own and others' emotions.
Describe the intensity of emotions, thoughts, strengths and potential, and how they can fluctuate and change.	1.2 Recognize that situations influence emotions and thoughts.
Investigate areas of strength, growth, interest and passion that signal strong emotions and responses.	1.1 Recognize that emotions have internal and external cues.
	1.5 Describe ways they have changed and will change. Believe that they can work hard and keep trying to learn new things.
Connect emotions, thoughts, strengths, and potential to developing interests and sense of purpose.	BC: Create group and personal goals to form harmonious relationships.
	1.2 Use clues about situations to connect how they feel and think about what happened.
	1.3 Generate reasons for emotions and their actions.
Practice 1B: Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.	
Identify physiological cues related to the stress response system and what they look like, feel like, and sound like.	1.1 Recognize that emotions have internal and external cues. Recognize their own and others' emotions.
Interpret environmental and experiential cues for dysregulation that activate the stress response system, and what environments or experiences support regulation.	1.1 Recognize that emotions have internal and external cues.
	1.2 Recognize that situations influence emotions and thoughts.
	1.4 Understand that emotions come automatically, recognizing that what they feel is okay. Name and demonstrate ways to get calm.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Draw conclusions about what stress response state that one is experiencing based on the identified cues.	1.1 Recognize that emotions have internal and external cues.
	1.2 Use clues about situations to connect how they feel and think about what happened.
Apply concepts of the stress response system to identify tools to help regulate across situations and environments.	1.4 Understand that being considerate means thinking about how their actions and behaviors influence others. Name and demonstrate ways to get calm.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.
Practice 1C: Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.	
Identify one's emotions, thoughts, perspectives, and behaviors.	1.0 Recognize emotions, thoughts, and actions.
	1.1 Recognize that emotions have internal and external cues.
Infer causes of one's emotions, thoughts, perspectives, and behaviors.	1.2 Recognize that situations influence emotions and thoughts.
	1.3 Generate reasons for emotions and actions. Recognize that others may respond differently to the same situation than they do.
Assess consequences of behaviors based on one's emotions, thoughts, and perspectives.	1.3 Generate reasons for emotions and their actions.
	1.4 Understand that being considerate means thinking about how their actions and behaviors influence others.
Analyze patterns of behavior based on one's emotions, thoughts, and perspectives over time.	1.3 Look for clues to determine how they or someone else is feeling based on the situations and their actions.
	1.5 Describe ways they have changed or will change.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 1D: Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.	
Define and ask questions about one's personal and social intersectional identity and positionality.	2.1 Foster openness toward learning about and from others.
	2.3 Identify beliefs or stereotypes that exist about others, objects, or roles.
Describe one's personal and social intersectional identity and positionality.	2.0 Value unique strengths and interests of others.
	2.1 Foster feeling a sense of being valued by sharing something special about themselves.
Assess one's personal assets related to intersectional identity and how they relate to a sense of purpose.	2.0 Value unique strengths and interests of others.
	2.1 Name the benefits of diversity. Foster openness toward learning about and from others.
	2.2 Identify and practice ways to include others.
Analyze how one's intersectional identity impacts the perspectives of self and others, and how this is connected to one's sense of belonging.	2.1 Name the benefits of diversity. Foster openness toward learning about and from others.
	2.3 Identify beliefs or stereotypes that exist about others, objects, or roles.
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.

Standard 2: Use management strategies to build personal and collective agency that lead to achieving goals and aspirations.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practices 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one's identity.	
Notice and label thoughts, emotions, impulses, and stressors.	1.0 Recognize emotions, thoughts, and actions.
	1.1 Recognize their own and others' emotions.
	1.3 Generate reasons for emotions and their actions.
Recognize the cause-and-effect relationships of expressing thoughts, emotions, impulses, and stressors across situations and environments.	1.2 Recognize that situations influence emotions and thoughts.
	1.3 Generate reasons for emotions and their actions.
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.
Compare and utilize different strategies and skills to manage and express thoughts, emotions, impulses, and stressors.	1.4 Name and demonstrate ways to get calm.
	1.5 Describe ways they have changed or will change. Believe that they can work hard and keep trying to learn new things.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.
Analyze thoughts, emotions, impulses, and stressors, how they are internalized and externalized, and the impact these have on oneself and others.	1.1 Recognize that emotions have internal and external cues.
	1.2 Use clues about situations to connect how they feel and think about what happened.
	1.4 Understand that being considerate means thinking about how their actions and behaviors influence others.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practices 2B: Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.	
Name a variety of management strategies and skills.	1.4 Name and demonstrate ways to get calm.
	4.4 Use problem-solving skills in a collaborative activity.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.
Identify which management strategy to use across situations and environments.	1.3 Recognize that others may respond differently to the same situation they do.
	1.4 Name and demonstrate ways to get calm.
	4.3 Generate solutions that are fair to all and make everyone feel okay.
Assess how the management strategies were used across situations and environments.	4.4 Increase their confidence in solving problems.
Analyze how management strategies and skills impact oneself, others, and the community.	1.4 Understand that being considerate means thinking about how their actions and behaviors influence others.
	4.5 Understand how to take responsibility for their actions.
Practices 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.	
Identify personal and collective goals and aspirations.	BC: Create group and personal goals to form harmonious relationships.
	1.5 Believe that they can work hard and keep trying new things.
Name a variety of management strategies and skills.	BC: Create group and personal goals to form harmonious relationships.
	1.5 Describe ways they have changed or will change.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Assess and evaluate one's actions to achieve personal and collective goals and aspirations.	1.5 Believe that they can work hard and keep trying to learn new things.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Analyze the impact of achieving personal and collective goals and aspirations and adjust as necessary.	1.5 Describe ways they have changed or will change. Believe that they can work hard and keep trying new things. Identify mistakes and challenges that will help them improve. Identify mistakes and challenges that will help them improve.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Practices 2D: Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.	
Define personal and collective agency, and name the skills needed in order to take initiative.	BC: Create group and personal goals to form harmonious relationships.
	1.4 Understand that being considerate means thinking about how their actions and behaviors influence others.
	2.2 Promote inclusive attitudes and behaviors.
Apply personal and collective agency by showing courage and taking initiative.	1.5 Describe ways they have changed or will change.
	2.5 Use empathy when they see unfair behavior or to prevent unfair behavior. Practice strategies to help make situations more fair.
Assess the impact of personal and collective agency while identifying barriers that contribute to or restrict agency.	1.5 Describe ways they have changed or will change.
	2.3 Identify beliefs or stereotypes that exist about others, objects, or roles.
Critique and remove barriers that restrict personal and collective agency.	2.3 Identify beliefs or stereotypes that exist about others, objects, or roles.
	2.5 Practice strategies to help make situations more fair.

Standard 3: Develop social awareness that fosters a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 3A: Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.	
Recognize and identify factors that define and influence personal and collective identities.	BC: Get to know each other and feel valued as individuals and members of the group.
	1.3 Look for clues to determine how they or someone else is feeling based on the situations and their actions.
Distinguish between similarities and differences that define and influence personal and collective identities.	2.0 Value unique strengths and interests of others.
	2.1 Foster openness toward learning about and from others.
	2.3 Identify beliefs or stereotypes that exist about others, objects, or roles.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Formulate and assess strategies used to affirm personal and collective identities.	1.4 Understand that being considerate means thinking about how their actions and behaviors influence others.
	2.1 Foster openness toward learning about and from others.
	2.4 Describe ways to show empathy and caring to someone in a given situation.
Analyze and critique why factors influence personal and collective identities.	2.3 Identify beliefs or stereotypes that exist about others, objects, or roles.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 3B: Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.	
Identify the social skills necessary for healthy relationships and achieving goals.	BC: Create group and personal goals to form harmonious relationships.
	2.2 Promote inclusive attitudes and behaviors.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Recognize in oneself and others how social skills affect relationships and achieving goals.	Building Community: Create group and personal goals to form harmonious relationships.
	2.2 Identify and practice ways to include others.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Use social skills to collectively achieve mutual goals that affirm identities and perspectives.	BC: Create group and personal goals to form harmonious relationships.
	2.4 Use clues to recognize what someone else is feeling and call up that emotion in themselves. Consider how empathy relates to friendship.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Analyze and critique the health of relationships and whether they affirm identities and perspectives.	2.2 Promote inclusive attitudes and behaviors. Identify and practice ways to include others.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 3C: Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.	
Identify and define the qualities of belonging within a diverse community.	2.1 Name the benefits of diversity. Foster openness toward learning about others. Foster feeling a sense of being valued by sharing something special about themselves.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Distinguish how systemic injustices across situations and environments affect a sense of belonging.	2.2 Promote inclusive attitudes and behaviors. Identify and practice ways to include others. Foster empathy and kindness. Identify and practice ways to include others.
	2.3 Describe limitations and problems associated with stereotyped thinking.
	2.5 Gain an understanding of what it means to be fair. Practice using strategies to help make situations more fair.
Demonstrate qualities that foster a sense of belonging in a diverse community.	2.1 Foster openness toward learning about and from others.
	2.2 Identify and practice ways to include others.
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.
Evaluate how one's responses to situations and environments can impact systemic injustices and foster a sense of belonging.	2.4 Describe ways to show empathy and caring to someone in a given situation.
	2.5 Gain an understanding of what it means to be fair. Practice using strategies to help make situations more fair.

Standard 4: Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4A: Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.	
Identify how backgrounds can be similar and different and recognize that people may experience situations differently.	1.1 Understand that people can feel and show emotions differently.
	1.2 Recognize that people can have different feelings about the same situation.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Use strategies for accepting, respecting, and supporting similarities and differences between oneself and others.	2.2 Promote inclusive attitudes and behaviors.
	2.4 Use clues to recognize what someone else is feeling and call up that emotion in themselves.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Assess communication skills to highlight the personal strengths and unique contributions of relationships with others.	3.1 Develop skills for careful and thoughtful listening to build better relationships.
	3.3 Think about the setting (where speaking takes place and with whom it takes place). Practice adapting their communication to fit different environments.
Demonstrate empathy through various forms of communication to work collaboratively with others.	2.4 Describe ways to show empathy and caring to someone in a given situation.
	3.4 Practice speaking up and speaking kindly for themselves and others.
	Buddy Up Collaboration: Students build teamwork by working together to complete a task.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4B: Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving.	
Understand the needs and emotions of others, and identify ways others are similar and different from oneself.	1.2 Recognize that people can have different feelings about the same situation.
	1.3 Recognize that others may respond differently to the same situation they do.
Recognize how to respond to the various social, verbal, physical, and situational cues of others while practicing personal and collective agency.	2.4 Describe ways to show empathy and caring to someone in a given situation. Use clues to recognize what someone else is feeling and call up that emotion in themselves.
	3.1 Describe and demonstrate attentive listening.
Adapt strategies for accepting, respecting, and supporting similarities and differences between oneself and others.	2.2 Promote inclusive attitudes and behaviors. Identify and practice ways to include others.
	2.4 Describe ways to show empathy and caring to someone in a given situation.
Connect how one's communication and cultural identity influence perspectives and how it might differ from others.	3.3 Think about the setting (where speaking takes place and with whom it takes place). Practice adapting their communication to fit different environments.
	3.5 Communicate and cooperate in a team fairly.
Practice 4C: Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.	
Adapt strategies for accepting, respecting, and supporting similarities and differences between oneself and others.	2.5 Practice using strategies to help make situations more fair.
	3.4 Practice speaking up and speaking kindly for themselves and others.
	4.1 Identify multiple perspectives about the problem.
Recognize when a conflict is able to be resolved between peers and when to seek outside support	3.4 Practice speaking up and speaking kindly for themselves and others.
	4.4 Increase their confidence in solving problems.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Repair and restore relationships with individuals and to communities where harm has occurred.	4.4 Increase their confidence they can solve problems.
	4.5 Learn how to make sincere and reparative amends.
Reflect on participation in practices that repair and restore harm to individuals or community groups.	2.5 Use empathy when they see unfair behavior or to prevent unfair behavior.
	3.4 Practice speaking up and speaking kindly for oneself and others.
	4.4 Focus on compromise, fairness, and cooperation when solving problems.
Practice 4D: Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.	
Identify ways to solve a problem that is culturally sensitive to the perspective of those involved.	2.1 Foster openness toward learning about and from others.
	4.1 Identify multiple perspectives about the problem.
Use collaborative problem solving skills to resolve conflict in a way that is culturally responsive to those involved.	4.3 Generate solutions that are acceptable to all and make everyone feel okay.
	4.4 Use problem-solving skills in a collaborative activity.
Understand the context and perspective from which others are making decisions and actively use collaborative approaches to problem solving.	4.1 Identify multiple perspectives about the problem.
	4.4 Use problem-solving skills in a collaborative activity.
	Meet Up Step 3: Checking in Harmony Goals: A “high” or “low” student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Analyze the impact of working together to strengthen relationships by affirming cultural and social perspectives.	4.1 Identify multiple perspectives about the problem.
	4.4 Increase their confidence in solving problems.

Standard 5: Demonstrate curiosity and analysis of oneself and society in order to make caring choices that impact personal, social, and collective well-being across situations and environments.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 5A: Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.	
Define and recognize curiosity, open-mindedness, and critical thinking.	2.1 Foster openness toward learning about and from others.
	4.3 Generate solutions that are fair to all and make everyone feel okay.
Show, interpret, and make observations of curiosity, open-mindedness, and critical thinking across situations and environments.	2.4 Use clues to recognize what someone else is feeling and call up that emotion in themselves.
	3.3 Think about the setting (where speaking takes place and with whom it takes place). Practice adapting their communication to fit different environments.
	4.3 Generate solutions that are acceptable to all and make everyone feel okay.
Develop, explain and investigate opportunities to be curious, openminded, and think critically across situations and environments.	2.4 Describe ways to show empathy and caring to someone in a given situation.
	4.3 Generate solutions that are fair to all and make everyone feel okay.
Apply the concepts of curiosity, open-mindedness, and critical thinking to make choices and understand the impact across situations and environments.	3.3 Practice adapting their communication to fit different environments.
	4.3 Understand everyone's ideas and feelings are important when trying to solve a problem.
Practice 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.	
Use information, data, and/or facts to define, and recognize choices and solutions for personal and social injustices.	2.3 Identify beliefs or stereotypes that exist about others, objects, or roles.
	2.5 Practice using strategies to help make situations more fair.
Interpret, and make observations about information, data, and/or facts to construct choices and solutions for personal and social injustices.	2.5 Practice using strategies to help make situations more fair.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Cite information, data, and/or facts to develop informed choices and solutions for personal and social problems.	2.5 Practice using strategies to help make situations more fair.
	4.2 Identify and share desired outcomes.
Design solutions for personal and social injustices based on information, data, and/or facts, and analyze the impact of choices.	2.5 Use empathy when they see unfair behavior or to prevent unfair behavior.
	4.3 Identify the last two steps in problem solving (Think, Try).
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Practice 5C: Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.	
Identify, define and recognize choices and contributions in promoting personal, family, and community well-being.	2.2 Promote inclusive attitudes and behaviors.
	2.5 Practice using strategies to help make situations more fair.
	4.2 Identify and share desired outcomes.
Make observations and show how choices and contributions promote personal, family, and community well-being.	2.2 Identify and practice ways to include others.
	2.5 Use empathy when they see unfair behavior or to prevent unfair behavior.
	4.3 Understand everyone's ideas and feelings are important when trying to solve a problem.
Anticipate and explain how choices and contributions promote personal, family, and community well-being.	2.2 Promote inclusive attitudes and behaviors.
	4.5 Understand how to take responsibility for their actions. Learn how to make sincere and reparative amends.
Reflect and evaluate the impact of choices and contributions in promoting personal, family, and community well-being.	1.4 Understand that being considerate means thinking about how their actions and behaviors influence others.
	4.4 Focus on compromise, fairness, and cooperation when solving problems.

Standard 1: Identify and reflect upon one's thoughts, emotions, behaviors, intersectional identity, and capabilities across situations and environments.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).	
Name emotions, thoughts, strengths and potential.	1.0 Recognize emotions, thoughts, and actions.
	1.1 Identify their own emotions and emotions of others.
Describe the intensity of emotions, thoughts, strengths and potential, and how they can fluctuate and change.	1.2 Recognize that situations influence emotions and thoughts.
Investigate areas of strength, growth, interest and passion that signal strong emotions and responses.	1.2 Use clues about situations to connect how they feel and think about what happened.
	1.5 Describe ways they have changed and will change in the future. Believe that they can work hard and keep trying to learn new things.
Connect emotions, thoughts, strengths, and potential to developing interests and sense of purpose.	BC: Create group and personal goals to form harmonious relationships.
	1.2 Use clues about situations to connect how they feel and think about what happened.
	1.3 Generate reasons for emotions and their actions.
Practice 1B: Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.	
Identify physiological cues related to the stress response system and what they look like, feel like, and sound like.	1.1 Recognize that emotions have internal and external cues. Identify their own emotions and emotions of others.
	1.1 Use clues about situations to connect how they feel and think about what happened.
Interpret environmental and experiential cues for dysregulation that activate the stress response system, and what environments or experiences support regulation.	1.1 Recognize that emotions have internal and external cues.
	1.2 Recognize that situations influence emotions and thoughts.
	1.3 Generate reasons for emotions and their actions.
	1.4 Understand that emotions come automatically, recognizing that what they feel is okay. Name and demonstrate ways to get calm.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Draw conclusions about what stress response state that one is experiencing based on the identified cues.	1.1 Recognize that emotions have internal and external cues.
	1.2 Use clues about situations to connect how they feel and think about what happened.
Apply concepts of the stress response system to identify tools to help regulate across situations and environments.	1.4 Understand that being considerate means thinking about how their actions and behaviors influence others. Name and demonstrate ways to get calm.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.
Practice 1C: Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.	
Identify one's emotions, thoughts, perspectives, and behaviors.	1.0 Recognize emotions, thoughts, and actions.
	1.1 Identify their own emotions and emotions of others.
	1.2 Use clues about situations to connect how they feel and think about what happened. Recognize that situations influence emotions and thoughts.
Infer causes of one's emotions, thoughts, perspectives, and behaviors.	1.2 Use clues about situations to connect how they feel and think about what happened. Recognize that situations influence emotions and thoughts.
	1.3 Look for clues to determine how they or someone else is feeling based on the situation and their actions. Generate reasons for emotions and their actions.
Assess consequences of behaviors based on one's emotions, thoughts, and perspectives.	1.3 Generate reasons for emotions and their actions.
	1.4 Understand that being considerate means thinking about how their actions and behaviors influence others.
Analyze patterns of behavior based on one's emotions, thoughts, and perspectives over time.	1.3 Look for clues to determine how they or someone else is feeling based on the situations and their actions. Generate reasons for emotions and their actions.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 1D: Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.	
Define and ask questions about one's personal and social intersectional identity and positionality.	2.1 Foster openness toward learning about and from others.
	2.3 Identify beliefs or stereotypes that exist about others, objects, or roles.
Describe one's personal and social intersectional identity and positionality.	2.0 Value the unique strengths and interests of others.
	2.1 Foster feeling a sense of being valued by sharing something special about themselves.
Assess one's personal assets related to intersectional identity and how they relate to a sense of purpose.	2.0 Value the unique strengths and interests of others.
	2.1 Name the benefits of diversity. Foster openness toward learning about and from others.
	2.2 Identify and practice ways to include others.
Analyze how one's intersectional identity impacts the perspectives of self and others, and how this is connected to one's sense of belonging.	2.1 Name the benefits of diversity. Foster openness toward learning about and from others.
	2.2 Promote inclusive attitudes and behaviors. Foster empathy and kindness.
	2.3 Identify beliefs or stereotypes that exist about others, objects, or roles.
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.

Standard 2: Use management strategies to build personal and collective agency that lead to achieving goals and aspirations.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practices 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one's identity.	
Notice and label thoughts, emotions, impulses, and stressors.	1.0 Recognize emotions, thoughts, and actions.
	1.1 Identify their own emotions and emotions of others.
	1.3 Generate reasons for emotions and their reactions.
Recognize the cause and effect relationship of expressing thoughts, emotions, impulses, and stressors across situations and environments.	1.2 Recognize that situations influence emotions and thoughts.
	1.3 Generate reasons for emotions and their reactions.
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.
Compare and utilize different strategies and skills to manage and express thoughts, emotions, impulses, and stressors.	1.1 Recognize that emotions have internal and external cues.
	1.4 Name and demonstrate ways to get calm.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.
Analyze thoughts, emotions, impulses, and stressors, how they are internalized and externalized, and the impact these have on oneself and others.	1.1 Recognize that emotions have internal and external cues.
	1.2 Use clues about situations to connect how they feel and think about what happened. Recognize that people can have different feelings about the same situation.
	1.4 Understand that being considerate means thinking about how their actions and behaviors influence others.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practices 2B: Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.	
Name a variety of management strategies and skills.	1.4 Name and demonstrate ways to get calm.
	4.4 Use problem-solving skills in a collaborative activity.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.
Identify which management strategy to use across situations and environments.	1.3 Recognize that others may respond differently to the same situation.
	1.4 Name and demonstrate ways to get calm.
	4.3 Generate solutions that are acceptable to all and make everyone okay.
Assess how the management strategies were used across situations and environments.	4.4 Increase their confidence that they can solve problems.
Analyze how management strategies and skills impact oneself, others, and the community.	1.4 Understand that being considerate means thinking about how their actions and behaviors influence others.
	4.4 Understand how to take responsibility for their actions.
Practices 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.	
Identify personal and collective goals and aspirations.	BC: Create group and personal goals to form harmonious relationships.
	1.5 Believe that they can work hard and keep trying to learn new things.
Construct a plan to meet personal and collective goals and aspirations.	BC: Create group and personal goals to form harmonious relationships.
	1.5 Describe ways they have changed and will change in the future.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Assess and evaluate one's actions to achieve personal and collective goals and aspirations.	1.5 Believe that they can work hard and keep trying to learn new things.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Analyze the impact of achieving personal and collective goals and aspirations and make adjustments as necessary.	1.5 Describe ways they have changed and will change in the future. Believe that they can work hard and keep trying new things. Understand that mistakes and challenges will help them improve.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Practices 2D: Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.	
Define personal and collective agency, and name the skills needed in order to take initiative.	BC: Create group and personal goals to form harmonious relationships.
	1.4 Understand that being considerate means thinking about how their actions and behaviors influence others.
	2.2 Promote inclusive attitudes and behaviors.
Apply personal and collective agency by showing courage and taking initiative.	1.5 Describe ways they have changed and will change in the future.
	2.5 Use empathy when they see unfair behavior or to prevent unfair behavior. Practice using strategies to help make situations more fair.
Assess the impact of personal and collective agency while identifying barriers that contribute to or restrict agency.	1.5 Describe ways they have changed and will change in the future.
	2.3 Identify beliefs or stereotypes that exist about others, objects, or roles. Describe limitations and problems associated with stereotyped thinking.
Critique and remove barriers that restrict personal and collective agency.	2.3 Demonstrate ways to challenge stereotypes.
	2.5 Practice using strategies to help make situations more fair.

Standard 3: Develop social awareness that fosters a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 3A: Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.	
Recognize and identify factors that define and influence personal and collective identities.	BC: Get to know each other and feel valued as individuals and members of the group.
	1.5 Describe ways they have changed and will change in the future.
Distinguish between similarities and differences that define and influence personal and collective identities.	2.0 Value the unique strengths and interests of others.
	2.3 Identify beliefs or stereotypes that exist about others, objects, or roles.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Formulate and assess strategies used to affirm personal and collective identities.	2.1 Foster feeling a sense of being valued by sharing something special about themselves.
	2.4 Describe ways to show empathy and caring to someone in a given situation.
Analyze and critique why factors influence personal and collective identities.	2.3 Describe limitations and problems associated with stereotyped thinking.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Practice 3B: Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.	
Identify the social skills necessary for healthy relationships and achieving goals.	BC: Create group and personal goals to form harmonious relationships.
	3.1 Develop skills for careful and thoughtful listening to build better relationships.
	4.0 Understand the importance of working together to solve problems.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Recognize in oneself and others how social skills affect relationships and achieving goals.	2.2 Identify and practice ways to include others.
	3.5 Communicate and cooperate in a team fairly.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Use social skills to collectively achieve mutual goals that affirm identities and perspectives.	BC: Create group and personal goals to form harmonious relationships.
	4.4 Focus on compromise, fairness, and cooperation when solving problems.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Analyze and critique the health of relationships and whether they affirm identities and perspectives.	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
	2.2 Promote inclusive attitudes and behaviors. Identify and practice ways to include others.
	4.1 Identify multiple perspectives on a problem.
Practice 3C: Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.	
Identify and define the qualities of belonging within a diverse community.	2.1 Name the benefits of diversity. Foster openness toward learning about and from others. Foster feeling a sense of being valued by sharing something special about themselves.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Distinguish how systemic injustices across situations and environments affect a sense of belonging.	2.2 Promote inclusive attitudes and behaviors. Identify and practice ways to include others. Foster empathy and kindness. Identify and practice ways to include others.
	2.3 Describe limitations and problems associated with stereotyped thinking.
	2.5 Gain an understanding of what it means to be fair. Practice using strategies to help make situations more fair.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Demonstrate qualities that foster a sense of belonging in a diverse community.	2.1 Foster openness toward learning about and from others.
	2.2 Identify and practice ways to include others.
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.
Evaluate how one's responses to situations and environments can impact systemic injustices and foster a sense of belonging.	2.2 Identify and practice ways to include others.
	2.4 Describe ways to show empathy and caring to someone in a given situation.
	2.5 Gain an understanding of what it means to be fair. Practice using strategies to help make situations more fair.

Standard 4: Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4A: Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.	
Identify how backgrounds can be similar and different and recognize that people may experience situations differently.	BC: Get to know each other and feel valued as individuals and members of the group.
	1.5 Describe ways they have changed and will change in the future.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Use strategies for accepting, respecting, and supporting similarities and differences between oneself and others.	2.2 Promote inclusive attitudes and behaviors.
	2.4 Use clues to recognize what someone else is feeling and call up that emotion in themselves.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Assess communication skills to highlight the personal strengths and unique contributions of relationships with others.	3.1 Develop skills for careful and thoughtful listening to build better relationships.
	3.3 Think about where they are and who they are with when communicating. Practice adapting their communication to fit different environments.
Demonstrate empathy through various forms of communication to work collaboratively with others.	2.4 Describe ways to show empathy and caring to someone in a given situation.
	3.5 Foster collaborative teamwork skills.
	Buddy Up Collaboration: Students build teamwork by working together to complete a task.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4B: Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving.	
Understand the needs and emotions of others, and identify ways others are similar and different from oneself.	1.2 Recognize that people can have different feelings about the same situation.
	1.3 Recognize that others may respond differently to the same situation.
	2.4 Use clues to recognize what someone else is feeling and call up that emotion in themselves.
Recognize how to respond to the various social, verbal, physical, and situational cues of others while practicing personal and collective agency.	1.1 Recognize their own emotions and the emotions of others.
	2.4 Describe ways to show empathy and caring to someone in a given situation. Use clues to recognize what someone else is feeling and call up that emotion in themselves.
	3.1 Develop skills for careful and thoughtful listening to build better relationships.
Adapt strategies for accepting, respecting, and supporting similarities and differences between oneself and others.	2.0 Value the unique strengths and interests of others.
	2.1 Foster openness toward learning about and from others.
	2.2 Promote inclusive attitudes and behaviors. Identify and practice ways to include others.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Connect how one's communication and cultural identity influence perspectives and how it might differ from others.	1.3 Recognize that others may respond differently to the same situation.
	3.3 Think about where they are and who they are with when communicating. Practice adapting their communication to fit different environments.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4C: Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.	
Identify when someone is experiencing harm or when there is a conflict that needs to be resolved.	2.5 Practice using strategies to help make situations more fair.
	3.4 Practice speaking up and speaking kindly for themselves and others.
	4.1 Identify multiple perspectives on a problem.
Recognize when a conflict is able to be resolved between peers and when to seek outside support.	3.4 Practice speaking up and speaking kindly for themselves and others.
	4.1 Identify multiple perspectives on a problem.
	4.4 Increase their confidence they can solve problems.
Repair and restore relationships with individuals and to communities where harm has occurred.	3.4 Practice speaking up and speaking kindly for themselves and others.
	4.4 Use problem-solving skills in a collaborative activity.
	4.5 Understand how to take responsibility for their actions. Learn how to make sincere and reparative amends.
Reflect on participation in practices that repair and restore harm to individuals or community groups.	2.5 Use empathy when they see unfair behavior or to prevent unfair behavior. Practice using strategies to help make situations more fair.
	3.4 Practice speaking up and speaking kindly for themselves and others.
	4.4 Use problem-solving skills in a collaborative activity. Focus on compromise, fairness, and cooperation when solving problems.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4D: Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.	
Identify ways to solve a problem that is culturally sensitive to the perspective of those involved.	2.1 Foster openness toward learning about and from others.
	4.1 Identify multiple perspectives on a problem.
Use collaborative problem solving skills to resolve conflict in a way that is culturally responsive to those involved.	4.4 Use problem-solving skills in a collaborative activity. Focus on compromise, fairness, and cooperation when solving problems.
	4.3 Generate solutions that are acceptable to all and make everyone feel okay.
Understand the context and perspective from which others are making decisions and actively use collaborative approaches to problem solving.	4.1 Identify multiple perspectives on a problem.
	4.4 Use problem-solving skills in a collaborative activity.
	Meet Up Step 3: Checking in Harmony Goals: A “high” or “low” student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Analyze the impact of working together to strengthen relationships by affirming cultural and social perspectives.	4.1 Identify multiple perspectives on a problem.
	4.4 Increase their confidence they can solve problems.

Standard 5: Demonstrate curiosity and analysis of oneself and society in order to make caring choices that impact personal, social, and collective well-being across situations and environments.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 5A: Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.	
Define and recognize curiosity, open-mindedness, and critical thinking.	2.1 Foster openness toward learning about and from others.
	4.3 Generate solutions that are acceptable to all and make everyone feel okay.
Show, interpret, and make observations of curiosity, open-mindedness, and critical thinking across situations and environments.	2.3 Demonstrate ways to challenge stereotypes (e.g., exchange for fresh thoughts or get to know others).
	3.3 Think about where they are and who they are with when communicating. Practice adapting their communication to fit different environments.
Develop, explain and investigate opportunities to be curious, openminded, and think critically across situations and environments.	2.1 Name the benefits of diversity.
	4.3 Generate solutions that are acceptable to all and make everyone feel okay.
Apply the concepts of curiosity, open-mindedness, and critical thinking to make choices and understand the impact across situations and environments.	2.3 Demonstrate ways to challenge stereotypes (e.g., exchange for fresh thoughts or get to know others).
	3.3 Practice adapting their communication to fit different environments.
	4.3 Understand everyone's ideas and feelings are important when trying to solve a problem.
Practice 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.	
Use information, data, and/or facts to define, and recognize choices and solutions for personal and social injustices.	2.3 Identify beliefs or stereotypes that exist about others, objects, or roles.
	2.5 Practice using strategies to help make situations more fair.
Interpret, and make observations about information, data, and/or facts to construct choices and solutions for personal and social injustices.	2.3 Identify beliefs or stereotypes that exist about others, objects, or roles.
	2.5 Practice using strategies to help make situations more fair.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Cite information, data, and/or facts to develop informed choices and solutions for personal and social problems.	2.5 Practice using strategies to help make situations more fair.
	4.2 Identify and share desired outcomes.
Design solutions for personal and social injustices based on information, data, and/or facts, and analyze the impact of choices.	2.3 Demonstrate ways to challenge stereotypes (e.g., exchange for fresh thoughts or get to know others).
	2.5 Use empathy when they see unfair behavior or to prevent unfair behavior.
	4.3 Identify the last two steps in problem solving (Think, Try).
Practice 5C: Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.	
Identify, define and recognize choices and contributions in promoting personal, family, and community well-being.	2.2 Promote inclusive attitudes and behaviors.
	1.4 Understand that being considerate means thinking about how your actions and behaviors influence others.
	2.5 Use empathy when they see unfair behavior or to prevent unfair behavior.
Make observations and show how choices and contributions promote personal, family, and community well-being.	2.2 Identify and practice ways to include others.
	1.4 Understand that being considerate means thinking about how your actions and behaviors influence others.
	2.5 Use empathy when they see unfair behavior or to prevent unfair behavior.
Anticipate and explain how choices and contributions promote personal, family, and community well-being.	2.2 Promote inclusive attitudes and behaviors.
	2.4 Describe ways to show empathy and caring to someone in a given situation.
	4.5 Understand how to take responsibility for their actions.
Reflect and evaluate the impact of choices and contributions in promoting personal, family, and community well-being.	1.4 Understand that being considerate means thinking about how their actions and behaviors influence others.
	4.4 Focus on compromise, fairness, and cooperation when solving problems.

Standard 1: Identify and reflect upon one's thoughts, emotions, behaviors, intersectional identity, and capabilities across situations and environments.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).	
Name emotions, thoughts, strengths and potential.	1.0 Recognize emotions, thoughts, and actions.
	1.1 Recognize their own and others' emotions.
Describe the intensity of emotions, thoughts, strengths and potential, and how they can fluctuate and change.	1.1 Foster an awareness that emotions can vary in intensity – being strong or mild – in pleasantness.
Investigate areas of strength, growth, interest and passion that signal strong emotions and responses.	1.1 Describe and demonstrate how emotions feel (internal and physical sensations) and look and sound (external physical and vocal cues).
	1.5 Gain an understanding of how having a growth mindset changes thoughts, feelings, and actions.
Connect emotions, thoughts, strengths, and potential to developing interests and sense of purpose.	BC: Create group and personal goals to form harmonious relationships.
	1.1 Describe and demonstrate how emotions feel (internal physical sensations) and look and sound (external physical and vocal cues).
Practice 1B: Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.	
Identify physiological cues related to the stress response system and what they look like, feel like, and sound like.	1.1 Describe and demonstrate how emotions feel (internal physical sensations) and look and sound (external physical and vocal cues).
	1.2 Use situational clues to help identify emotions in themselves and others.
Interpret environmental and experiential cues for dysregulation that activate the stress response system, and what environments or experiences support regulation.	1.1 Describe and demonstrate how emotions feel (internal physical sensations) and look and sound (external physical and vocal cues).
	1.2 Use situational cues to help identify emotions in themselves and others.
	1.4 Understand that strong emotions can make it hard to think clearly and take safe, kind or useful actions. Practice self-regulation, or getting calm, strategies in response to situations.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Draw conclusions about what stress responses state that one is experiencing based on the identified cues.	1.1 Describe and demonstrate how emotions feel (internal physical sensations) and look and sound (external physical and vocal cues).
	1.2 Use situational cues to help identify emotions in themselves and others.
Apply concepts of the stress response system to identify tools to help regulate across situations and environments.	1.4 Practice self-regulation, or getting calm, strategies in response to situations. Identify personal and interpersonal outcomes when they use self-regulation strategies.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.
Practice 1C: Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.	
Identify one's emotions, thoughts, perspectives, and behaviors.	1.0 Distinguish emotions, thoughts, and actions.
	1.1 Recognize their own and others' emotions. Describe and demonstrate how emotions feel (internal physical sensations) and look and sound (external physical and vocal cues).
	1.2 Use situational cues to help identify emotions in themselves and others.
Infer causes of one's emotions, thoughts, perspectives, and behaviors.	1.2 Think about the cause of emotional reactions.
	1.3 Describe how thoughts can influence feelings and actions.
Assess consequences of behaviors based on one's emotions, thoughts, and perspectives.	1.3 Describe how thoughts can influence feelings and actions.
	1.4 Understand that strong emotions can make it hard to think clearly and take safe, kind or useful actions.
Analyze patterns of behavior based on one's emotions, thoughts, and perspectives over time.	1.3 Describe how thoughts can influence feelings and actions. Determine how people can feel, think, and act differently in the same situation.
	1.5 Gain an understanding of how having a growth mindset changes thoughts, feelings, and actions.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 1D: Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.	
Define and ask questions about one's personal and social intersectional identity and positionality.	2.1 Foster openness to learn about and from others.
	2.3 Increase their understanding of variability in social groups (in preferences, characteristics, and behaviors). Increase their understanding of similarities across different social groups (in preferences, characteristics, and behaviors).
Describe one's personal and social intersectional identity and positionality.	2.0 Recognize and celebrate the unique strengths and interests of others.
	2.1 Share something unique about themselves.
Assess one's personal assets related to intersectional identity and how they relate to a sense of purpose.	2.0 Recognize and celebrate the unique strengths and interests of others.
	2.1 Share something unique about themselves.
	2.2 Identify ways to include others in peer experiences.
Analyze how one's intersectional identity impacts the perspectives of self and others, and how this is connected to one's sense of belonging.	2.1 Name the benefits of diversity. Foster openness to learn about and from others.
	2.3 Increase their understanding of variability in social groups (in preferences, characteristics, and behaviors).
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.

Standard 2: Use management strategies to build personal and collective agency that lead to achieving goals and aspirations.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practices 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one's identity.	
Notice and label thoughts, emotions, impulses, and stressors.	1.0 Distinguish emotions, thoughts, and actions.
	1.1 Recognize their own and others' emotions.
	1.3 Describe different feelings, thoughts, and actions that may occur in response to a situation.
Recognize the cause and effect relationship of expressing thoughts, emotions, impulses, and stressors across situations and environments.	1.2 Understand that situations have emotional consequences.
	1.3 Describe different feelings, thoughts, and actions that may occur in response to a situation.
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.
Compare and utilize different strategies and skills to manage and express thoughts, emotions, impulses, and stressors.	1.1 Describe and demonstrate how emotions feel (internal physical sensations) and look and sound (external physical and vocal cues).
	1.4 Practice self-regulation, or getting calm, strategies in response to situations.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.
Analyze thoughts, emotions, impulses, and stressors, how they are internalized and externalized, and the impact these have on oneself and others.	1.1 Describe and demonstrate how emotions feel (internal physical sensations) and look and sound (external physical and vocal cues).
	1.2 Understand that situations have emotional consequences.
	1.4 Understand that strong emotions can make it hard to think clearly and take safe, kind, or useful actions.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practices 2B: Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.	
Name a variety of management strategies and skills.	1.4 Practice self-regulation, or getting calm, strategies in response to situations.
	4.4 Use problem-solving skills in a collaborative activity.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.
Identify which management strategy to use across situations and environments.	1.3 Determine how people can feel, think, and act differently in the same situation.
	1.4 Practice self-regulation, or getting calm, strategies in response to situations.
	4.3 Learn skills in generating alternative solutions to interpersonal problems.
Assess how the management strategies were used across situations and environments.	4.4 Become more confident that they can solve problems with others.
Analyze how management strategies and skills impact oneself, others, and the community.	1.4 Identify personal and interpersonal outcomes when they use self-regulation strategies.
	4.5 Explain the importance of honesty and integrity in taking responsibility for their actions.
Practices 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.	
Identify personal and collective goals and aspirations.	BC: Create group and personal goals to form harmonious relationships.
	1.5 Identify fixed and growth mindset thoughts. Gain an understanding of how having a growth mindset changes thoughts, feelings, and actions.
Construct a plan to meet personal and collective goals and aspirations.	BC: Create group and personal goals to form harmonious relationships.
	1.5 Turn thoughts from a fixed mindset to a growth mindset.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Assess and evaluate one's actions to achieve personal and collective goals and aspirations.	1.5 Gain an understanding of how having a growth mindset changes thoughts, feelings, and actions.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Analyze the impact of achieving personal and collective goals and aspirations and make adjustments as necessary.	1.5 Gain an understanding of how having a growth mindset changes thoughts, feelings, and actions.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Practices 2D: Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.	
Define personal and collective agency, and name the skills needed in order to take initiative.	BC: Create group and personal goals to form harmonious relationships.
	1.4 Identify personal and interpersonal outcomes when they use self-regulation strategies.
	2.2 Promote inclusive attitudes and behaviors.
Apply personal and collective agency by showing courage and taking initiative.	1.5 Gain an understanding of how having a growth mindset changes thoughts, feelings, and actions.
	2.5 Use perspective taking and empathy to support others and discourage unfair behavior.
Assess the impact of personal and collective agency while identifying barriers that contribute to or restrict agency.	1.5 Gain an understanding of how having a growth mindset changes thoughts, feelings, and actions.
	2.3 Increase their understanding of variability in social groups (in preferences, characteristics, and behaviors).
Critique and remove barriers that restrict personal and collective agency.	2.3 Practice flexible thinking and strategies to decrease stereotyped thinking.
	2.5 Feel capable of supporting others in unfair situations.

Standard 3: Develop social awareness that fosters a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 3A: Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.	
Recognize and identify factors that define and influence personal and collective identities.	BC: Get to know each other and feel valued as individuals and members of the group.
	1.3 Determine how people can feel, think, and act differently in the same situation.
Distinguish between similarities and differences that define and influence personal and collective identities.	2.0 Recognize and celebrate the unique strengths and interests of others.
	2.3 Increase their understanding of variability in social groups (in preferences, characteristics, and behaviors). Increase their understanding of similarities across different social groups (in preferences, characteristics, and behaviors).
Formulate and assess strategies used to affirm personal and collective identities.	1.4 Identify personal and interpersonal outcomes when they use self-regulation strategies.
	2.1 Foster openness to learn about and from others.
	2.4 Describe ways to show empathy and caring to someone.
Analyze and critique why factors influence personal and collective identities.	2.3 Increase their understanding of variability in social groups (in preferences, characteristics, and behaviors). Increase their understanding of similarities across different social groups (in preferences, characteristics, and behaviors).
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 3B: Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.	
Identify the social skills necessary for healthy relationships and achieving goals.	BC: Create group and personal goals to form harmonious relationships.
	2.2 Promote inclusive attitudes and behaviors.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Recognize in oneself and others how social skills affect relationships and achieving goals.	BC: Create group and personal goals to form harmonious relationships.
	2.2 Identify ways to include others in peer experiences.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Use social skills to collectively achieve mutual goals that affirm identities and perspectives.	BC: Create group and personal goals to form harmonious relationships.
	2.4 Develop an understanding of others' perspectives and feelings.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Analyze and critique the health of relationships and whether they affirm identities and perspectives.	2.2 Promote inclusive attitudes and behaviors. Identify ways to include others in peer experiences.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 3C: Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.	
Identify and define the qualities of belonging within a diverse community.	2.1 Name the benefits of diversity. Foster openness to learn about and from others.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Distinguish how systemic injustices across situations and environments affect a sense of belonging.	2.2 Foster empathy and kindness when others may feel excluded.
	2.3 Practice flexible thinking and strategies to decrease stereotyped thinking.
	2.5 Recognize situations that are unfair to others. Feel capable of supporting others in unfair situations.
Demonstrate qualities that foster a sense of belonging in a diverse community.	2.1 Foster openness to learn about and from others.
	2.2 Identify ways to include others in peer experiences.
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.
Evaluate how one's responses to situations and environments can impact systemic injustices and foster a sense of belonging.	2.4 Describe ways to show empathy and caring to someone. Consider how empathy relates to friendship.
	2.5 Use perspective taking and empathy to support others and discourage unfair behavior. Feel capable of supporting others in unfair situations.

Standard 4: Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4A: Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.	
Identify how backgrounds can be similar and different and recognize that people may experience situations differently.	2.3 Practice flexible thinking and strategies to decrease stereotyped thinking. Increase their understanding of variability in social groups (in preferences, characteristics, and behaviors).
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Use strategies for accepting, respecting, and supporting similarities and differences between oneself and others.	2.2 Promote inclusive attitudes and behaviors.
	2.4 Develop an understanding of others' perspectives and feelings.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Assess communication skills to highlight the personal strengths and unique contributions of relationships with others.	3.1 Name examples of effective and ineffective communication practices.
	3.3 Recognize that communication changes depending upon the situation.
Demonstrate empathy through various forms of communication to work collaboratively with others.	2.4 Describe ways to show empathy and caring to someone. Consider how empathy relates to friendship.
	3.3 Respond to others respectfully with their words and actions depending upon the situation.
	Buddy Up Collaboration: Students build teamwork by working together to complete a task.
Practice 4B: Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving.	
Understand the needs and emotions of others, and identify ways others are similar and different from oneself.	1.2 Use situational cues to help identify emotions in themselves and others.
	2.3 Increase their understanding of variability and similarities across different social groups (in preferences, characteristics, and behaviors).

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Recognize how to respond to the various social, verbal, physical, and situational cues of others while practicing personal and collective agency.	2.4 Develop an understanding of others' perspectives and feelings.
	3.1 Name examples of effective and ineffective communication practices.
Adapt strategies for accepting, respecting, and supporting similarities and differences between oneself and others.	2.2 Promote inclusive attitudes and behaviors.
	2.4 Develop and understanding of others' perspectives and feelings.
Connect how one's communication and cultural identity influence perspectives and how it might differ from others.	3.3 Recognize that communication changes depending upon the situation.
	3.5 Understand how to communicate and cooperate in a team productively.
Practice 4C: Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.	
Identify when someone is experiencing harm or when there is a conflict that needs to be resolved.	2.5 Feel capable of supporting others in unfair situations.
	3.4 Learn why and when it is important to speak up clearly and kindly for themselves and others.
	4.1 Recognize and restate a problem.
Recognize when a conflict is able to be resolved between peers and when to seek outside support.	3.4 Learn why and when it is important to speak up clearly and kindly for themselves and others.
	4.3 Learn skills in generating alternative solutions to interpersonal problems.
Repair and restore relationships with individuals and to communities where harm has occurred.	4.4 Become more confident that they can solve problems with others.
	4.5 Describe and demonstrate ways to make amends when problems occur.
Reflect on participation in practices that repair and restore harm to individuals or community groups.	2.5 Use perspective-taking and empathy to support others and discourage unfair behavior.
	3.4 Learn why and when it is important to speak up clearly and kindly for themselves and others.
	4.4 Use problem-solving skills in a collaborative activity. Focus on compromise, fairness, and cooperation when solving problems.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4D: Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.	
Identify ways to solve a problem that is culturally sensitive to the perspective of those involved.	2.1 Foster openness to learn about and from others.
	4.1 See a problem from someone else's perspective.
Use collaborative problem solving skills to resolve conflict in a way that is culturally responsive to those involved.	4.3 Use a spirit of curiosity to generate fair solutions to given scenarios. Learn skills in generating alternative solutions to interpersonal problems.
	4.4 Use problem-solving skills in a collaborative activity.
Understand the context and perspective from which others are making decisions and actively use collaborative approaches to problem solving.	4.1 See a problem from someone else's perspective. Foster awareness and acceptance of others' feelings and thoughts.
	4.4 Use problem solving skills in a collaborative activity.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Analyze the impact of working together to strengthen relationships by affirming cultural and social perspectives.	4.1 Foster awareness and acceptance of others' feelings and thoughts.
	4.4 Become more confident that they can solve problems with others.

Standard 5: Demonstrate curiosity and analysis of oneself and society in order to make caring choices that impact personal, social, and collective well-being across situations and environments.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 5A: Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.	
Define and recognize curiosity, open-mindedness, and critical thinking.	2.1 Foster openness to learn about and from others.
	4.3 Use a spirit of curiosity to generate fair solutions to given scenarios.
Show, interpret, and make observations of curiosity, open-mindedness, and critical thinking across situations and environments.	2.4 Develop an understanding of others' perspectives and feelings.
	3.3 Recognize that communication changes depending upon the situation.
	4.3 Use a spirit of curiosity to generate fair solutions to given scenarios.
Develop, explain and investigate opportunities to be curious, openminded, and think critically across situations and environments.	2.4 Develop an understanding of others' perspectives and feelings.
	4.3 Use a spirit of curiosity to generate fair solutions to given scenarios.
Apply the concepts of curiosity, open-mindedness, and critical thinking to make choices and understand the impact across situations and environments.	3.3 Recognize that communication changes depending upon the situation.
	4.3 Use a spirit of curiosity to generate fair solutions to given scenarios.
Practice 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.	
Use information, data, and/or facts to define, and recognize choices and solutions for personal and social injustices.	2.3 Practice flexible thinking and strategies to decrease stereotyped thinking.
	2.5 Recognize situations that are unfair to others.
Interpret, and make observations about information, data, and/or facts to construct choices and solutions for personal and social injustices.	2.5 Use perspective taking and empathy to support others and discourage unfair behavior.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Cite information, data, and/or facts to develop informed choices and solutions for personal and social problems.	2.5 Use perspective taking and empathy to support others and discourage unfair behavior. Feel capable of supporting others in unfair situations.
	4.2 Name the first two steps in problem solving (Stop, Talk).
Design solutions for personal and social injustices based on information, data, and/or facts, and analyze the impact of choices.	2.5 Use perspective taking and empathy to support others and discourage unfair behavior. Feel capable of supporting others in unfair situations.
	4.3 Name the last two steps in problem solving (Think, Try).
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Practice 5C: Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.	
Identify, define and recognize choices and contributions in promoting personal, family, and community well-being.	1.5 Gain an understanding of how having a growth mindset changes thoughts, feelings, and actions.
	2.2 Promote inclusive attitudes and behaviors.
	2.5 Feel capable of supporting others in unfair situations.
Make observations and show how choices and contributions promote personal, family, and community well-being.	1.2 Understand that situations have emotional consequences.
	2.5 Use perspective-taking and empathy to support others and discourage unfair behavior.
	4.3 Use a spirit of curiosity to generate fair solutions to given scenarios.
Anticipate and explain how choices and contributions promote personal, family, and community well-being.	2.2 Promote inclusive attitudes and behaviors.
	4.5 Explain the importance of honesty and integrity in taking responsibility for their actions.
Reflect and evaluate the impact of choices and contributions in promoting personal, family, and community well-being.	1.4 Identify personal and interpersonal outcomes when they use self-regulation strategies.
	4.4 Practice creating compromises as solutions to problems.

Standard 1: Identify and reflect upon one's thoughts, emotions, behaviors, intersectional identity, and capabilities across situations and environments.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).	
Name emotions, thoughts, strengths and potential.	1.0 Distinguish emotions, thoughts, and actions.
	1.1 Recognize their own and others' emotions.
Describe the intensity of emotions, thoughts, strengths and potential, and how they can fluctuate and change.	1.1 Describe and demonstrate how emotions feel (internal and physical sensations) and look and sound (external physical and vocal cues).
Investigate areas of strength, growth, interest and passion that signal strong emotions and responses.	1.1 Describe and demonstrate how emotions feel (internal and physical sensations) and look and sound (external physical and vocal cues).
	1.5 Gain an understanding of how having a growth mindset changes thoughts, feelings, and actions.
Connect emotions, thoughts, strengths, and potential to developing interests and sense of purpose.	BC: Create group and personal goals to form harmonious relationships.
	1.3 Describe different feelings, thoughts, and actions that may occur in response to a situation.
Practice 1B: Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.	
Identify physiological cues related to the stress response system and what they look like, feel like, and sound like.	1.1 Describe and demonstrate how emotions feel (internal physical sensations) and look and sound (external physical and vocal cues).
	1.2 Use situational clues to help identify emotions in themselves and others.
Interpret environmental and experiential cues for dysregulation that activate the stress response system, and what environments or experiences support regulation.	1.1 Describe and demonstrate how emotions feel (internal physical sensations) and look and sound (external physical and vocal cues).
	1.2 Use situational cues to help identify emotions in themselves and others.
	1.4 Understand that strong emotions can make it hard to think clearly and take safe, kind or useful actions. Practice self-regulation, or getting calm, strategies in response to situations.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Draw conclusions about what stress response state that one is experiencing based on the identified cues.	1.1 Describe and demonstrate how emotions feel (internal physical sensations) and look and sound (external physical and vocal cues).
	1.2 Use situational cues to help identify emotions in themselves and others.
Apply concepts of the stress response system to identify tools to help regulate across situations and environments.	1.4 Practice self-regulation, or getting calm, strategies in response to situations. Identify personal and interpersonal outcomes when they use self-regulation strategies.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.
Practice 1C: Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.	
Identify one's emotions, thoughts, perspectives, and behaviors.	1.0 Distinguish emotions, thoughts, and actions.
	1.1 Recognize their own and others' emotions. Describe and demonstrate how emotions feel (internal physical sensations) and look and sound (external physical and vocal cues).
	1.2 Use situational cues to help identify emotions in themselves and others.
Infer causes of one's emotions, thoughts, perspectives, and behaviors.	1.2 Think about the cause of emotional reactions.
	1.3 Describe how thoughts can influence feelings and actions.
Assess consequences of behaviors based on one's emotions, thoughts, and perspectives.	1.3 Describe how thoughts can influence feelings and actions.
	1.4 Understand that strong emotions can make it hard to think clearly and take safe, kind or useful actions.
Analyze patterns of behavior based on one's emotions, thoughts, and perspectives over time.	1.3 Describe how thoughts can influence feelings and actions. Determine how people can feel, think, and act differently in the same situation.
	1.5 Gain an understanding of how having a growth mindset changes thoughts, feelings, and actions.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 1D: Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.	
Define and ask questions about one's personal and social intersectional identity and positionality.	2.3 Increase their understanding of variability in social groups (in preferences, characteristics, and behaviors). Increase their understanding of similarities across different social groups (in preferences, characteristics, and behaviors).
Describe one's personal and social intersectional identity and positionality.	2.0 Recognize and celebrate the unique strengths and interests of others.
	2.1 Share something unique about themselves.
Assess one's personal assets related to intersectional identity and how they relate to a sense of purpose.	2.0 Recognize and celebrate the unique strengths and interests of others.
	2.1 Share something unique about themselves.
	2.2 Identify ways to include others in peer experiences.
Analyze how one's intersectional identity impacts the perspectives of self and others, and how this is connected to one's sense of belonging.	2.2 Promote inclusive attitudes and behaviors. Foster empathy and kindness when others may feel excluded. Identify ways to include others in peer experiences
	2.3 Increase their understanding of variability in social groups (in preferences, characteristics, and behaviors).
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.

Standard 2: Use management strategies to build personal and collective agency that lead to achieving goals and aspirations.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practices 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one's identity.	
Notice and label thoughts, emotions, impulses, and stressors.	1.0 Distinguish emotions, thoughts, and actions.
	1.1 Recognize their own and others' emotions.
	1.3 Describe different feelings, thoughts, and actions that may occur in response to a situation.
Recognize the cause and effect relationship of expressing thoughts, emotions, impulses, and stressors across situations and environments.	1.2 Understand that situations have emotional consequences.
	1.3 Describe different feelings, thoughts, and actions that may occur in response to a situation.
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.
Compare and utilize different strategies and skills to manage and express thoughts, emotions, impulses, and stressors.	1.1 Describe and demonstrate how emotions feel (internal physical sensations) and look and sound (external physical and vocal cues).
	1.4 Practice self-regulation, or getting calm, strategies in response to situations.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.
Analyze thoughts, emotions, impulses, and stressors, how they are internalized and externalized, and the impact these have on oneself and others.	1.1 Describe and demonstrate how emotions feel (internal physical sensations) and look and sound (external physical and vocal cues).
	1.4 Understand that strong emotions can make it hard to think clearly and take safe, kind or useful actions.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practices 2B: Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.	
Name a variety of management strategies and skills.	1.4 Practice self-regulation, or getting calm, strategies in response to situations.
	4.4 Use problem-solving skills in a collaborative activity.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.
Identify which management strategy to use across situations and environments.	1.3 Determine how people can feel, think, and act differently in the same situation.
	1.4 Practice self-regulation, or getting calm, strategies in response to situations.
	4.3 Learn skills in generating alternative solutions to interpersonal problems.
Assess how the management strategies were used across situations and environments.	4.4 Become more confident that they can solve problems with others.
Analyze how management strategies and skills impact oneself, others, and the community.	1.4 Identify personal and interpersonal outcomes when they use self-regulation strategies.
	4.5 Explain the importance of honesty and integrity in taking responsibility for their actions.
Practices 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.	
Identify personal and collective goals and aspirations.	BC: Create group and personal goals to form harmonious relationships.
	1.5 Distinguish fixed and growth mindset thoughts. Gain an understanding of how having a growth mindset changes thoughts, feelings, and actions.
Construct a plan to meet personal and collective goals and aspirations.	BC: Create group and personal goals to form harmonious relationships.
	1.5 Change fixed mindset thoughts to growth mindset thoughts.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Assess and evaluate one's actions to achieve personal and collective goals and aspirations.	1.5 Gain an understanding of how having a growth mindset changes thoughts, feelings, and actions.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Analyze the impact of achieving personal and collective goals and aspirations and make adjustments as necessary.	1.5 Gain an understanding of how having a growth mindset changes thoughts, feelings, and actions.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Practices 2D: Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.	
Define personal and collective agency, and name the skills needed in order to take initiative.	BC: Create group and personal goals to form harmonious relationships.
	1.4 Identify personal and interpersonal outcomes when they use self-regulation strategies.
	2.2 Promote inclusive attitudes and behaviors.
Apply personal and collective agency by showing courage and taking initiative.	1.5 Gain an understanding of how having a growth mindset changes thoughts, feelings, and actions.
	2.5 Use perspective taking and empathy to support others and discourage unfair behavior.
Assess the impact of personal and collective agency while identifying barriers that contribute to or restrict agency.	1.4 Identify personal and interpersonal outcomes when they use self-regulation strategies.
	1.5 Gain an understanding of how having a growth mindset changes thoughts, feelings, and actions.
Critique and remove barriers that restrict personal and collective agency.	2.3 Practice flexible thinking and strategies to decrease stereotyped thinking.
	2.5 Feel capable of supporting others in unfair situations.

Standard 3: Develop social awareness that fosters a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 3A: Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.	
Recognize and identify factors that define and influence personal and collective identities.	BC: Get to know each other and feel valued as individuals and members of the group.
	1.3 Determine how people can feel, think, and act differently in the same situation.
Distinguish between similarities and differences that define and influence personal and collective identities.	2.0 Recognize and celebrate the unique strengths and interests of others.
	2.3 Increase their understanding of variability in social groups (in preferences, characteristics, and behaviors). Increase their understanding of similarities across different social groups (in preferences, characteristics, and behaviors).
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Formulate and assess strategies used to affirm personal and collective identities.	1.4 Identify personal and interpersonal outcomes when they use self-regulation strategies.
	2.1 Foster openness to learn about and from others.
	2.4 Describe ways to show empathy and caring to someone.
Analyze and critique why factors influence personal and collective identities.	2.3 Increase their understanding of variability in social groups (in preferences, characteristics, and behaviors). Increase their understanding of similarities across different social groups (in preferences, characteristics, and behaviors).
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 3B: Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.	
Identify the social skills necessary for healthy relationships and achieving goals.	BC: Create group personal goals to form harmonious relationships.
	2.2 Promote inclusive attitudes and behaviors.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Recognize in oneself and others how social skills affect relationships and achieving goals.	BC: Create group and personal goals to form harmonious relationships.
	2.2 Identify ways to include others in peer experiences.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Use social skills to collectively achieve mutual goals that affirm identities and perspectives.	BC: Create group and personal goals to form harmonious relationships.
	2.4 Develop an understanding of others' perspectives and feelings.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Analyze and critique the health of relationships and whether they affirm identities and perspectives.	2.2 Promote inclusive attitudes and behaviors. Identify ways to include others in peer experiences.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 3C: Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.	
Identify and define the qualities of belonging within a diverse community.	2.1 Name the benefits of diversity. Foster openness to learn about and from others.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Distinguish how systemic injustices across situations and environments affect a sense of belonging.	2.2 Foster empathy and kindness when others may feel excluded.
	2.3 Practice flexible thinking and strategies to decrease stereotyped thinking.
	2.5 Recognize situations that are unfair to others. Feel capable of supporting others in unfair situations.
Demonstrate qualities that foster a sense of belonging in a diverse community.	2.1 Foster openness to learn about and from others.
	2.2 Identify ways to include others in peer experiences.
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.
Evaluate how one's responses to situations and environments can impact systemic injustices and foster a sense of belonging.	2.5 Use perspective taking and empathy to support others and discourage unfair behavior. Feel capable of supporting others in unfair situations.

Standard 4: Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4A: Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.	
Identify how backgrounds can be similar and different and recognize that people may experience situations differently.	2.3 Practice flexible thinking and strategies to decrease stereotyped thinking. Increase their understanding of variability in social groups (in preferences, characteristics, and behaviors).
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Use strategies for accepting, respecting, and supporting similarities and differences between oneself and others.	2.2 Promote inclusive attitudes and behaviors.
	2.4 Develop an understanding of others' perspectives and feelings.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Assess communication skills to highlight the personal strengths and unique contributions of relationships with others.	3.1 Practice listening and responding strategies to promote more positive group interactions.
	3.3 Practice identifying effective and ineffective communication strategies across different settings.
Demonstrate empathy through various forms of communication to work collaboratively with others.	2.2 Promote inclusive attitudes and behaviors. Identify ways to include others in peer experiences.
	2.4 Describe ways to show empathy and caring to someone. Consider how empathy relates to friendship.
Practice 4B: Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving.	
Understand the needs and emotions of others, and identify ways others are similar and different from oneself.	1.2 Use situational cues to help identify emotions in themselves and others.
	2.3 Increase their understanding of variability and similarities across different social groups (in preferences, characteristics, and behaviors).

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Recognize how to respond to the various social, verbal, physical, and situational cues of others while practicing personal and collective agency.	2.4 Develop an understanding of others' perspectives and feelings.
	3.1 Practice listening and responding strategies to promote more positive group interactions. Listen and support one another with eyes, ears, mouth, and body language.
Adapt strategies for accepting, respecting, and supporting similarities and differences between oneself and others.	2.2 Promote inclusive attitudes and behaviors.
	2.4 Develop and understanding of others' perspectives and feelings.
Connect how one's communication and cultural identity influence perspectives and how it might differ from others.	3.3 Increase their awareness that how we communicate can vary depending on the setting.
	3.5 Understand how to communicate and cooperate in a team productively.
Practice 4C: Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.	
Identify when someone is experiencing harm or when there is a conflict that needs to be resolved.	2.5 Feel capable of supporting others in unfair situations.
	3.4 Learn why and when it is important to speak up clearly and kindly for themselves and others.
	4.1 Recognize and restate a problem.
Recognize when a conflict is able to be resolved between peers and when to seek outside support.	3.4 Learn why and when it is important to speak up clearly and kindly for themselves and others.
	4.3 Learn skills in generating alternative solutions to interpersonal problems.
Repair and restore relationships with individuals and to communities where harm has occurred.	4.4 Become more confident that they can solve problems with others.
	4.5 Describe and demonstrate ways to make amends when problems occur.
Reflect on participation in practices that repair and restore harm to individuals or community groups.	2.5 Use perspective-taking and empathy to support others and discourage unfair behavior.
	3.4 Learn why and when it is important to speak up clearly and kindly for themselves and others.
	4.4 Use problem-solving skills in a collaborative activity. Practice creating compromises as solutions to problems.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4D: Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.	
Identify ways to solve a problem that is culturally sensitive to the perspective of those involved.	2.1 Foster openness to learn about and from others.
	4.1 Consider a problem from someone else's perspective.
Use collaborative problem solving skills to resolve conflict in a way that is culturally responsive to those involved.	4.3 Use a spirit of curiosity to generate fair solutions to given scenarios. Learn skills in generating alternative solutions to interpersonal problems.
	4.4 Use problem-solving skills in a collaborative activity.
Understand the context and perspective from which others are making decisions and actively use collaborative approaches to problem solving.	4.1 Consider a problem from someone else's perspective. Foster awareness and acceptance of others' feelings and thoughts.
	4.4 Use problem solving skills in a collaborative activity.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Analyze the impact of working together to strengthen relationships by affirming cultural and social perspectives.	4.1 Foster awareness and acceptance of others' feelings and thoughts.
	4.4 Become more confident that they can solve problems with others.

Standard 5: Demonstrate curiosity and analysis of oneself and society in order to make caring choices that impact personal, social, and collective well-being across situations and environments.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 5A: Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.	
Define and recognize curiosity, open-mindedness, and critical thinking.	2.1 Foster openness to learn about and from others.
	4.3 Use a spirit of curiosity to generate fair solutions to given scenarios.
Show, interpret, and make observations of curiosity, open-mindedness, and critical thinking across situations and environments.	2.4 Develop an understanding of others' perspectives and feelings.
	3.3 Increase their awareness that how we communicate can vary depending on the setting.
	4.3 Use a spirit of curiosity to generate fair solutions to given scenarios.
Develop, explain and investigate opportunities to be curious, openminded, and think critically across situations and environments.	2.4 Develop an understanding of others' perspectives and feelings.
	4.3 Use a spirit of curiosity to generate fair solutions to given scenarios.
Apply the concepts of curiosity, open-mindedness, and critical thinking to make choices and understand the impact across situations and environments.	3.3 Increase their awareness that how we communicate can vary depending on the setting.
	4.3 Use a spirit of curiosity to generate fair solutions to given scenarios.
Practice 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.	
Use information, data, and/or facts to define, and recognize choices and solutions for personal and social injustices.	2.3 Practice flexible thinking and strategies to decrease stereotyped thinking.
	2.5 Recognize situations that are unfair to others.
Interpret, and make observations about information, data, and/or facts to construct choices and solutions for personal and social injustices.	2.5 Use perspective taking and empathy to support others and discourage unfair behavior.

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Cite information, data, and/or facts to develop informed choices and solutions for personal and social problems.	2.5 Use perspective taking and empathy to support others and discourage unfair behavior. Feel capable of supporting others in unfair situations.
	4.2 Name the first two steps in problem solving (Stop, Talk).
Design solutions for personal and social injustices based on information, data, and/or facts, and analyze the impact of choices.	2.5 Use perspective taking and empathy to support others and discourage unfair behavior. Feel capable of supporting others in unfair situations.
	4.3 Name the last two steps in problem solving (Think, Try).
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Practice 5C: Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.	
Identify, define and recognize choices and contributions in promoting personal, family, and community well-being.	1.4 Practice self-regulation, or getting calm, strategies in response to situations. Identify personal and interpersonal outcomes when they use self-regulation strategies.
	2.2 Promote inclusive attitudes and behaviors.
	2.5 Feel capable of supporting others in unfair situations.
Make observations and show how choices and contributions promote personal, family, and community well-being.	2.2 Identify ways to include others in peer experiences.
	2.5 Use perspective-taking and empathy to support others and discourage unfair behavior.
	4.3 Use a spirit of curiosity to generate fair solutions to given scenarios.
Anticipate and explain how choices and contributions promote personal, family, and community well-being.	2.2 Promote inclusive attitudes and behaviors.
	4.1 Foster awareness and acceptance of others' feelings and thoughts.
Reflect and evaluate the impact of choices and contributions in promoting personal, family, and community well-being.	1.4 Identify personal and interpersonal outcomes when they use self-regulation strategies.
	4.4 Practice creating compromises as solutions to problems.
	4.5 Explain the importance of honesty in taking responsibility for their actions.

Standard 1: Identify and reflect upon one's thoughts, emotions, behaviors, intersectional identity, and capabilities across situations and environments.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).	
Name emotions, thoughts, strengths and potential.	1.0 Connect emotions, thoughts, and actions.
	1.1 Gain an understanding that emotions can reveal something about themselves and others.
Describe the intensity of emotions, thoughts, strengths and potential, and how they can fluctuate and change.	1.1 Gain an awareness that emotions are pleasant or unpleasant, strong or mild, which are expressed by internal and external clues.
	1.5 Understand that people's abilities, thoughts, and actions can change.
Investigate areas of strength, growth, interest and passion that signal strong emotions and responses.	1.2 Understand that thoughts, including self-talk, can affect emotions.
	1.5 Make connections that a growth mindset thought can lead to more helpful actions. Determine that challenges and mistakes can be learning opportunities, helping improve skills and relationships.
Connect emotions, thoughts, strengths, and potential to developing interests and sense of purpose.	BC: Create group and personal goals to form harmonious relationships.
	1.3 Use a framework to express how their emotions, thoughts, and actions connect.
	1.5 Make connections that a growth mindset thought can lead to more helpful actions.
Practice 1B: Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.	
Identify physiological cues related to the stress response system and what they look like, feel like, and sound like.	1.1 Gain an awareness that emotions are pleasant or unpleasant, strong or mild, which are expressed by internal and external clues.
	1.4 Practice recognizing and monitoring their emotions.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Interpret environmental and experiential cues for dysregulation that activate the stress response system, and what environments or experiences support regulation.	1.1 Gain an awareness that emotions are pleasant or unpleasant, strong or mild, which are expressed by internal and external clues.
	1.2 Understand that thoughts, including self-talk, can affect emotions.
	1.4 Use strategies to regulate their emotions and become calm. Recognize when they need to regulate their emotions.
Draw conclusions about what stress response state that one is experiencing based on the identified cues.	1.1 Gain an awareness that emotions are pleasant or unpleasant, strong or mild, which are expressed by internal and external clues.
	1.2 Understand that thoughts, including self-talk, can affect emotions.
Apply concepts of the stress response system to identify tools to help regulate across situations and environments.	1.4 Practice recognizing and monitoring their emotions. Use strategies to regulate their emotions and become calm. Recognize when they need to regulate their emotions.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.
Practice 1C: Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.	
Identify one's emotions, thoughts, perspectives, and behaviors.	1.0 Distinguish emotions, thoughts, and actions.
	1.1 Gain an awareness that emotions are pleasant or unpleasant, strong or mild, which are expressed by internal and external clues.
Infer causes of one's emotions, thoughts, perspectives, and behaviors.	1.2 Understand that thoughts, including self-talk, can affect emotions.
	1.3 Use a framework to express how their emotions, thoughts, and actions connect.
Assess consequences of behaviors based on one's emotions, thoughts, and perspectives.	1.3 Use a framework to express how their emotions, thoughts, and actions connect.
	1.4 Practice recognizing and monitoring their emotions.
Analyze patterns of behavior based on one's emotions, thoughts, and perspectives over time.	1.3 Use a framework to express how their emotions, thoughts, and actions connect.
	1.5 Understand that people's abilities, thoughts, and actions can change.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 1D: Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.	
Define and ask questions about one's personal and social intersectional identity and positionality.	2.1 Recognize the value of similarities and differences and foster an inclusive environment. Identify and appreciate their own skills as well as those of a peer.
Describe one's personal and social intersectional identity and positionality.	2.0 Demonstrate the importance of valuing themselves and others.
	2.1 Recognize the value of similarities and differences and foster an inclusive environment. Identify and appreciate their own skills as well as those of a peer.
Assess one's personal assets related to intersectional identity and how they relate to a sense of purpose.	2.0 Recognize and celebrate the unique strengths and interests of others.
	2.1 Contribute to others' learning by teaching a new skill to a classmate.
Analyze how one's intersectional identity impacts the perspectives of self and others, and how this is connected to one's sense of belonging.	2.2 Identify personal characteristics that they value in friends. Discuss ways to be a friend and include others. Examine the importance of having friends who are similar to and different from themselves.
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.

Standard 2: Use management strategies to build personal and collective agency that lead to achieving goals and aspirations.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practices 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one's identity.	
Notice and label thoughts, emotions, impulses, and stressors.	1.0 Connect emotions, thoughts, and actions.
	1.1 Gain an awareness that emotions are pleasant or unpleasant, strong or mild, which are expressed by internal and external clues.
Recognize the cause and effect relationship of expressing thoughts, emotions, impulses, and stressors across situations and environments.	1.2 Understand that thoughts, including self-talk, can affect emotions.
	1.3 Use a framework to express how their emotions, thoughts, and actions connect.
	1.4 Practice recognizing and monitoring their emotions.
Compare and utilize different strategies and skills to manage and express thoughts, emotions, impulses, and stressors.	1.3 Determine different ways to respond to the same situation.
	1.4 Practice recognizing and monitoring their emotions. Use strategies to regulate their emotions and become calm.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.
Analyze thoughts, emotions, impulses, and stressors, how they are internalized and externalized, and the impact these have on oneself and others.	1.4 Practice recognizing and monitoring their emotions. Use strategies to regulate their emotions and become calm. Recognize when they need to regulate their emotions.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practices 2B: Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.	
Name a variety of management strategies and skills.	1.2 Understand that thoughts, including self-talk, can affect emotions. Practice changing unhelpful self-talk to optimistic helpful self-talk. Practice compassion toward themselves and develop an optimistic mindset.
	1.4 Use strategies to regulate their emotions and become calm.
	4.4 Use all four steps of the STEP It Up! approach to conflict resolution.
Identify which management strategy to use across situations and environments.	1.3 Determine different ways to respond to the same situation.
	1.4 Use strategies to regulate their emotions and become calm.
	4.1 Identify different conflict resolution strategies.
Assess how the management strategies were used across situations and environments.	4.4 Anticipate potential consequences of solutions to conflict.
Analyze how management strategies and skills impact oneself, others, and the community.	1.4 Use strategies to regulate their emotions and become calm.
	4.5 Describe why it is important to be honest and take responsibility for one's own actions. Demonstrate ways to take responsibility for their words and actions during conflict. Evaluate how effective their strategy was for making amends.
Practices 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.	
Identify personal and collective goals and aspirations.	BC: Create group and personal goals to form harmonious relationships.
	1.5 Understand that people's abilities, thoughts, and actions can change.
Construct a plan to meet personal and collective goals and aspirations.	BC: Create group and personal goals to form harmonious relationships.
	1.5 Understand that people's abilities, thoughts, and actions can change.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Assess and evaluate one's actions to achieve personal and collective goals and aspirations.	1.5 Make connections that a growth mindset thought can lead to more helpful actions. Determine that challenges and mistakes can be learning opportunities, helping improve skills and relationships.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Analyze the impact of achieving personal and collective goals and aspirations and make adjustments as necessary.	1.5 Make connections that a growth mindset thought can lead to more helpful actions. Determine that challenges and mistakes can be learning opportunities, helping improve skills and relationships.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Practices 2D: Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.	
Define personal and collective agency, and name the skills needed in order to take initiative.	BC: Create group and personal goals to form harmonious relationships.
	1.2 Practice compassion toward themselves and develop an optimistic mindset.
	1.4 Recognize when they need to regulate their emotions.
Apply personal and collective agency by showing courage and taking initiative.	1.5 Make connections that a growth mindset thought can lead to more helpful actions.
	2.5 Develop a classroom environment that encourages perspective taking, empathy, and inclusive behavior.
Assess the impact of personal and collective agency while identifying barriers that contribute to or restrict agency.	1.5 Understand that people's abilities, thoughts, and actions can change.
	2.2 Discuss ways to be a friend and include others. Examine the importance of having friends who are similar to and different from themselves.
Critique and remove barriers that restrict personal and collective agency.	2.3 Increase their motivation to think in non-stereotyped ways, recognizing similarities and differences across groups.
	2.5 Support themselves and others when they see that they are treated unfairly. Develop a classroom environment that encourages perspective taking, empathy, and inclusive behavior.

Standard 3: Develop social awareness that fosters a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 3A: Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.	
Recognize and identify factors that define and influence personal and collective identities.	1.1 Recognize that their emotions and emotional expressions may differ from others. Gain an understanding that emotions can reveal something about themselves and others.
Distinguish between similarities and differences that define and influence personal and collective identities.	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
	2.1 Recognize the value of similarities and differences and foster an inclusive environment.
	2.3 Learn what stereotypes are and why they are problematic.
Formulate and assess strategies used to affirm personal and collective identities.	2.1 Identify and appreciate their own skills as well as those of a peer.
	2.4 Determine how to show empathy and support to their classmates.
Analyze and critique why factors influence personal and collective identities.	2.2 Examine the importance of having friends who are similar to and different from themselves.
	2.3 Learn what stereotypes are and why they are problematic. Critically evaluate and change stereotyped messages.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 3B: Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.	
Identify the social skills necessary for healthy relationships and achieving goals.	BC: Create group and personal goals to form harmonious relationships.
	3.1 Practice and implement listening and supporting strategies in order to promote more positive group interactions.
	3.5 Practice using teamwork, communicating with a team, and using planning and organizational skills.
Recognize in oneself and others how social skills affect relationships and achieving goals.	BC: Create group and personal goals to form harmonious relationships.
	2.1 Recognize the value of similarities and differences and foster an inclusive environment. Identify and appreciate their own skills as well as those of a peer.
	2.2 Discuss ways to be a friend and include others.
Use social skills to collectively achieve mutual goals that affirm identities and perspectives.	BC: Create group and personal goals to form harmonious relationships.
	2.1 Recognize the value of similarities and differences and foster an inclusive environment.
	2.5 Develop a classroom environment that encourages perspective taking, empathy, and inclusive behavior.
Analyze and critique the health of relationships and whether they affirm identities and perspectives.	2.2 Identify personal characteristics that they value in friends. Discuss ways to be a friend and include others.
	2.4 Determine how to show empathy and support to their classmates.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 3C: Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.	
Identify and define the qualities of belonging within a diverse community.	2.1 Identify and appreciate their own skills as well as those of their peers.
	2.2 Differentiate between inclusion and exclusion. Identify personal characteristics that they value in friends. Discuss ways to be a friend and include others. Examine the importance of having friends who are similar to and different from themselves.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Distinguish how systemic injustices across situations and environments affect a sense of belonging.	2.2 Differentiate between inclusion and exclusion.
	2.3 Increase their motivation to think in non-stereotyped ways, recognizing similarities and differences across groups.
	2.5 Identify bullying behaviors and roles of targets, bullies and bystanders. (Everyone is negatively affected by bullying behavior).
Demonstrate qualities that foster a sense of belonging in a diverse community.	2.2 Discuss ways to be a friend and include others.
	2.3 Critically evaluate and change stereotyped messages.
	2.5 Support themselves and others when they see that they are treated unfairly.
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.
Evaluate how one's responses to situations and environments can impact systemic injustices and foster a sense of belonging.	2.5 Develop a classroom environment that encourages perspective taking, empathy, and inclusive behavior.
	3.1 Practice and implement listening and supporting strategies in order to promote more positive group interactions.

Standard 4: Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4A: Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.	
Identify how backgrounds can be similar and different and recognize that people may experience situations differently.	2.1 Recognize the value of similarities and differences and foster an inclusive environment.
	2.3 Increase their motivation to think in non-stereotyped ways, recognizing similarities and differences across groups.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Use strategies for accepting, respecting, and supporting similarities and differences between oneself and others.	2.2 Examine the importance of having friends who are similar to and different from themselves.
	2.4 Practice decoding how others are feeling and why they may feel that way. Determine how to show empathy and support to their classmates.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Assess communication skills to highlight the personal strengths and unique contributions of relationships with others.	3.1 Practice and implement listening and supporting strategies in order to promote more positive group interactions.
	3.3 Understand that how we communicate can vary depending on the environment.
Demonstrate empathy through various forms of communication to work collaboratively with others.	2.2 Discuss ways to be a friend and include others.
	2.4 Learn the definitions and components of empathy. Practice decoding how others are feeling and why they may feel that way. Determine how to show empathy and support to their classmates.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4B: Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving.	
Understand the needs and emotions of others, and identify ways others are similar and different from oneself.	2.1 Recognize the value of similarities and differences and foster an inclusive environment. Identify and appreciate their own skills as well as those of a peer.
	2.3 Increase their motivation to think in non-stereotyped ways, recognizing similarities and differences across groups.
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.
Recognize how to respond to the various social, verbal, physical, and situational cues of others while practicing personal and collective agency.	2.4 Practice decoding how others are feeling and why they may feel that way.
	3.1 Practice and implement listening and supporting strategies in order to promote more positive group interactions.
	3.4 Recognize when they should speak up for themselves and others. Practice speaking up assertively to advocate for themselves and others.
Adapt strategies for accepting, respecting, and supporting similarities and differences between oneself and others.	2.2 Differentiate between inclusion and exclusion. Identify personal characteristics that they value in friends. Discuss ways to be a friend and include others Examine the importance of having friends who are similar to and different from themselves.
	2.4 Determine how to show empathy and support to their classmates.
Connect how one's communication and cultural identity influence perspectives and how it might differ from others.	1.1 Recognize that their emotions and emotional expressions may differ from others'.
	1.3 Use a framework to express how their emotions, thoughts, and actions connect. Determine different ways to respond to the same situation.
	3.3 Understand that how we communicate can vary depending on the environment.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4C: Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.	
Identify when someone is experiencing harm or when there is a conflict that needs to be resolved.	2.5 Support themselves and others when they see that they are treated unfairly.
	3.4 Recognize when they should speak up for themselves and others.
	4.1 Determine why conflict occurs. Identify different conflict resolution strategies.
Recognize when a conflict is able to be resolved between peers and when to seek outside support.	3.4 Recognize when they should speak up for themselves and others.
	4.1 Identify different conflict resolution strategies. Practice an assertive approach to resolving conflict that builds positive relationships and reaches solutions that benefit everyone included.
	4.3 Begin to think of solutions to their conflict resolution goals.
Repair and restore relationships with individuals and to communities where harm has occurred.	4.4 Build their efficacy that they can resolve conflicts with others.
	4.5 Describe why it is important to be honest and take responsibility for one's actions. Demonstrate ways to take responsibility for their words and actions during conflict.
Reflect on participation in practices that repair and restore harm to individuals or community groups.	2.5 Support themselves and others when they see that they are treated unfairly.
	3.4 Recognize when they should speak up for themselves and others.
	4.5 Evaluate how effective their strategy was for making amends.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4D: Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.	
Identify ways to solve a problem that is culturally sensitive to the perspective of those involved.	2.1 Identify and appreciate their own skills as well as those of a peer.
	4.1 Identify different conflict resolution strategies. Practice an assertive approach to solving conflict that builds positive relationships and reaches solutions that benefit everyone involved.
Use collaborative problem solving skills to resolve conflict in a way that is culturally responsive to those involved.	4.4 Use all four steps of the STEP it UP! approach to conflict resolution. Build their efficacy that they can resolve conflicts with others.
Understand the context and perspective from which others are making decisions and actively use collaborative approaches to problem solving.	4.2 Recognize how feelings can change and not everyone has the same feelings in response to a situation. Practice effective communication of their feelings and perspectives during conflict situations.
	4.4 Use all four steps of the STEP It Up! approach to conflict resolution.
	Meet Up Step 3: Checking in Harmony Goals: A “high” or “low” student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Analyze the impact of working together to strengthen relationships by affirming cultural and social perspectives.	4.1 Practice an assertive approach to resolving conflict that builds positive relationships and reaches solutions that benefit everyone involved.
	4.4 Build their efficacy that they can resolve conflicts with others.

Standard 5: Demonstrate curiosity and analysis of oneself and society in order to make caring choices that impact personal, social, and collective well-being across situations and environments.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 5A: Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.	
Define and recognize curiosity, open-mindedness, and critical thinking.	2.1 Identify and appreciate their own skills as well as those of a peer.
	4.3 Begin to think of solutions to their conflict resolution goals.
Show, interpret, and make observations of curiosity, open-mindedness, and critical thinking across situations and environments.	2.2 Examine the importance of having friends who are similar to and different from themselves.
	2.3 Critically evaluate and change stereotyped messages.
Develop, explain and investigate opportunities to be curious, openminded, and think critically across situations and environments.	2.3 Critically evaluate and change stereotyped messages.
	3.3 Understand that how we communicate can vary depending on the environment.
	4.3 Begin to think of solutions to their conflict resolution goals.
Apply the concepts of curiosity, open-mindedness, and critical thinking to make choices and understand the impact across situations and environments.	2.5 Develop a classroom environment that encourages perspective taking, empathy, and inclusive behavior.
	3.3 Understand that how we communicate can vary depending on the environment.
	4.3 Begin to think of solutions to their conflict resolution goals.
Practice 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.	
Use information, data, and/or facts to define, and recognize choices and solutions for personal and social injustices.	2.3 Critically evaluate and change stereotyped messages.
	2.5 Identify bullying behaviors and roles of targets, bullies and bystanders. (Everyone is negatively affected by bullying behavior). Support themselves and others when they see that they are treated unfairly.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Interpret, and make observations about information, data, and/or facts to construct choices and solutions for personal and social injustices.	2.4 Practice decoding how others are feeling and why they may feel that way.
	2.5 Develop a classroom environment that encourages perspective taking, empathy, and inclusive behavior.
Cite information, data, and/or facts to develop informed choices and solutions for personal and social problems.	3.4 Recognize when they should speak up for themselves and others. Practice speaking up assertively to advocate for themselves and others.
	4.2 Practice the first two steps of a conflict resolution approach.
Design solutions for personal and social injustices based on information, data, and/or facts, and analyze the impact of choices.	2.5 Develop a classroom environment that encourages perspective taking, empathy, and inclusive behavior.
	4.3 Begin to think of solutions to their conflict resolution goals.
Practice 5C: Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.	
Identify, define and recognize choices and contributions in promoting personal, family, and community well-being.	1.4 Practice recognizing and monitoring their emotions. Recognize when they need to regulate their emotions.
	2.2 Discuss ways to be a friend and include others.
	2.5 Support themselves and others when they see that they are treated unfairly.
Make observations and show how choices and contributions promote personal, family, and community well-being.	2.2 Discuss ways to be a friend and include others.
	2.5 Support themselves and others when they see that they are treated unfairly.
	3.1 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.
Anticipate and explain how choices and contributions promote personal, family, and community well-being.	2.1 Recognize the value of similarities and differences and foster an inclusive environment.
	2.2 Discuss ways to be a friend and include others.
Reflect and evaluate the impact of choices and contributions in promoting personal, family, and community well-being.	1.5 Determine that challenges and mistakes can be learning opportunities, helping improve skills and relationships.
	4.4 Anticipate potential consequences of solutions to conflict.
	4.5 Describe why it is important to be honest and take responsibility for one's own actions.

Standard 1: Identify and reflect upon one's thoughts, emotions, behaviors, intersectional identity, and capabilities across situations and environments.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).	
Name emotions, thoughts, strengths and potential.	1.0 Connect emotions, thoughts, and actions.
	1.1 Gain an understanding that emotions can reveal something about themselves and others.
Describe the intensity of emotions, thoughts, strengths and potential, and how they can fluctuate and change.	1.1 Gain an awareness that emotions are pleasant or unpleasant, strong or mild, which are expressed by internal and external clues.
	1.5 Understand that people's abilities, thoughts, and actions can change.
Investigate areas of strength, growth, interest and passion that signal strong emotions and responses.	1.2 Understand that thoughts, including self-talk, can affect emotions.
	1.5 Change fixed mindset, or Worm thoughts, to growth mindset, or Caterpillar thoughts, leading to more helpful actions.
Connect emotions, thoughts, strengths, and potential to developing interests and sense of purpose.	BC: Create group and personal goals to form harmonious relationships.
	1.3 Use a framework to express how their feelings, thoughts, and actions are connected.
	1.5 Determine that challenges and mistakes can be learning opportunities, helping improve skills and relationships.
Practice 1B: Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.	
Identify physiological cues related to the stress response system and what they look like, feel like, and sound like.	1.1 Gain an awareness that emotions are pleasant or unpleasant, strong or mild, which are expressed by internal and external clues.
	1.4 Practice recognizing and monitoring their emotions.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Interpret environmental and experiential cues for dysregulation that activate the stress response system, and what environments or experiences support regulation.	1.1 Gain an awareness that emotions are pleasant or unpleasant, strong or mild, which are expressed by internal and external clues.
	1.2 Understand that thoughts, including self-talk, can affect emotions.
	1.4 Use strategies to regulate their emotions and become calm. Recognize when they need to regulate their emotions.
Draw conclusions about what stress response state that one is experiencing based on the identified cues.	1.1 Gain an awareness that emotions are pleasant or unpleasant, strong or mild, which are expressed by internal and external clues.
	1.2 Understand that thoughts, including self-talk, can affect emotions.
Apply concepts of the stress response system to identify tools to help regulate across situations and environments.	1.4 Practice recognizing and monitoring their emotions. Use strategies to regulate their emotions and become calm. Recognize when they need to regulate their emotions.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.
Practice 1C: Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.	
Identify one's emotions, thoughts, perspectives, and behaviors.	1.0 Distinguish emotions, thoughts, and actions.
	1.1 Gain an awareness that emotions are pleasant or unpleasant, strong or mild, which are expressed by internal and external clues.
Infer causes of one's emotions, thoughts, perspectives, and behaviors.	1.2 Understand that thoughts, including self-talk, can affect emotions.
	1.3 Use a framework to express how their feelings, thoughts, and actions are connected.
Assess consequences of behaviors based on one's emotions, thoughts, and perspectives.	1.3 Use a framework to express how their feelings, thoughts, and actions are connected.
	1.4 Practice recognizing and monitoring their emotions.
Analyze patterns of behavior based on one's emotions, thoughts, and perspectives over time.	1.3 Use a framework to express how their feelings, thoughts, and actions are connected.
	1.5 Understand that people's abilities, thoughts, and actions can change.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 1D: Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.	
Define and ask questions about one's personal and social intersectional identity and positionality.	2.1 Recognize the value of similarities and differences and foster an inclusive environment. Identify and appreciate their own skills as well as those of a peer.
Describe one's personal and social intersectional identity and positionality.	2.0 Demonstrate the importance of valuing themselves and others.
	2.1 Recognize the value of similarities and differences and foster an inclusive environment. Identify and appreciate their own skills as well as those of a peer.
Assess one's personal assets related to intersectional identity and how they relate to a sense of purpose.	2.0 Demonstrate the importance of valuing themselves and others.
	2.1 Contribute to others' learning by teaching a new skill to a classmate.
Analyze how one's intersectional identity impacts the perspectives of self and others, and how this is connected to one's sense of belonging.	2.2 Identify personal characteristics that they value in friends. Discuss ways to be a friend and include others. Examine the importance of having friends who are similar and different from themselves..
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.

Standard 2: Use management strategies to build personal and collective agency that lead to achieving goals and aspirations.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practices 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one's identity.	
Notice and label thoughts, emotions, impulses, and stressors.	1.0 Connect emotions, thoughts, and actions.
	1.1 Gain an awareness that emotions are pleasant or unpleasant, strong or mild, which are expressed by internal and external clues.
Recognize the cause and effect relationship of expressing thoughts, emotions, impulses, and stressors across situations and environments.	1.2 Understand that thoughts, including self-talk, can affect emotions.
	1.3 Use a framework to express how their feelings, thoughts, and actions are connected.
	1.4 Practice recognizing and monitoring their emotions.
Compare and utilize different strategies and skills to manage and express thoughts, emotions, impulses, and stressors.	1.3 Determine different ways to respond to the same situation.
	1.4 Practice recognizing and monitoring their emotions. Use strategies to regulate their emotions and become calm.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.
Analyze thoughts, emotions, impulses, and stressors, how they are internalized and externalized, and the impact these have on oneself and others.	1.4 Practice recognizing and monitoring their emotions. Use strategies to regulate their emotions and become calm. Recognize when they need to regulate their emotions.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practices 2B: Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.	
Name a variety of management strategies and skills.	1.2 Understand that thoughts, including self-talk, can affect emotions. Practice changing unhelpful self-talk to optimistic helpful self-talk. Practice compassion toward themselves and develop an optimistic mindset.
	1.4 Use strategies to regulate their emotions and become calm.
	4.4 Use all four steps of the STEP It Up! approach to conflict resolution.
Identify which management strategy to use across situations and environments.	1.3 Determine different ways to respond to the same situation.
	1.4 Use strategies to regulate their emotions and become calm.
	4.1 Identify conflict resolution approaches – Conflict Avoider, Solution Finder, and Conflict Controller.
Assess how the management strategies were used across situations and environments.	4.4 Evaluate possible consequences of various proposed conflict resolutions.
Analyze how management strategies and skills impact oneself, others, and the community.	1.4 Use strategies to regulate their emotions and become calm.
	4.5 Practice being honest and taking responsibility for one's actions. Evaluate how effective their strategy was for making amends. Evaluate how effective their strategy was for making amends.
Practices 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.	
Identify personal and collective goals and aspirations.	BC: Create group and personal goals to form harmonious relationships.
	1.5 Understand that people's abilities, thoughts, and actions can change.
Construct a plan to meet personal and collective goals and aspirations.	BC: Create group and personal goals to form harmonious relationships.
	1.5 Understand that people's abilities, thoughts, and actions can change.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Assess and evaluate one's actions to achieve personal and collective goals and aspirations.	1.5 Change fixed mindset, or Worm thoughts, to growth mindset, or Caterpillar thoughts, leading to more helpful actions. Determine that challenges and mistakes can be learning opportunities, helping improve skills and relationships.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Analyze the impact of achieving personal and collective goals and aspirations and make adjustments as necessary.	1.5 Change fixed mindset, or Worm thoughts, to growth mindset, or Caterpillar thoughts, leading to more helpful actions. Determine that challenges and mistakes can be learning opportunities, helping improve skills and relationships.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Practices 2D: Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.	
Define personal and collective agency, and name the skills needed in order to take initiative.	BC: Create group and personal goals to form harmonious relationships.
	1.2 Practice compassion toward themselves and develop an optimistic mindset.
	1.4 Recognize when they need to regulate their emotions.
Apply personal and collective agency by showing courage and taking initiative.	1.5 Change fixed mindset, or Worm thoughts, to growth mindset, or Caterpillar thoughts, leading to more helpful actions.
	2.5 Develop a classroom environment that encourages perspective taking, empathy, and inclusive behavior.
Assess the impact of personal and collective agency while identifying barriers that contribute to or restrict agency.	1.5 Understand that people's abilities, thoughts, and actions can change.
	2.2 Discuss ways to be a friend and include others. Examine the importance of having friends who are similar to and different from themselves.
Critique and remove barriers that restrict personal and collective agency.	2.3 Increase their motivation to think in non-stereotyped ways, recognizing similarities and differences across groups.
	2.5 Develop a classroom environment that encourages perspective taking, empathy, and inclusive behavior.

Standard 3: Develop social awareness that fosters a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 3A: Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.	
Recognize and identify factors that define and influence personal and collective identities.	1.1 Gain an understanding that emotions can reveal something about themselves. Gain an understanding that emotions can reveal something about themselves.
Distinguish between similarities and differences that define and influence personal and collective identities.	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
	2.1 Recognize the value of similarities and differences and foster an inclusive environment.
	2.3 Learn what stereotypes are and why they are problematic.
Formulate and assess strategies used to affirm personal and collective identities.	2.1 Identify and appreciate their own skills as well as those of a peer.
	2.4 Practice decoding how others are feeling and why they may feel that way. Determine how to show empathy and support to their classmates.
Analyze and critique why factors influence personal and collective identities.	2.2 Examine the importance of having friends who are similar to and different from themselves.
	2.3 Critically evaluate and change stereotyped messages.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 3B: Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.	
Identify the social skills necessary for healthy relationships and achieving goals	BC: Create group and personal goals to form harmonious relationships.
	3.1 Practice identifying Communication Boosters (listening, supporting, and negotiating).
	3.5 Use teamwork and collaborative problem solving as they work on a collaborative task.
Recognize in oneself and others how social skills affect relationships and achieving goals.	BC: Create group and personal goals to form harmonious relationships.
	2.1 Identify and appreciate their own skills as well as those of a peer.
	2.2 Discuss ways to be a friend and include others.
Use social skills to collectively achieve mutual goals that affirm identities and perspectives.	BC: Create group and personal goals to form harmonious relationships.
	2.1 Recognize the value of similarities and differences and foster an inclusive environment.
	2.5 Develop a classroom environment that encourages perspective taking, empathy, and inclusive behavior.
Analyze and critique the health of relationships and whether they affirm identities and perspectives.	2.2 Identify personal characteristics that they value in friends. Discuss ways to be a friend and include others.
	2.4 Determine how to show empathy and support to their classmates.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 3C: Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.	
Identify and define the qualities of belonging within a diverse community.	2.1 Identify and appreciate their own skills as well as those of their peers.
	2.2 Differentiate between inclusion and exclusion. Identify personal characteristics that they value in friends. Discuss ways to be a friend and include others. Examine the importance of having friends who are similar and different from themselves.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Distinguish how systemic injustices across situations and environments affect a sense of belonging.	2.2 Differentiate between inclusion and exclusion.
	2.3 Increase their motivation to think in non-stereotyped ways, recognizing similarities and differences across groups.
	2.5 Identify bullying behaviors and roles of targets, bullies and bystanders. (Everyone is negatively affected by bullying behavior).
Demonstrate qualities that foster a sense of belonging in a diverse community.	2.2 Discuss ways to be a friend and include others.
	2.3 Critically evaluate and change stereotyped messages.
	2.5 Support themselves and others when they see that they are treated unfairly.
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.
Evaluate how one's responses to situations and environments can impact systemic injustices and foster a sense of belonging.	2.5 Develop a classroom environment that encourages perspective taking, empathy, and inclusive behavior.
	3.1 Practice identifying Communication Boosters (listening, supporting, and negotiating).

Standard 4: Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4A: Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.	
Identify how backgrounds can be similar and different and recognize that people may experience situations differently.	2.1 Recognize the value of similarities and differences and foster an inclusive environment.
	2.3 Increase their motivation to think in non-stereotyped ways, recognizing similarities and differences across groups.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Use strategies for accepting, respecting, and supporting similarities and differences between oneself and others.	2.2 Examine the importance of having friends who are similar to and different from themselves.
	2.4 Determine how to show empathy and support to their classmates.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Assess communication skills to highlight the personal strengths and unique contributions of relationships with others.	3.1 Practice identifying Communication Boosters (listening, supporting, and negotiating).
	3.3 Understand that how we communicate can vary depending on the environment.
Demonstrate empathy through various forms of communication to work collaboratively with others.	2.2 Discuss ways to be a friend and include others.
	2.4 Learn the definitions and components of empathy. Practice decoding how others are feeling and why they may feel that way. Determine how to show empathy and support to their classmates.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4B: Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving.	
Understand the needs and emotions of others, and identify ways others are similar and different from oneself.	2.1 Recognize the value of similarities and differences and foster an inclusive environment. Identify and appreciate their own skills as well as those of a peer.
	2.3 Increase their motivation to think in non-stereotyped ways, recognizing similarities and differences across groups.
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.
Recognize how to respond to the various social, verbal, physical, and situational cues of others while practicing personal and collective agency.	2.4 Practice decoding how others are feeling and why they may feel that way.
	3.1 Practice and implement listening and supporting strategies in order to promote more positive group interactions.
	3.4 Recognize when they should speak up for themselves and others. Speak up assertively to share their ideas and support their classmates. Practice awareness of their thoughts and emotions to make sure they are kind and respectful.
Adapt strategies for accepting, respecting, and supporting similarities and differences between oneself and others.	2.2 Differentiate between inclusion and exclusion. Identify personal characteristics that they value in friends. Discuss ways to be a friend and include others. Examine the importance of having friends who are similar and different from themselves.
	2.4 Determine how to show empathy and support to their classmates.
Connect how one's communication and cultural identity influence perspectives and how it might differ from others.	1.1 Recognize that their emotions and emotional expressions may differ from others'.
	1.3 Use a framework to express how their feelings, thoughts, and actions are connected. Determine different ways to respond to the same situation.
	3.3 Understand that how we communicate can vary depending on the environment.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4C: Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.	
Identify when someone is experiencing harm or when there is a conflict that needs to be resolved.	2.5 Support themselves and others when they see that they are treated unfairly.
	3.4 Recognize when they should speak up for themselves and others.
	4.1 Determine why conflict occurs. Identify conflict resolution approaches – Conflict Avoider, Solution Finder, and Conflict Controller.
Recognize when a conflict is able to be resolved between peers and when to seek outside support.	3.4 Recognize when they should speak up for themselves and others.
	4.1 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.
	4.3 Begin to think of solutions to their conflict resolution goals.
Repair and restore relationships with individuals and to communities where harm has occurred.	4.4 Build their efficacy that they can resolve conflicts with others.
	4.5 Practice being honest and taking responsibility for one's actions. Describe and demonstrate ways to make amends in various scenarios.
Reflect on participation in practices that repair and restore harm to individuals or community groups.	2.5 Support themselves and others when they see that they are treated unfairly.
	3.4 Recognize when they should speak up for themselves and others.
	4.5 Evaluate how effective their strategy was for making amends.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4D: Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.	
Identify ways to solve a problem that is culturally sensitive to the perspective of those involved.	2.3 Learn what stereotypes are and why they are problematic. Critically evaluate and change stereotyped messages.
	4.1 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.
Use collaborative problem solving skills to resolve conflict in a way that is culturally responsive to those involved.	4.4 Use all four steps of the STEP it UP! approach to conflict resolution. Build their efficacy that they can resolve conflicts with others.
Understand the context and perspective from which others are making decisions and actively use collaborative approaches to problem solving.	4.2 Recognize how feelings can change and not everyone has the same feelings in response to a situation. Practice effective communication of their feelings and perspectives during conflict situations.
	4.4 Use all four steps of the STEP It Up! approach to conflict resolution.
	Meet Up Step 3: Checking in Harmony Goals: A “high” or “low” student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Analyze the impact of working together to strengthen relationships by affirming cultural and social perspectives.	4.1 Practice an assertive approach to resolving conflict that builds positive relationships and reaches solutions that benefit everyone involved.
	4.4 Build their efficacy that they can resolve conflicts with others.

Standard 5: Demonstrate curiosity and analysis of oneself and society in order to make caring choices that impact personal, social, and collective well-being across situations and environments.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 5A: Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.	
Define and recognize curiosity, open-mindedness, and critical thinking.	2.1 Identify and appreciate their own skills as well as those of a peer.
	4.3 Begin to think of solutions to their conflict resolution goals.
Show, interpret, and make observations of curiosity, open-mindedness, and critical thinking across situations and environments.	2.2 Examine the importance of having friends who are similar to and different from themselves.
	2.3 Critically evaluate and change stereotyped messages.
Develop, explain and investigate opportunities to be curious, openminded, and think critically across situations and environments.	2.3 Critically evaluate and change stereotyped messages.
	3.3 Understand that how we communicate can vary depending on the environment.
	4.3 Begin to think of solutions to their conflict resolution goals.
Apply the concepts of curiosity, open-mindedness, and critical thinking to make choices and understand the impact across situations and environments.	2.5 Develop a classroom environment that encourages perspective taking, empathy, and inclusive behavior.
	3.3 Understand that how we communicate can vary depending on the environment.
	4.3 Begin to think of solutions to their conflict resolution goals.
Practice 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.	
Use information, data, and/or facts to define, and recognize choices and solutions for personal and social injustices.	2.3 Critically evaluate and change stereotyped messages.
	2.5 Identify bullying behaviors and roles of those exhibiting bullying behavior, targets, and bystanders. (Everyone is negatively affected by bullying behaviors.)

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Interpret, and make observations about information, data, and/or facts to construct choices and solutions for personal and social injustices.	2.4 Practice decoding how others are feeling and why they may feel that way.
	2.5 Develop a classroom environment that encourages perspective taking, empathy, and inclusive behavior.
Cite information, data, and/or facts to develop informed choices and solutions for personal and social problems.	3.4 Recognize when to speak up for themselves and others. Practice awareness of their thoughts and emotions to make sure they are kind and respectful.
	4.2 Practice the first two steps of a conflict resolution approach.
Design solutions for personal and social injustices based on information, data, and/or facts, and analyze the impact of choices.	2.5 Develop a classroom environment that encourages perspective taking, empathy, and inclusive behavior.
	4.3 Begin to think of solutions to their conflict resolution goals.
Practice 5C: Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.	
Identify, define and recognize choices and contributions in promoting personal, family, and community well-being.	1.4 Practice recognizing and monitoring their emotions. Recognize when they need to regulate their emotions.
	2.2 Discuss ways to be a friend and include others.
	2.5 Support themselves and others when they see that they are treated unfairly.
Make observations and show how choices and contributions promote personal, family, and community well-being.	2.2 Discuss ways to be a friend and include others.
	2.5 Support themselves and others when they see that they are treated unfairly.
	3.1 Practice identifying Communication Boosters (listening, supporting, and negotiating).
Anticipate and explain how choices and contributions promote personal, family, and community well-being.	2.1 Recognize the value of similarities and differences and foster an inclusive environment.
	2.2 Discuss ways to be a friend and include others.
Reflect and evaluate the impact of choices and contributions in promoting personal, family, and community well-being.	1.5 Understand that people's abilities, thoughts, and actions can change. Determine that challenges and mistakes can be learning opportunities, helping improve skills and relationships.
	4.4 Anticipate potential consequences of solutions to conflict.
	4.5 Describe why it is important to be honest and take responsibility for one's own actions.

Standard 1: Identify and reflect upon one's thoughts, emotions, behaviors, intersectional identity, and capabilities across situations and environments.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).	
Name emotions, thoughts, strengths and potential.	1.0 Distinguish how others may connect emotions, thoughts, and actions.
	1.1 Use clues from their own and others' facial expressions, body language, words, tone, and actions to identify emotions. Identify that recognizing emotions in self and others provides useful information about themselves and others.
Describe the intensity of emotions, thoughts, strengths and potential, and how they can fluctuate and change.	1.1 Identify potentially different emotional reactions (pleasant or unpleasant, strong or mild emotions) from others based on the same situation.
	1.5 Understand that thoughts, actions, abilities, and skills can change.
Investigate areas of strength, growth, interest and passion that signal strong emotions and responses.	1.2 Recognize that their self-talk affects their thoughts, feelings, and actions.
	1.5 Use growth mindset thinking and understand its influence on feelings and actions.
Connect emotions, thoughts, strengths, and potential to developing interests and sense of purpose.	BC: Create group and personal goals to form harmonious relationships.
	1.3 Recognize the importance of identifying how they think and feel about situations. Identify how feelings, thoughts, and actions connect. Practice changing how they think to influence their feelings and actions.
	1.5 Use growth mindset thinking and understand its influence on feelings and actions.
Practice 1B: Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.	
Identify physiological cues related to the stress response system and what they look like, feel like, and sound like.	1.1 Identify that recognizing emotions in self and others provides useful information about themselves and others.
	1.4 Use a framework to recognize, understand, and regulate their emotions.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Interpret environmental and experiential cues for dysregulation that activate the stress response system, and what environments or experiences support regulation.	1.1 Identify that recognizing emotions in self and others provides useful information about themselves and others.
	1.4 Differentiate between acting impulsively and using emotional regulation so they can act thoughtfully. Practice strategies for recognizing, evaluating, and regulating emotions.
	1.5 Recognize that the environment (people and resources) can support growth mindset thinking and actions.
Draw conclusions about what stress response state that one is experiencing based on the identified cues.	1.1 Use clues from their own and others' facial expressions, body language, words, tone, and actions to identify emotions. Identify that recognizing emotions in self and others provides useful information about themselves and others. Identify potentially different emotional reactions (pleasant or unpleasant, strong or mild emotions) from others based on the same situation.
	1.2 Recognize that their self-talk affects their thoughts, feelings, and actions.
Apply concepts of the stress response system to identify tools to help regulate across situations and environments.	1.4 Use a framework to recognize, understand, and regulate their emotions. Practice strategies for recognizing, evaluating, and regulating emotions.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.
Practice 1C: Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.	
Identify one's emotions, thoughts, perspectives, and behaviors.	1.0 Distinguish emotions, thoughts, and actions.
	1.1 Identify potentially different emotional reactions (pleasant or unpleasant, strong or mild emotions) from others based on the same situation.
Infer causes of one's emotions, thoughts, perspectives, and behaviors.	1.2 Recognize that their self-talk affects their thoughts, feelings, and actions.
	1.3 Identify how feelings, thoughts, and actions connect.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Assess consequences of behaviors based on one's emotions, thoughts, and perspectives.	1.3 Recognize the importance of identifying how they think and feel about situations. Identify how feelings, thoughts, and actions connect.
	1.4 Differentiate between acting impulsively and using emotional regulation so they can act thoughtfully.
Analyze patterns of behavior based on one's emotions, thoughts, and perspectives over time.	1.2 Recognize that their self-talk affects their thoughts, feelings, and actions.
	1.4 Practice strategies for recognizing, evaluating, and regulating emotions.
Practice 1D: Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.	
Define and ask questions about one's personal and social intersectional identity and positionality.	2.1 Recognize the value of similarities and differences and foster an inclusive environment. Identify and appreciate their own skills as well as those of a peer.
Describe one's personal and social intersectional identity and positionality.	2.0 Demonstrate the importance of valuing themselves and others.
	2.1 Recognize the value of similarities and differences and foster an inclusive environment. Identify and appreciate their own skills as well as those of a peer.
Assess one's personal assets related to intersectional identity and how they relate to a sense of purpose.	2.0 Recognize and celebrate the unique strengths and interests of others.
	2.1 Contribute to others' learning by teaching a new skill to a classmate.
Analyze how one's intersectional identity impacts the perspectives of self and others, and how this is connected to one's sense of belonging.	2.2 Identify personal characteristics that they value in friends. Discuss ways to be a friend and include others. Examine the importance of having friends who are similar to and different from themselves.
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.

Standard 2: Use management strategies to build personal and collective agency that lead to achieving goals and aspirations.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practices 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one's identity.	
Notice and label thoughts, emotions, impulses, and stressors.	1.1 Use clues from their own and others' facial expressions, body language, words, tone, and actions to identify emotions. Identify potentially different emotional reactions (pleasant or unpleasant, strong or mild emotions) from others based on the same situation.
Recognize the cause and effect relationship of expressing thoughts, emotions, impulses, and stressors across situations and environments.	1.2 Recognize that their self-talk affects their thoughts, feelings, and actions.
	1.3 Recognize the importance of identifying how they think and feel about situations
	1.4 Use a framework to recognize, understand, and regulate their emotions.
Compare and utilize different strategies and skills to manage and express thoughts, emotions, impulses, and stressors.	1.3 Practice changing how they think to influence their feelings and actions.
	1.4 Use a framework to recognize, understand, and regulate their emotions.Differentiate between acting impulsively and using emotional regulation so they can act thoughtfully. Practice strategies for recognizing, evaluating, and regulating emotions.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.
Analyze thoughts, emotions, impulses, and stressors, how they are internalized and externalized, and the impact these have on oneself and others.	1.4 Use a framework to recognize, understand, and regulate their emotions. Differentiate between acting impulsively and using emotional regulation so they can act thoughtfully. Practice strategies for recognizing, evaluating, and regulating emotions.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practices 2B: Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.	
Name a variety of management strategies and skills.	1.2 Practice strategies for replacing unhelpful self-talk with helpful self-talk.
	1.4 Practice strategies for recognizing, evaluating, and regulating emotions.
	4.3 Practice using the STEP It Up! approach to resolving conflicts.
Identify which management strategy to use across situations and environments.	1.3 Recognize the importance of identifying how they think and feel about situations.
	1.4 Practice strategies for recognizing, evaluating, and regulating emotions.
Assess how the management strategies were used across situations and environments.	4.3 Learn a step-by-step approach for effectively resolving conflict.
	4.4 Brainstorm potential solutions and related consequences. Increase in their belief that they can solve interpersonal problems.
Analyze how management strategies and skills impact oneself, others, and the community.	4.5 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.
Practices 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.	
Identify personal and collective goals and aspirations.	BC: Create group and personal goals to form harmonious relationships.
	1.5 Understand that thoughts, actions, abilities, and skills can change.
	2.2 Identify characteristics that they value in their friendship groups. Commit to engaging in socially inclusive behaviors.
Construct a plan to meet personal and collective goals and aspirations.	BC: Create group and personal goals to form harmonious relationships.
	2.2 Commit to engaging in socially inclusive behaviors.
	2.4 Practice creating a more welcoming classroom environment by supporting their classmates.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Assess and evaluate one's actions to achieve personal and collective goals and aspirations.	1.2 Recognize that their self-talk affects their thoughts, feelings, and actions.
	1.5 Understand that thoughts, actions, abilities, and skills can change.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Analyze the impact of achieving personal and collective goals and aspirations and make adjustments as necessary.	1.3 Recognize the importance of identifying how they think and feel about situations. Practice changing how they think to influence their feelings and actions.
	1.5 Use growth mindset thinking and understand its influence on feelings and actions.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Practices 2D: Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.	
Define personal and collective agency, and name the skills needed in order to take initiative.	BC: Create group and personal goals to form harmonious relationships.
	1.2 Recognize that their self-talk affects their thoughts, feelings, and actions.
	1.4 Practice strategies for recognizing, evaluating, and regulating emotions.
Apply personal and collective agency by showing courage and taking initiative.	1.5 Use growth mindset thinking and understand its influence on feelings and actions.
	2.5 Support peers who are targets and discourage bullying behavior.
Assess the impact of personal and collective agency while identifying barriers that contribute to or restrict agency.	1.5 Understand that thoughts, abilities, and skills can change.
	2.2 Commit to engaging in socially inclusive behaviors.
Critique and remove barriers that restrict personal and collective agency.	2.3 Identify stereotypical thinking and practice replacing stereotypical thoughts with non-stereotyped thinking, recognizing there are similarities and differences amongst groups.
	2.5 Support peers who are targets and discourage bullying behavior.

Standard 3: Develop social awareness that fosters a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 3A: Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.	
Recognize and identify factors that define and influence personal and collective identities.	1.1 Identify that recognizing emotions in self and others provides useful information about themselves and others.
Distinguish between similarities and differences that define and influence personal and collective identities.	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
	2.1 Appreciate what makes them unique and the unique contributions of their classmates.
	2.3 Identify stereotypical thinking and practice replacing stereotypical thoughts with non-stereotyped thinking, recognizing there are similarities and differences amongst groups.
Formulate and assess strategies used to affirm personal and collective identities.	2.1 Appreciate what makes them unique and the unique contributions of their classmates.
	2.4 Identify other people's feelings and perspectives to provide empathy and support.
Analyze and critique why factors influence personal and collective identities.	2.2 Develop the view that friends can have both similarities and differences.
	2.3 Use a framework for critically evaluating information, recognizing there are multiple ways of being (e.g., interests, abilities).
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 3B: Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.	
Identify the social skills necessary for healthy relationships and achieving goals.	BC: Create group and personal goals to form harmonious relationships.
	3.1 Learn that Communication Boosters and effective communication strategies promote positive interactions. Practice identifying Communication Boosters (listening, supporting, facilitating, and negotiating).
	3.5 Practice using Communication Boosters during a collaborative activity to support teamwork and achieve a common goal.
Recognize in oneself and others how social skills affect relationships and achieving goals.	BC: Create group and personal goals to form harmonious relationships.
	2.2 Identify characteristics that they value in their friendship groups.
	3.1 Learn that Communication Boosters and effective communication strategies promote positive interactions.
Use social skills to collectively achieve mutual goals that affirm identities and perspectives.	BC: Create group and personal goals to form harmonious relationships.
	2.1 Determine how people contribute to groups in diverse ways.
	2.5 Perspective take and show empathy to encourage a positive classroom environment.
Analyze and critique the health of relationships and whether they affirm identities and perspectives.	2.2 Identify characteristics that they value in their friendship groups. Commit to engage in socially inclusive behaviors.
	2.4 Identify other people's feelings and perspectives to provide empathy and support.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 3C: Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.	
Identify and define the qualities of belonging within a diverse community.	2.1 Appreciate what makes them unique and the unique contributions of their classmates.
	2.2 Identify characteristics that they value in their friendship groups. Develop the view that friends can have both similarities and differences. Commit to engage in socially inclusive behaviors.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Distinguish how systemic injustices across situations and environments affect a sense of belonging.	2.2 Become aware of the difference between friendship groups and cliques.
	2.3 Identify how stereotypes can influence thinking and behavior toward others.
	2.5 Learn about the roles in a bullying situation, the target, the bystander, and the person using bullying behavior. Support peers who are targets and discourage bullying behavior.
Demonstrate qualities that foster a sense of belonging in a diverse community.	2.1 Appreciate what makes them unique and the unique contributions of their classmates. Foster a welcoming environment by recognizing the similarities and differences of their classmates. Determine how people contribute to groups in diverse ways.
	2.4 Practice creating a more welcoming classroom environment by supporting their classmates.
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.
Evaluate how one's responses to situations and environments can impact systemic injustices and foster a sense of belonging.	2.5 Support peers who are targets and discourage bullying behavior. Perspective take and show empathy to encourage a positive classroom environment.
	3.1 Learn that Communication Boosters and effective communication strategies promote positive interactions.

Standard 4: Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4A: Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.	
Identify how backgrounds can be similar and different and recognize that people may experience situations differently.	2.1 Foster a welcoming environment by recognizing the similarities and differences of their classmates.
	2.2 Develop the view that friends can have both similarities and differences.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Use strategies for accepting, respecting, and supporting similarities and differences between oneself and others.	2.2 Identify characteristics that they value in their friendship groups. Commit to engage in socially inclusive behaviors.
	2.4 Identify other people's feelings and perspectives to provide empathy and support.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Assess communication skills to highlight the personal strengths and unique contributions of relationships with others.	3.1 Learn that Communication Boosters and effective communication strategies promote positive interactions. Practice identifying Communication Boosters (listening, supporting, facilitating, and negotiating).
	3.3 Increase their awareness that how we communicate can vary depending on the environment. Increase their awareness that Communication Boosters and Bloopers influence their thoughts, feelings, and behaviors.
Demonstrate empathy through various forms of communication to work collaboratively with others.	2.4 Define empathy and its components. Identify other people's feelings and perspectives to provide empathy and support. Provide empathy and support to their peers, even if they have strong emotions.
	Buddy Up Collaboration: Students build teamwork by working together to complete a task.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4B: Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving.	
Understand the needs and emotions of others, and identify ways others are similar and different from oneself.	2.1 Foster a welcoming environment by recognizing the similarities and differences of their classmates. Determine how people contribute to groups in diverse ways.
	2.2: Develop the view that friends can have both similarities and differences.
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.
Recognize how to respond to the various social, verbal, physical, and situational cues of others while practicing personal and collective agency.	2.4 Identify other people's feelings and perspectives to provide empathy and support.
	3.1 Practice identifying Communication Boosters (listening, supporting, facilitating, and negotiating).
	3.4 Learn when and how to speak assertively. Practice speaking up for themselves and others kindly and respectfully.
Adapt strategies for accepting, respecting, and supporting similarities and differences between oneself and others.	2.2 Develop the view that friends can have both similarities and differences. Commit to engaging in socially inclusive behaviors.
	2.4 Identify other people's feelings and perspectives to provide empathy and support.
Connect how one's communication and cultural identity influence perspectives and how it might differ from others.	1.3 Recognize the importance of identifying how they think and feel about situations. Identify how feelings, thoughts, and actions connect. Practice changing how they think to influence their feelings and actions.
	3.1 Practice identifying Communication Boosters (listening, supporting, facilitating, and negotiating).
	3.3 Increase their awareness that how we communicate can vary depending on the environment.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4C: Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.	
Identify when someone is experiencing harm or when there is a conflict that needs to be resolved.	2.5 Support peers who are targets and discourage bullying behavior.
	3.4 Practice speaking up for themselves and for others kindly and respectfully.
	4.1 Determine that they can learn more about others when solving conflicts. Identify ways to resolve conflict.
Recognize when a conflict is able to be resolved between peers and when to seek outside support.	3.4 Practice speaking up for themselves and for others kindly and respectfully.
	4.1 Name conflict styles and learn helpful and unhelpful outcomes with each style.
	4.3 Learn a step-by-step approach for effectively resolving conflict. Understand the importance of learning from others in the conflict resolution process.
Repair and restore relationships with individuals and to communities where harm has occurred.	4.4 Increase in their belief that they can solve interpersonal conflicts.
	4.5 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.
Reflect on participation in practices that repair and restore harm to individuals or community groups.	2.5 Support peers who are targets and discourage bullying behavior.
	3.4 Practice speaking up for themselves and for others kindly and respectfully.
	4.5 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.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4D: Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.	
Identify ways to solve a problem that is culturally sensitive to the perspective of those involved.	2.1 Determine how people contribute to groups in diverse ways.
	4.1 Determine that they can learn more about others when solving conflicts. Identify constructive ways to resolve conflict.
Use collaborative problem solving skills to resolve conflict in a way that is culturally responsive to those involved.	4.3 Understand the importance of learning from others in the conflict resolution process.
	4.4 Practice using the STEP It Up! conflict resolution approach. Brainstorm potential solutions and related consequences.
Understand the context and perspective from which others are making decisions and actively use collaborative approaches to problem solving.	4.1 Determine that they can learn more about others when solving conflicts. Identify constructive ways to resolve conflict.
	4.3 Understand the importance of learning from others in the conflict resolution process.
	4.4 Practice using the STEP It Up! conflict resolution approach.
Analyze the impact of working together to strengthen relationships by affirming cultural and social perspectives.	2.1 Determine how people contribute to groups in diverse ways.
	4.1 Determine that they can learn more about others when solving conflicts.
	4.3 Understand the importance of learning from others in the conflict resolution process.

Standard 5: Demonstrate curiosity and analysis of oneself and society in order to make caring choices that impact personal, social, and collective well-being across situations and environments.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 5A: Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.	
Define and recognize curiosity, open-mindedness, and critical thinking.	1.5 Use growth mindset thinking and understand its influence on feelings and actions. Recognize that the environment (people and resources) can support growth mindset thinking and actions.
	4.3 Understand the importance of learning from others in the conflict resolution process.
Show, interpret, and make observations of curiosity, open-mindedness, and critical thinking across situations and environments.	1.5 Understand that thoughts actions, abilities, and skills can change. Recognize that the environment (people and resources) can support growth mindset thinking and actions.
	2.3 Use a framework for critically evaluating information, recognizing there are multiple ways of being (e.g., interests, abilities).
Develop, explain and investigate opportunities to be curious, openminded, and think critically across situations and environments.	1.3 Recognize the importance of identifying how they think and feel about situations. Practice changing how they think to influence their feelings and actions.
	2.3 Use a framework for critically evaluating information, recognizing there are multiple ways of being (e.g., interests, abilities).
	3.3 Increase their awareness that how we communicate can vary depending on the environment.
Apply the concepts of curiosity, open-mindedness, and critical thinking to make choices and understand the impact across situations and environments.	2.5 Perspective take and show empathy to encourage a positive classroom environment.
	3.3 Increase their awareness that how we communicate can vary depending on the environment.
	Meet Up Step 3: Checking in Harmony Goals: A “high” or “low” student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.	
Use information, data, and/or facts to define, and recognize choices and solutions for personal and social injustices.	2.3 Identify stereotypical thinking and practice replacing stereotypical thoughts with non-stereotyped thinking, recognizing there are similarities and differences amongst groups.
	2.5 Learn about the roles in a bullying situation, the target, the bystander, and the person using bullying behavior. Support peers who are targets and discourage bullying behavior.
Interpret, and make observations about information, data, and/or facts to construct choices and solutions for personal and social injustices.	2.4 Identify other people's feelings and perspectives to provide empathy and support.
	2.5 Learn and practice strategies to help classmates resist becoming targets. Support peers who are targets and discourage bullying behavior.
Cite information, data, and/or facts to develop informed choices and solutions for personal and social problems.	3.4 Learn when and how to speak assertively. Practice speaking up for themselves and for others kindly and respectfully.
	4.2 Deepen their understanding of conflict resolutions styles and the impacts of each style.
Design solutions for personal and social injustices based on information, data, and/or facts, and analyze the impact of choices.	2.5 Perspective take and show empathy to encourage a positive classroom environment.
	4.3 Practice the STEP It Up! approach to resolving conflicts.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 5C: Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.	
Identify, define and recognize choices and contributions in promoting personal, family, and community well-being.	1.2 Use an optimistic mindset when it is helpful.
	2.2 Commit to engaging in socially inclusive behaviors.
	2.5 Support peers who are targets and discourage bullying behavior.
Make observations and show how choices and contributions promote personal, family, and community well-being.	2.1 Determine how people contribute to groups in diverse ways.
	2.2 Commit to engaging in socially inclusive behaviors.
	3.1 Practice identifying Communication Boosters (listening, supporting, facilitating, and negotiating).
Anticipate and explain how choices and contributions promote personal, family, and community well-being.	2.1 Appreciate what makes them unique and the unique contributions of their classmates.
	2.2 Commit to engaging in socially inclusive behaviors.
Reflect and evaluate the impact of choices and contributions in promoting personal, family, and community well-being.	1.5 Recognize that the environment (people and resources) can support growth mindset thinking and actions.
	4.4 Brainstorm potential solutions and related consequences.
	4.5 Determine how to be honest and take responsibility for their actions.

Standard 1: Identify and reflect upon one's thoughts, emotions, behaviors, intersectional identity, and capabilities across situations and environments.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).	
Name emotions, thoughts, strengths and potential.	1.0 Distinguish how others may connect emotions, thoughts, and actions.
	1.1 Use clues from their own and others' facial expressions, body language, words, tone, and actions to identify emotions. Identify that recognizing emotions in self and others provides useful information about themselves and others.
Describe the intensity of emotions, thoughts, strengths and potential, and how they can fluctuate and change.	1.1 Identify potentially different emotional reactions (pleasant or unpleasant, strong or mild emotions) from others based on the same situation.
	1.5 Understand that thoughts, actions, abilities, and skills can change.
Investigate areas of strength, growth, interest and passion that signal strong emotions and responses.	1.2 Recognize that the way we talk to ourselves affects our thinking, feelings, and actions.
	1.5 Use growth mindset and understand its influence on feelings and actions.
Connect emotions, thoughts, strengths, and potential to developing interests and sense of purpose.	BC: Create group and personal goals to form harmonious relationships.
	1.3 Recognize the importance of identifying how they think and feel about situations. Identify how feelings, thoughts, and actions connect. Practice changing how they think to influence their feelings and actions.
	1.5 Use growth mindset thinking and understand its influence on feelings and actions.
Practice 1B: Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.	
Identify physiological cues related to the stress response system and what they look like, feel like, and sound like.	1.1 Identify that recognizing emotions in self and others provides useful information about themselves and others.
	1.4 Use a framework to recognize, understand, and regulate their emotions.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Interpret environmental and experiential cues for dysregulation that activate the stress response system, and what environments or experiences support regulation.	1.1 Identify that recognizing emotions in self and others provides useful information about themselves and others.
	1.4 Differentiate between acting impulsively and using emotional regulation so they can act thoughtfully. Practice strategies for recognizing, evaluating, and regulating emotions.
	1.5 Recognize that the environment (people and resources) can support growth mindset thinking and actions.
Draw conclusions about what stress response state that one is experiencing based on the identified cues.	1.1 Use clues from their own and others' facial expressions, body language, words, tone, and actions to identify emotions. Identify that recognizing emotions in self and others provides useful information about themselves and others. Identify potentially different emotional reactions (pleasant or unpleasant, strong or mild emotions) from others based on the same situation.
	1.2 Recognize that the way we talk to ourselves affects our thinking, feelings, and actions
Apply concepts of the stress response system to identify tools to help regulate across situations and environments.	1.4 Use a framework to recognize, understand, and regulate their emotions. Practice strategies for recognizing, evaluating, and regulating emotions.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.
Practice 1C: Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.	
Identify one's emotions, thoughts, perspectives, and behaviors.	1.0 Distinguish emotions, thoughts, and actions.
	1.1 Identify potentially different emotional reactions (pleasant or unpleasant, strong or mild emotions) from others based on the same situation.
Infer causes of one's emotions, thoughts, perspectives, and behaviors.	1.2 Recognize that the way we talk to ourselves affects our thinking, feelings, and actions
	1.3 Identify how feelings, thoughts, and actions connect.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Assess consequences of behaviors based on one's emotions, thoughts, and perspectives.	1.3 Recognize the importance of identifying how they think and feel about situations. Identify how feelings, thoughts, and actions connect.
	1.4 Differentiate between acting impulsively and using emotional regulation so they can act thoughtfully.
Analyze patterns of behavior based on one's emotions, thoughts, and perspectives over time.	1.2 Recognize that the way we talk to ourselves affects our thinking, feelings, and actions.
	1.4 Practice strategies for recognizing, evaluating, and regulating emotions.
Practice 1D: Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.	
Define and ask questions about one's personal and social intersectional identity and positionality.	2.1 Appreciate what makes them unique and the unique contributions of their classmates. Foster a welcoming environment by recognizing the similarities and differences of their classmates.
Describe one's personal and social intersectional identity and positionality.	2.0 Demonstrate how to show that they value themselves and others.
	2.1 Appreciate what makes them unique and the unique contributions of their classmates.
Assess one's personal assets related to intersectional identity and how they relate to a sense of purpose.	2.0 Recognize and celebrate the unique strengths and interests of others.
	2.1 Determine how people contribute to groups in diverse ways.
Analyze how one's intersectional identity impacts the perspectives of self and others, and how this is connected to one's sense of belonging.	2.2 Become aware of the difference between friendship groups and cliques. Commit to engaging in socially inclusive behaviors.
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.

Standard 2: Use management strategies to build personal and collective agency that lead to achieving goals and aspirations.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practices 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one's identity.	
Notice and label thoughts, emotions, impulses, and stressors.	1.1 Use clues from their own and others' facial expressions, body language, words, tone, and actions to identify emotions. Identify potentially different emotional reactions (pleasant or unpleasant, strong or mild emotions) from others based on the same situation.
Recognize the cause and effect relationship of expressing thoughts, emotions, impulses, and stressors across situations and environments.	1.2 Recognize that the way we talk to ourselves affects our thinking, feelings, and actions.
	1.3 Recognize the importance of identifying how they think and feel about situations.
	1.4 Use a framework to recognize, understand, and regulate their emotions.
Compare and utilize different strategies and skills to manage and express thoughts, emotions, impulses, and stressors.	1.3 Practice changing how they think to influence their feelings and actions.
	1.4 Use a framework to recognize, understand, and regulate their emotions. Differentiate between acting impulsively and using emotional regulation so they can act thoughtfully. Practice strategies for recognizing, evaluating, and regulating emotions.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.
Analyze thoughts, emotions, impulses, and stressors, how they are internalized and externalized, and the impact these have on oneself and others.	1.4 Use a framework to recognize, understand, and regulate their emotions. Differentiate between acting impulsively and using emotional regulation so they can act thoughtfully. Practice strategies for recognizing, evaluating, and regulating emotions.
	Meet Up Step 4: Connecting with Ourselves Mindful Minute: A closing routine that provides emotional check-ins and self-regulation opportunities.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practices 2B: Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.	
Name a variety of management strategies and skills.	1.2 Practice replacing unhelpful self-talk with helpful self-talk.
	1.4 Practice strategies for recognizing, evaluating, and regulating emotions.
	4.3 Practice the STEP It Up! approach to resolving conflicts.
Identify which management strategy to use across situations and environments.	1.3 Recognize the importance of identifying how they think and feel about situations.
	1.4 Practice strategies for recognizing, evaluating, and regulating emotions.
Assess how the management strategies were used across situations and environments.	4.3 Learn a step-by-step approach for effectively resolving conflict.
	4.4 Brainstorm potential solutions and related consequences.
Analyze how management strategies and skills impact oneself, others, and the community.	4.5 Determine how to be honest and take responsibility for their actions. Identify the consequences of making sincere and reparative amends.
Practices 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.	
Identify personal and collective goals and aspirations.	BC: Create group and personal goals to form harmonious relationships.
	1.5 Understand that thoughts, actions, abilities, and skills can change.
	2.2 Identify characteristics that they value in their friendship groups. Commit to engage in socially inclusive behaviors.
Construct a plan to meet personal and collective goals and aspirations.	BC: Create group and personal goals to form harmonious relationships.
	2.2 Commit to engaging in socially inclusive behaviors.
	2.4 Practice creating a more welcoming classroom environment by supporting their classmates.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Assess and evaluate one's actions to achieve personal and collective goals and aspirations.	1.2 Recognize that the way we talk to ourselves affects our thinking, feelings, and actions.
	1.5 Understand that thoughts, actions, abilities, and skills can change.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Analyze the impact of achieving personal and collective goals and aspirations and make adjustments as necessary.	1.3 Recognize the importance of identifying how they think and feel about situations. Practice changing how they think to influence their feelings and actions.
	1.5 Use growth mindset and understand its influence on feelings and actions.
	Meet Up Step 3: Checking in Harmony Goals: A "high" or "low" student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.
Practices 2D: Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.	
Define personal and collective agency, and name the skills needed in order to take initiative.	BC: Create group and personal goals to form harmonious relationships.
	1.2 Recognize that the way we talk to ourselves affects our thinking, feelings, and actions.
	1.4 Practice strategies for recognizing, evaluating, and regulating emotions.
Apply personal and collective agency by showing courage and taking initiative.	1.5 Use growth mindset and understand its influence on feelings and actions.
	2.5 Support peers who are targets and discourage bullying behavior
Assess the impact of personal and collective agency while identifying barriers that contribute to or restrict agency.	1.5 Understand that thoughts, abilities, and skills can change.
	2.2 Commit to engaging in socially inclusive behaviors.
Critique and remove barriers that restrict personal and collective agency.	2.3 Identify stereotypical thinking and practice replacing stereotypical thoughts with non-stereotyped thinking, recognizing there are similarities and differences amongst groups.
	2.5 Support peers who are targets and discourage bullying behavior.

Standard 3: Develop social awareness that fosters a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 3A: Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.	
Recognize and identify factors that define and influence personal and collective identities.	1.1 Identify that recognizing emotions in self and others provides useful information about themselves and others.
Distinguish between similarities and differences that define and influence personal and collective identities.	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
	2.1 Appreciate what makes them unique and the unique contributions of their classmates.
	2.3 Identify stereotypical thinking and practice replacing stereotypical thoughts with non-stereotyped thinking, recognizing there are similarities and differences amongst groups.
Formulate and assess strategies used to affirm personal and collective identities.	2.1 Appreciate what makes them unique and the unique contributions of their classmates.
	2.4 Identify other people's feelings and perspectives to provide empathy and support.
Analyze and critique why factors influence personal and collective identities.	2.2 Develop the view that friends can have both similarities and differences.
	2.3 Use a framework for critically evaluating information, recognizing there are multiple ways of being (e.g., interests, abilities).
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 3B: Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.	
Identify the social skills necessary for healthy relationships and achieving goals.	BC: Create group personal goals to form harmonious relationships.
	3.1 Learn that Communication Boosters and effective communication strategies promote positive interactions. Practice identifying Communication Boosters (listening, supporting, facilitating, and negotiating).
	3.5 Practice using Communication Boosters during a collaborative activity to support teamwork and achieve a common goal.
Recognize in oneself and others how social skills affect relationships and achieving goals.	BC: Create group personal goals to form harmonious relationships.
	2.2 Identify characteristics that they value in their friendship groups.
	3.1 Learn that Communication Boosters and effective communication strategies promote positive interactions.
Use social skills to collectively achieve mutual goals that affirm identities and perspectives.	BC: Create group personal goals to form harmonious relationships.
	2.1 Determine how people contribute to groups in diverse ways
	2.5 Perspective take and show empathy to encourage a positive classroom environment.
Analyze and critique the health of relationships and whether they affirm identities and perspectives.	2.2 Identify characteristics that they value in their friendship groups. Commit to engage in socially inclusive behaviors.
	2.4 Identify other people's feelings and perspectives to provide empathy and support.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 3C: Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.	
Identify and define the qualities of belonging within a diverse community.	2.1 Appreciate what makes them unique and the unique contributions of their classmates.
	2.2 Identify characteristics that they value in their friendship groups. Develop the view that friends can have both similarities and differences. Commit to engaging in socially inclusive behaviors.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Distinguish how systemic injustices across situations and environments affect a sense of belonging.	2.2 Become aware of the difference between friendship groups and cliques.
	2.3 Identify how stereotypes can influence thinking and behavior toward others.
	2.5 Learn about the roles in a bullying situation, the target, the bystander, and the person using bullying behavior. Support peers who are targets and discourage bullying behavior.
Demonstrate qualities that foster a sense of belonging in a diverse community.	2.1 Appreciate what makes them unique and the unique contributions of their classmates. Foster a welcoming environment by recognizing the similarities and differences of their classmates. Determine how people contribute to groups in diverse ways.
	2.4 Practice creating a more welcoming classroom environment by supporting their classmates.
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.
Evaluate how one's responses to situations and environments can impact systemic injustices and foster a sense of belonging.	2.5 Support peers who are targets and discourage bullying behavior. Perspective take and show empathy to encourage a positive classroom environment.
	3.1 Learn that Communication Boosters and effective communication strategies promote positive interactions.

Standard 4: Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4A: Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.	
Identify how backgrounds can be similar and different and recognize that people may experience situations differently.	2.1 Foster a welcoming environment by recognizing the similarities and differences of their classmates.
	2.2 Develop the view that friends can have both similarities and differences.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Use strategies for accepting, respecting, and supporting similarities and differences between oneself and others.	2.2 Identify characteristics that they value in their friendship groups. Develop the view that friends can have both similarities and differences. Commit to engaging in socially inclusive behaviors.
	2.4 Identify other people's feelings and perspectives to provide empathy and support.
	Buddy Up Conversation: Students get to know each other to celebrate their commonalities and differences through a meaningful question.
Assess communication skills to highlight the personal strengths and unique contributions of relationships with others.	3.1 Learn that Communication Boosters and effective communication strategies promote positive interactions. Practice identifying Communication Boosters (listening, supporting, facilitating, and negotiating).
	3.3 Increase their awareness that how we communicate can vary depending on the environment. Increase their awareness that Communication Boosters and Bloopers influence their thoughts, feelings, and behaviors.
Demonstrate empathy through various forms of communication to work collaboratively with others.	2.4 Define empathy and its components. Identify other people's feelings and perspectives to provide empathy and support. Provide empathy and support to their peers, even if they have strong emotions.
	Buddy Up Collaboration: Students build teamwork by working together to complete a task.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4B: Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving.	
Understand the needs and emotions of others, and identify ways others are similar and different from oneself.	2.1 Foster a welcoming environment by recognizing the similarities and differences of their classmates. Determine how people contribute to groups in diverse ways.
	2.2 Develop the view that friends can have both similarities and differences.
	Meet Up Step 2: Sharing and Responding: A sharing activity where students feel valued as individuals and members of a group by sharing about their lives and responding in meaningful, respectful ways.
Recognize how to respond to the various social, verbal, physical, and situational cues of others while practicing personal and collective agency.	2.4 Identify other people's feelings and perspectives to provide empathy and support.
	3.1 Practice identifying Communication Boosters (listening, supporting, facilitating, and negotiating).
	3.4 Learn when and how to speak assertively. Practice speaking up for themselves and others kindly and respectfully.
Adapt strategies for accepting, respecting, and supporting similarities and differences between oneself and others.	2.2 Develop the view that friends can have both similarities and differences. Commit to engaging in socially inclusive behaviors.
	2.4 Identify other people's feelings and perspectives to provide empathy and support.
Connect how one's communication and cultural identity influence perspectives and how it might differ from others.	1.3 Recognize the importance of identifying how they think and feel about situations. Identify how feelings, thoughts, and actions connect. Practice changing how they think to influence their feelings and actions.
	3.1 Practice identifying Communication Boosters (listening, supporting, facilitating, and negotiating).
	3.3 Increase their awareness that how we communicate can vary depending on the environment.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4C: Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.	
Identify when someone is experiencing harm or when there is a conflict that needs to be resolved.	2.5 Support peers who are targets and discourage bullying behavior.
	3.4 Practice speaking up for themselves and for others kindly and respectfully.
	4.1 Determine that they can learn more about others when solving conflicts. Identify ways to resolve conflict.
Recognize when a conflict is able to be resolved between peers and when to seek outside support.	3.4 Practice speaking up for themselves and for others kindly and respectfully.
	4.1 Name conflict styles and learn helpful and unhelpful outcomes with each style.
	4.3 Learn a step-by-step approach for effectively resolving conflict. Understand the importance of learning from others in the conflict resolution process.
Repair and restore relationships with individuals and to communities where harm has occurred.	4.4 Increase in their belief that they can solve interpersonal conflicts.
	4.5 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.
Reflect on participation in practices that repair and restore harm to individuals or community groups.	2.5 Support peers who are targets and discourage bullying behavior.
	3.4 Practice speaking up for themselves and for others kindly and respectfully.
	4.5 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.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 4D: Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.	
Identify ways to solve a problem that is culturally sensitive to the perspective of those involved.	2.1 Determine how people contribute to groups in diverse ways.
	4.1 Determine that they can learn more about others when solving conflicts. Identify constructive ways to resolve conflict.
Use collaborative problem solving skills to resolve conflict in a way that is culturally responsive to those involved.	4.3 Understand the importance of learning from others in the conflict resolution process.
	4.4 Practice using the STEP It Up! Conflict resolution approach. Brainstorm potential solutions and related consequences.
Understand the context and perspective from which others are making decisions and actively use collaborative approaches to problem solving.	4.1 Determine that they can learn more about others when solving conflicts. Identify constructive ways to resolve conflict.
	4.3 Understand the importance of learning from others in the conflict resolution process.
	4.4 Practice using the STEP It Up! conflict resolution approach.
Analyze the impact of working together to strengthen relationships by affirming cultural and social perspectives.	2.1 Determine how people contribute to groups in diverse ways.
	4.1 Determine that they can learn more about others when solving conflicts.
	4.3 Understand the importance of learning from others in the conflict resolution process.

Standard 5: Demonstrate curiosity and analysis of oneself and society in order to make caring choices that impact personal, social, and collective well-being across situations and environments.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 5A: Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.	
Define and recognize curiosity, open-mindedness, and critical thinking.	1.5 Use growth mindset and understand its influence on feelings and actions.
	4.3 Understand the importance of learning from others in the conflict resolution process.
Show, interpret, and make observations of curiosity, open-mindedness, and critical thinking across situations and environments.	1.5 Recognize that the environment (people and resources) can support growth mindset thinking and actions.
	2.3 Use a framework for critically evaluating information, recognizing there are multiple ways of being (e.g., interests, abilities).
Develop, explain and investigate opportunities to be curious, openminded, and think critically across situations and environments.	1.3 Recognize the importance of identifying how they think and feel about situations. Practice changing how they think to influence their feelings and actions.
	2.3 Use a framework for critically evaluating information, recognizing there are multiple ways of being (e.g., interests, abilities).
	3.3 Increase their awareness that how we communicate can vary depending on the environment.
Apply the concepts of curiosity, open-mindedness, and critical thinking to make choices and understand the impact across situations and environments.	2.5 Perspective take and show empathy to encourage a positive classroom environment.
	3.3 Increase their awareness that how we communicate can vary depending on the environment.
	Meet Up Step 3: Checking in Harmony Goals: A “high” or “low” student-reflection of a class or personal goal with an opportunity to practice solving real-life problems together.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.	
Use information, data, and/or facts to define, and recognize choices and solutions for personal and social injustices.	2.3 Identify stereotypical thinking and practice replacing stereotypical thoughts with non-stereotyped thinking, recognizing there are similarities and differences amongst groups.
	2.5 Learn about the roles in a bullying situation, the target, the bystander, and the person using bullying behavior. Support peers who are targets and discourage bullying behavior.
Interpret, and make observations about information, data, and/or facts to construct choices and solutions for personal and social injustices.	2.4 Identify other people's feelings and perspectives to provide empathy and support.
	2.5 Learn and practice strategies to help classmates resist becoming targets. Support peers who are targets and discourage bullying behavior.
Cite information, data, and/or facts to develop informed choices and solutions for personal and social problems.	3.4 Learn when and how to speak assertively. Practice speaking up for themselves and others kindly and respectfully.
Design solutions for personal and social injustices based on information, data, and/or facts, and analyze the impact of choices.	2.4 Identify other people's feelings and perspectives to provide empathy and support. Practice creating a more welcoming classroom environment by supporting their classmates.
	4.2 Deepen their understanding of conflict resolutions styles and the impacts of each style.

Oregon Transformative SEL Framework & Standards	Harmony Curriculum Learning Goals
Practice 5C: Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.	
Identify, define and recognize choices and contributions in promoting personal, family, and community well-being.	1.2 Understand optimistic mindset.
	2.2 Commit to engaging in socially inclusive behaviors.
	2.5 Support peers who are targets and discourage bullying behavior
Make observations and show how choices and contributions promote personal, family, and community well-being.	2.1 Determine how people contribute to groups in diverse ways.
	2.2 Commit to engaging in socially inclusive behaviors.
	3.1 Practice identifying Communication Boosters (listening, supporting, facilitating, and negotiating).
Anticipate and explain how choices and contributions promote personal, family, and community well-being.	2.1 Appreciate what makes them unique and the unique contributions of their classmates.
	2.2 Commit to engaging in socially inclusive behaviors.
Reflect and evaluate the impact of choices and contributions in promoting personal, family, and community well-being.	1.5 Recognize that the environment (people and resources) can support growth mindset thinking and actions.
	4.4 Brainstorm potential solutions and related consequences.
	4.5 Determine how to be honest and take responsibility for their actions.