National UNIVERSITY | SANFORD HARMONY



Sanford Harmony and Wisconsin Social-Emotional Learning 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.



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

The Wisconsin Social-Emotional Learning Standards provide a comprehensive, developmentally appropriate framework to support individuals' ability to manage emotions, focus attention, respect themselves and others, make responsible choices, build relationships, and engage with their communities. Standards emphasize that explicitly teaching social and emotional skills is one important step toward supporting student success in school, college, career, and life. Sanford Harmony's tools and resources align with these standards by providing educators with structured, relationship-centered practices and explicit skill-building lessons that support students' social, personal, and academic development across learning environments.

Wisconsin's SEL standards are grounded in three domains from the Wisconsin Model Early Learning Standards: emotional development, self-concept, and social competence. These domains provide the conceptual framework for Wisconsin's prekindergarten through adult competencies and reflect the skills individuals need to understand themselves, manage emotions and behaviors, build positive relationships, and participate meaningfully in their communities.

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

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

Specifically, Harmony aligns with the Wisconsin SEL Standards in the following ways:

Emotional Development

Harmony supports emotional development by helping students recognize, name, express, and manage emotions in constructive ways. In Unit 1, students practice identifying feelings, understanding how emotions influence behavior, developing self-regulation strategies, and responding thoughtfully to challenges. Harmony's Everyday Practices of Meet Up, Mindful Minutes, and Harmony in Action provide routines and reflective practices where students build the skills needed to manage emotions, focus attention, and contribute to learning environments where students feel healthy, safe, supported, and encouraged.

Self-Concept

Harmony supports students in developing a positive and realistic sense of self. Through opportunities for reflection, goal setting, discussion, and personal connection (through Personal and Class Harmony Goals, Harmony in Action, Storybooks, and throughout the Units and Lessons), students explore their strengths, interests, identities, and areas for growth. Harmony encourages students to see themselves as capable learners, valued community members, and individuals who can make meaningful contributions to their classrooms, schools, and communities.

Social Competence

Harmony strengthens social competence by providing repeated learning and practice opportunities for students to perspective-take and demonstrate empathy (Unit 2), build relationships, communicate effectively (Unit 3), resolve conflict, and make responsible decisions (Unit 4) —creating collaborative cultures centered on relationships and belonging. Everyday Practices such as Meet Up and Buddy Up create structured moments for students to listen, share, cooperate, and connect with peers and adults.

The following alignment demonstrates that Sanford Harmony provides a comprehensive set of tools and resources that support the Wisconsin Social-Emotional Learning Standards through explicit instruction, embedded practice, reflection, and relationship-centered routines. Together, these components support Wisconsin's vision that every child is college and career ready by helping adults create learning environments where student can understand themselves, connect with others, and make responsible choices that prepare them for long-term success.

Harmony Curriculum & Wisconsin Alignment

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Emotional Development: Understand and manage one's emotions		
Learners will be able to demonstrate awareness of their emotions and how they may be the same or different from others. Wisconsin Model Early Learning Standards (WMELS) Domain II A EL.1	1.0: Students will recognize emotions, thoughts, and actions. 1.1: Students will recognize their own and others' emotions. 1.2: Students will recognize that people can have different feelings about the same situation.	Self-Awareness
Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. WMELS Domain II A EL.1	1.1: Students will recognize that emotions have internal and external clues.	Self-Management
Learners will be able to, with adult guidance, display age appropriate self-control. WMELS Domain II A EL.1	1.4: Students will name and demonstrate ways to get calm.	Self-Management
Learners will be able to, with adult guidance and engaging activities, attend for longer periods of time and show preference for some activities. WMELS IV.A.EL.1	1.5: Students will believe that they can work hard and keep trying to learn new things. 2.1: Students will foster feeling a sense of being valued by sharing something special about themselves.	Focus Attention
Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy. WMELS Domain II A EL.2	2.4: Students will describe ways to show empathy and caring to someone in a given situation and use clues to recognize what someone else is feeling and call up that emotion in themselves.	Social Awareness
Learners will be able to associate words and gestures with a variety of emotions expressed by others. WMELS Domain II A EL.2	1.1: Students will recognize that emotions have internal and external cues. 3.0: Students will recognize and use nonverbal cues to convey messages. 3.2: Students will practice nonverbal communication in a conversation.	Social Awareness

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Self-Concept: Develop positive self-identity and recognize self as a lifelong learner		
Learners will be able to exhibit positive self-concept and confidence in their abilities. WMELS Domain II B EL.1	1.5: Students will believe that they can work hard and keep trying to learn new things.	Self-Awareness
Learners will be able to, with adult guidance, recognize and share independent thoughts. WMELS Domain II B EL.1	3.4: Students will gain self-confidence in communicating needs, desires, and ideas.	Self-Awareness
Learners will be able to show awareness of being part of a family and a larger community. WMELS Domain II B EL.2	BC: Students will get to know each other and feel valued as individuals and members of the group.	Self-Awareness Social-Awareness
Learners will be able to display curiosity, risk-taking, and willingness to engage in new experiences. WMELS Domain IV A. EL 1	1.5: Students will believe that they can work hard and keep trying to learn new things.	Self-Management
Learners will be able to engage in meaningful learning through attempting, repeating, and experimenting with a variety of experiences and activities. WMELS Domain IV A EL 2	1.5: Students will believe that they can work hard and keep trying to learn new things and identify that mistakes and challenges will help them improve.	Self-Awareness Self-Management

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Social-Competence: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.		
Learners will be able to demonstrate awareness of self as a unique individual. WMELS Domain II B EL.2	2.0: Students will value unique strengths and interests of others. 2.1: Students will foster feeling a sense of being valued by sharing something special about themselves.	Social Awareness
Learners will be able to reflect their family, culture, and community when engaged in play and learning. WMELS Domain IV C EL.2	2.1: Students will foster feeling a sense of being valued by sharing something special about themselves.	Social Awareness
Learners will be able to, with adult guidance, begin to notice that other children and families do things differently. WMELS Domain IV C EL.2	2.1: Students will foster openness toward learning about and from others.	Social-Awareness
Learners will be able to display Learners will be able to engage in healthy and rewarding social interactions and play with peers. WMELS Domain II C EL.2	2.2: Students will identify and practice ways to include others. 3.5: Students will name ways to cooperate.	Relationship Skills
Learners will be able to, with adult guidance, initiate conversations, listen attentively, respond to conversation, and stay on topic for multiple exchanges (especially with adults). WMELS Domain III B EL.2C	3.1: Students will describe and demonstrate attentive listening and understand that this may look different from person to person. 3.3: Students will practice adapting communication to fit different situations	Relationship Skills
Learners will be able to adapt behavior based on adult directives.	1.4: Students will understand that being considerate means thinking about how their actions and behaviors influence others. 3.3: Students will practice adapting communication to fit different situations.	Relationship Skills
Learners will be able to participate in cooperative play with peers. WMELS Domain II C EL.2	2.2: Students will identify and practice ways to include others. 3.5: Students will name ways to cooperate.	Relationship Skills

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Social-Competence: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.		
Learners will be able to, with adult guidance, identify and communicate needs in conflict situations. WMELS Domain II C EL.4	3.4: Students will gain self-confidence in communicating needs, desires, and ideas and practice speaking up and speaking kindly for oneself and others. 4.2: Students will share and listen to thoughts and feelings about a problem using "I messages."	Relationship Skills
Learners will be able to, with adult guidance, recognize that they have choices in how to respond to situations.	1.3: Students will generate reasons for emotions and actions and recognize that others may respond differently to the same situation than they do. 1.4: Students will understand that being considerate means thinking about how their actions and behaviors influence others.	Decision Making
Learners will be able to follow simple group rules. WMELS Domain II C EL.3	Harmony Class Goals: Harmony Class Goals are similar to group agreements, expectations or a class pledge, reflecting how everyone within the learning community wants to interact with and be treated by one another.	Social Awareness
Learners will be able to demonstrate understanding of simple rules related primarily to personal health and safety. WMELS Domain II C EL.3	4.5: Students will understand how to take responsibility for their actions.	Decision Making Relationship Skills
Learners will be able to attempt a new skill when encouraged and supported by a safe and secure environment. WMELS Domain IV A EL.2	1.5: Students will believe that they can work hard and keep trying to learn new things.	Social Awareness Relationship Skills
Learners will be able to show awareness of being part of a family and a larger community. WMELS Domain II A EL.2	BC: Students will get to know each other and feel valued as individuals and members of the group.	Decision Making Social Awareness Relationship Skills

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Emotional Development: Understand and manage one's emotions		
Learners will be able to demonstrate awareness of their emotions and how they may be the same or different from others. Wisconsin Model Early Learning Standards (WMELS) Domain II A EL.1	1.0: Students will recognize emotions, thoughts, and actions. 1.1: Students will Identify their own emotions and emotions of others. 1.2: Students will recognize that people can have different feelings about the same situation.	Self-Awareness
Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. WMELS Domain II A EL.1	1.1: Students will recognize that emotions have internal and external clues.	Self-Management
Learners will be able to, with adult guidance, display age appropriate self-control. WMELS Domain II A EL.1	1.4: Students will name and demonstrate ways to get calm.	Self-Management
Learners will be able to, with adult guidance and engaging activities, attend for longer periods of time and show preference for some activities. WMELS IV.A.EL.1	1.5: Students will believe that they can work hard and keep trying to learn new things. 2.1: Students will foster feeling a sense of being valued by sharing something special about themselves.	Focus Attention
Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy. WMELS Domain II A EL.2	2.4: Students will describe ways to show empathy and caring to someone in a given situation and use clues to recognize what someone else is feeling and call up that emotion in themselves.	Social Awareness
Learners will be able to associate words and gestures with a variety of emotions expressed by others. WMELS Domain II A EL.2	1.1: Students will recognize that emotions have internal and external cues. 3.0: Students will recognize and use nonverbal cues to convey messages.	Social Awareness

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Self-Concept: Develop positive self-identity and recognize self as a lifelong learner		
Learners will be able to exhibit positive self-concept and confidence in their abilities. WMELS Domain II B EL.1	1.5: Students will believe that they can work hard and keep trying to learn new things.	Self-Awareness
Learners will be able to, with adult guidance, recognize and share independent thoughts. WMELS Domain II B EL.1	3.4: Students will gain self-confidence in communicating needs, desires, and ideas.	Self-Awareness
Learners will be able to show awareness of being part of a family and a larger community. WMELS Domain II B EL.2	BC: Students will get to know each other and feel valued as individuals and members of the group.	Self-Awareness Social-Awareness
Learners will be able to display curiosity, risk-taking, and willingness to engage in new experiences. WMELS Domain IV A. EL 1	1.5: Students will believe that they can work hard and keep trying to learn new things.	Self-Management
Learners will be able to engage in meaningful learning through attempting, repeating, and experimenting with a variety of experiences and activities. WMELS Domain IV A EL 2	1.5: Students will believe that they can work hard and keep trying to learn new things and identify that mistakes and challenges will help them improve.	Self-Awareness Self-Management

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Social-Competence: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.		
Learners will be able to demonstrate awareness of self as a unique individual. WMELS Domain II B EL.2	2.0: Students will value unique strengths and interests of others. 2.1: Students will foster feeling a sense of being valued by sharing something special about themselves.	Social Awareness
Learners will be able to reflect their family, culture, and community when engaged in play and learning. WMELS Domain IV C EL.2	2.1: Students will foster feeling a sense of being valued by sharing something special about themselves.	Social Awareness
Learners will be able to, with adult guidance, begin to notice that other children and families do things differently. WMELS Domain IV C EL.2	2.1: Students will foster openness toward learning about and from others.	Social Awareness
Learners will be able to engage in healthy and rewarding social interactions and play with peers. WMELS Domain II C EL.2	2.2: Students will identify and practice ways to include others. 3.5: Students will name ways to cooperate.	Relationship Skills
Learners will be able to, with adult guidance, initiate conversations, listen attentively, respond to conversation, and stay on topic for multiple exchanges (especially with adults). WMELS Domain III B EL.2C	3.1: Students will describe and demonstrate attentive listening. 3.3: Students will practice adapting communication to fit different situations.	Relationship Skills
Learners will be able to adapt behavior based on adult directives.	1.4: Students will understand that being considerate means thinking about how their actions and behaviors influence others. 3.3: Students will practice adapting communication to fit different situations.	Relationship Skills
Learners will be able to participate in cooperative play with peers. WMELS Domain II C EL.2	2.2: Students will identify and practice ways to include others. 3.5: Students will name ways to cooperate.	Relationship Skills

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Social-Competence: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.		
Learners will be able to, with adult guidance, identify and communicate needs in conflict situations. WMELS Domain II C EL.4	3.4: Students will gain self-confidence in communicating needs, desires, and ideas and practice speaking up and speaking kindly for oneself and others. 4.2: Students will share and listen to thoughts and feelings about a problem using "I messages."	Relationship Skills
Learners will be able to, with adult guidance, recognize that they have choices in how to respond to situations.	1.3: Students will generate reasons for emotions and actions and recognize that others may respond differently to the same situation than they do. 1.4: Students will understand that being considerate means thinking about how their actions and behaviors influence others.	Decision Making
Learners will be able to follow simple group rules. WMELS Domain II C EL.3	Harmony Class Goals: Like group agreements, expectations or a class pledge, reflecting how everyone within the learning community wants to interact with and be treated by one another.	Social Awareness
Learners will be able to demonstrate understanding of simple rules related primarily to personal health and safety. WMELS Domain II C EL.3	4.5: Students will understand how to take responsibility for their actions.	Decision Making Relationship Skills
Learners will be able to attempt a new skill when encouraged and supported by a safe and secure environment. WMELS Domain IV A EL.2	1.5: Students will believe that they can work hard and keep trying to learn new things.	Social Awareness Relationship Skills
Learners will be able to show awareness of being part of a family and a larger community. WMELS Domain II A EL.2	BC: Students will get to know each other and feel valued as individuals and members of the group.	Decision Making Social Awareness Relationship Skills

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Emotional Development: Understand and manage one's emotions		
Learners will be able to demonstrate awareness of their emotions and how they may be the same or different from others. Wisconsin Model Early Learning Standards (WMELS) Domain II A EL.1	1.0: Students will distinguish emotions, thoughts, and actions. 1.1: Students will recognize their own and others' emotions. 1.3: Students will describe different feelings, thoughts, and actions that may occur in response to a situation.	Self-Awareness
Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. WMELS Domain II A EL.1	1.1: Students will describe and demonstrate how emotions feel (internal physical sensations) and look and sound (external physical and vocal cues).	Self-Management
Learners will be able to, with adult guidance and engaging activities, attend for longer periods of time and show preference for some activities. WMELS IV.A.EL.1	1.5: Students will gain an understanding of how having a growth mindset changes thoughts, feelings, and actions. 2.1: Students will share something unique about themselves.	Focus Attention
Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy. WMELS Domain II A EL.2	2.4 Students will develop an understanding of others' and describe ways to show empathy and caring to someone.	Social Awareness
Learners will be able to associate words and gestures with a variety of emotions expressed by others. WMELS Domain II A EL.2	1.1: Students will describe and demonstrate how emotions feel (internal physical sensations) and look and sound (external physical and vocal cues). 3.0: Students will recognize how to use verbal and nonverbal cues to convey messages.	Social Awareness

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Self-Concept: Develop positive self-identity and recognize self as a lifelong learner		
Learners will be able to exhibit positive self-concept and confidence in their abilities. WMELS Domain II B EL.1	1.5: Students will gain an understanding of how having a growth mindset changes thoughts, feelings, and actions.	Self-Awareness
Learners will be able to, with adult guidance, recognize and share independent thoughts. WMELS Domain II B EL.1	3.4: Students will demonstrate respectful, assertive speaking.	Self-Awareness
Learners will be able to show awareness of being part of a family and a larger community. WMELS Domain II B EL.2	BC: Students will get to know each other and feel valued as individuals and members of the group.	Self-Awareness Social-Awareness
Learners will be able to display curiosity, risk-taking, and willingness to engage in new experiences. WMELS Domain IV A. EL 1	1.5: Students will believe that they can work hard and keep trying to learn new things.	Self-Management
Learners will be able to engage in meaningful learning through attempting, repeating, and experimenting with a variety of experiences and activities. WMELS Domain IV A EL 2	1.5: Students will gain an understanding of how having a growth mindset changes thoughts, feelings, and actions	Self-Awareness Self-Management

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Social-Competence: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.		
Learners will be able to demonstrate awareness of self as a unique individual. WMELS Domain II B EL.2	2.0: Students will recognize and celebrate the unique strengths and interests of others. 2.1: Students will share something unique about themselves.	Social Awareness
Learners will be able to reflect their family, culture, and community when engaged in play and learning. WMELS Domain IV C EL.2	2.1: Students will share something unique about themselves.	Social Awareness
Learners will be able to, with adult guidance, begin to notice that other children and families do things differently. WMELS Domain IV C EL.2	2.1: Students will foster openness toward learning about and from others.	Social Awareness
Learners will be able to engage in healthy and rewarding social interactions and play with peers. WMELS Domain II C EL.2	2.2: Students will identify and practice ways to include others. 3.5: Students will practice cooperating with peers in a shared activity.	Relationship Skills
Learners will be able to, with adult guidance, initiate conversations, listen attentively, respond to conversation, and stay on topic for multiple exchanges (especially with adults). WMELS Domain III B EL.2C	3.1: Students will demonstrate attentive listening, responding, and taking turns with a partner. 3.3: Students will recognize that communication changes depending upon the situation.	Relationship Skills
Learners will be able to adapt behavior based on adult directives.	1.4: Students will practice self-regulation, or getting calm, strategies in response to situations. 3.3: Students will recognize that communication changes depending upon the situation.	Relationship Skills
Learners will be able to participate in cooperative play with peers. WMELS Domain II C EL.2	2.2: Students will identify ways to include others in peer experiences. 3.5: Students will practice cooperating with peers in a shared activity.	Relationship Skills

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Social-Competence: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.		
Learners will be able to, with adult guidance, identify and communicate needs in conflict situations. WMELS Domain II C EL.4	3.4: Students will demonstrate respectful, assertive speaking. 4.2: Students will share and listen to thoughts and feelings about a problem using "I messages."	Relationship Skills
Learners will be able to, with adult guidance, recognize that they have choices in how to respond to situations.	1.3: Students will generate reasons for emotions and actions and recognize that others may respond differently to the same situation than they do. 1.4: Students will use "I messages" to express their own perspectives and desired next steps when talking about the problem.	Decision Making
Learners will be able to follow simple group rules. WMELS Domain II C EL.3	Harmony Class Goals: Like group agreements, expectations or a class pledge, reflecting how everyone within the learning community wants to interact with and be treated by one another.	Social Awareness
Learners will be able to demonstrate understanding of simple rules related primarily to personal health and safety. WMELS Domain II C EL.3	4.5: Students will explain the importance of honesty and integrity in taking responsibility for their actions	Decision Making Relationship Skills
Learners will be able to attempt a new skill when encouraged and supported by a safe and secure environment. WMELS Domain IV A EL.2	1.5: Students will gain an understanding of how having a growth mindset changes thoughts, feelings, and actions.	Social Awareness Relationship Skills
Learners will be able to show awareness of being part of a family and a larger community. WMELS Domain II A EL.2	BC: Students will get to know each other and feel valued as individuals and members of the group.	Decision Making Social Awareness Relationship Skills

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Emotional Development: Understand and manage one's emotions		
Learners will be able to demonstrate awareness of their emotions and how they may be the same or different from others. Wisconsin Model Early Learning Standards (WMELS) Domain II A EL.1	1.0: Students will distinguish emotions, thoughts, and actions. 1.1: Students will recognize their own and others' emotions. 1.3: Students will determine how people can feel, think, and act differently in the same situation.	Self-Awareness
Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. WMELS Domain II A EL.1	1.1: Students will describe and demonstrate how emotions feel (internal physical sensations) and look and sound (external physical and vocal cues).	Self-Management
Learners will be able to, with adult guidance, display age appropriate self-control. WMELS Domain II A EL.1	1.4: Students will practice self-regulation, or getting calm, strategies in response to situations.	Self-Management
Learners will be able to, with adult guidance and engaging activities, attend for longer periods of time and show preference for some activities. WMELS IV.A.EL.1	1.5: Students will gain an understanding of how having a growth mindset changes thoughts, feelings, and actions. 2.1: Students will foster share something unique about themselves.	Focus Attention
Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy. WMELS Domain II A EL.2	2.4: Students will develop an understanding of others' perspectives and feelings and describe ways to show empathy and caring to someone.	Social Awareness
Learners will be able to associate words and gestures with a variety of emotions expressed by others. WMELS Domain II A EL.2	1.1: Students will describe and demonstrate how emotions feel (internal physical sensations) and look and sound (external physical and vocal cues). 3.0: Students will recognize how to use verbal and nonverbal cues to convey messages.	Social Awareness

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Self-Concept: Develop positive self-identity and recognize self as a lifelong learner		
Learners will be able to exhibit positive self-concept and confidence in their abilities. WMELS Domain II B EL.1	1.5: Students will gain an understanding of how having a growth mindset changes thoughts, feelings, and actions.	Self-Awareness
Learners will be able to, with adult guidance, recognize and share independent thoughts. WMELS Domain II B EL.1	3.4: Students will demonstrate respectful, assertive speaking.	Self-Awareness
Learners will be able to show awareness of being part of a family and a larger community. WMELS Domain II B EL.2	BC: Students will get to know each other and feel valued as individuals and members of the group.	Self-Awareness Social-Awareness
Learners will be able to display curiosity, risk-taking, and willingness to engage in new experiences. WMELS Domain IV A. EL 1	1.5: Students will gain an understanding of how having a growth mindset changes thoughts, feelings, and actions.	Self-Management
Learners will be able to engage in meaningful learning through attempting, repeating, and experimenting with a variety of experiences and activities. WMELS Domain IV A EL 2	1.5: Students will gain an understanding of how having a growth mindset changes thoughts, feelings, and actions.	Self-Awareness Self-Management

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Social-Competence: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.		
Learners will be able to demonstrate awareness of self as a unique individual. WMELS Domain II B EL.2	2.0: Students will recognize and celebrate the unique strengths and interests of others. 2.1: Students will share something unique about themselves.	Social Awareness
Learners will be able to reflect their family, culture, and community when engaged in play and learning. WMELS Domain IV C EL.2	2.1: Students will share something unique about themselves.	Social Awareness
Learners will be able to, with adult guidance, begin to notice that other children and families do things differently. WMELS Domain IV C EL.2	2.1: Students will foster openness toward learning about and from others.	Social Awareness
Learners will be able to engage in healthy and rewarding social interactions and play with peers. WMELS Domain II C EL.2	2.2: Students will identify ways to include others in peer experiences. 3.5: Students will practice cooperating with peers in a shared activity.	Relationship Skills
Learners will be able to, with adult guidance, initiate conversations, listen attentively, respond to conversation, and stay on topic for multiple exchanges (especially with adults). WMELS Domain III B EL.2C	3.1: Students will practice listening and responding strategies to promote more positive group interactions. 3.3: Students will practice identifying effective and ineffective communication strategies across different settings.	Relationship Skills
Learners will be able to adapt behavior based on adult directives.	1.4: Students will identify personal and interpersonal outcomes when they use self-regulation strategies. 3.3: Students will practice identifying effective and ineffective communication strategies across different settings.	Relationship Skills
Learners will be able to participate in cooperative play with peers. WMELS Domain II C EL.2	2.2: Students will identify ways to include others in peer experiences. 3.5: Students will practice cooperating with peers in a shared activity.	Relationship Skills

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Social-Competence: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.		
Learners will be able to, with adult guidance, identify and communicate needs in conflict situations. WMELS Domain II C EL.4	3.4: Students will demonstrate respectful, assertive speaking. 4.2: Students will use "I messages" to express their own perspectives and desired next steps in an interpersonal problem.	Relationship Skills
Learners will be able to, with adult guidance, recognize that they have choices in how to respond to situations.	1.3: Students will determine how people can feel, think, and act differently in the same situation. 1.4: Students will identify personal and interpersonal outcomes when they use self-regulation strategies.	Decision Making
Learners will be able to follow simple group rules. WMELS Domain II C EL.3	Harmony Class Goals: Like group agreements, expectations or a class pledge, reflecting how everyone within the learning community wants to interact with and be treated by one another.	Social Awareness
Learners will be able to demonstrate understanding of simple rules related primarily to personal health and safety. WMELS Domain II C EL.3	4.5: Students will explain the importance of honesty in taking responsibility for their actions.	Decision Making Relationship Skills
Learners will be able to attempt a new skill when encouraged and supported by a safe and secure environment. WMELS Domain IV A EL.2	1.5: Students will gain an understanding of how having a growth mindset changes thoughts, feelings, and actions.	Social Awareness Relationship Skills
Learners will be able to show awareness of being part of a family and a larger community. WMELS Domain II A EL.2	BC: Students will to know each other and feel valued as individuals and members of the group.	Decision Making Social Awareness Relationship Skills

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Emotional Development: Understand and manage one's emotions		
Learners will be able to demonstrate awareness of their emotions and how they may be the same or different from others. Wisconsin Model Early Learning Standards (WMELS) Domain II A EL.1	1.0: Students will connect emotions, thoughts, and actions. 1.1: Students will recognize that their emotions and emotional expressions may differ from others'. 1.2: Students will recognize that people can have different feelings about the same situation.	Self-Awareness
Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. WMELS Domain II A EL.1	1.1: Students will gain an awareness that emotions are pleasant or unpleasant, strong or mild, which are expressed by internal and external clues.	Self-Management
Learners will be able to, with adult guidance, display age appropriate self-control. WMELS Domain II A EL.1	1.4: Students will name and demonstrate ways to get calm.	Self-Management
Learners will be able to, with adult guidance and engaging activities, attend for longer periods of time and show preference for some activities. WMELS IV.A.EL.1	1.5: Students will determine that challenges and mistakes can be learning opportunities, helping improve skills and relationships. 2.1: Students will identify and appreciate their own skills as well as those of their peers.	Focus Attention
Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy. WMELS Domain II A EL.2	2.4: Students will practice decoding how others are feeling and why they may feel that way. And determine how to show empathy and support to their classmates.	Social Awareness
Learners will be able to associate words and gestures with a variety of emotions expressed by others. WMELS Domain II A EL.2	1.1: Students will gain an awareness that emotions are pleasant or unpleasant, strong or mild, which are expressed by internal and external clues. 3.0: Students will recognize and use nonverbal cues to convey messages.	Social Awareness

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Self-Concept: Develop positive self-identity and recognize self as a lifelong learner		
Learners will be able to exhibit positive self-concept and confidence in their abilities. WMELS Domain II B EL.1	1.5: Students will determine that challenges and mistakes can be learning opportunities, helping improve skills and relationships.	Self-Awareness
Learners will be able to, with adult guidance, recognize and share independent thoughts. WMELS Domain II B EL.1	3.4: Students will practice speaking up assertively to advocate for themselves and others.	Self-Awareness
Learners will be able to show awareness of being part of a family and a larger community. WMELS Domain II B EL.2	BC: Students will get to know each other and feel valued as individuals and members of the group.	Self-Awareness Social-Awareness
Learners will be able to display curiosity, risk-taking, and willingness to engage in new experiences. WMELS Domain IV A. EL 1	1.5: Students will understand that people's abilities, thoughts, and actions can change.	Self-Management
Learners will be able to engage in meaningful learning through attempting, repeating, and experimenting with a variety of experiences and activities. WMELS Domain IV A EL 2	1.5: Students will determine that challenges and mistakes can be learning opportunities, helping improve skills and relationships.	Self-Awareness Self-Management

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Social-Competence: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.		
Learners will be able to demonstrate awareness of self as a unique individual. WMELS Domain II B EL.2	2.0: Students will demonstrate the importance of valuing themselves and others. 2.1: Students will identify and appreciate their own skills as well as those of their peers.	Social Awareness
Learners will be able to reflect their family, culture, and community when engaged in play and learning. WMELS Domain IV C EL.2	2.1: Students will foster feeling a sense of being valued by sharing something special about themselves.	Social Awareness
Learners will be able to, with adult guidance, begin to notice that other children and families do things differently. WMELS Domain IV C EL.2	2.1: Students will contribute to others' learning by teaching a skill that brings value to the classroom.	Social Awareness
Learners will be able to engage in healthy and rewarding social interactions and play with peers. WMELS Domain II C EL.2	2.2: Students will discuss ways to be a friend and include others. 3.5: Students will practice using teamwork, communicating with a team, and using planning and organizational skills.	Relationship Skills
Learners will be able to, with adult guidance, initiate conversations, listen attentively, respond to conversation, and stay on topic for multiple exchanges (especially with adults). WMELS Domain III B EL.2C	3.1: Students will practice and implement listening and supporting strategies in order to promote more positive group interactions. 3.3: Students will understand that how we communicate can vary depending on the environment.	Relationship Skills
Learners will be able to adapt behavior based on adult directives.	2.2: Students will discuss ways to be a friend and include others. 3.5: Students will practice using teamwork, communicating with a team, and using planning and organizational skills.	Relationship Skills

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Social-Competence: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.		
Learners will be able to, with adult guidance, identify and communicate needs in conflict situations. WMELS Domain II C EL.4	3.4: Students will recognize when they should speak up for themselves and others. 4.2: Students will practice effective communication of their feelings and perspectives during conflict situations.	Relationship Skills
Learners will be able to, with adult guidance, recognize that they have choices in how to respond to situations.	Harmony Class Goals: Like group agreements, expectations or a class pledge, reflecting how everyone within the learning community wants to interact with and be treated by one another.	Social Awareness
Learners will be able to demonstrate understanding of simple rules related primarily to personal health and safety. WMELS Domain II C EL.3	4.5: Students will describe why it is important to be honest and take responsibility for one's own actions and demonstrate ways to take responsibility for their words and actions during conflict.	Decision Making Relationship Skills
Learners will be able to attempt a new skill when encouraged and supported by a safe and secure environment. WMELS Domain IV A EL.2	1.5: Students will believe that they can work hard and keep trying to learn new things.	Social Awareness Relationship Skills
Learners will be able to show awareness of being part of a family and a larger community. WMELS Domain II A EL.2	BC: Students will understand that people's abilities, thoughts, and actions can change.	Decision Making Social Awareness Relationship Skills

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Emotional Development: Understand and manage one's emotions		
Learners will be able to recognize and label a variety of complex emotions in self and others.	1.1: Students will gain an awareness that emotions are pleasant or unpleasant, strong or mild, which are expressed by internal and external clues and gain an understanding that emotions can reveal something about themselves.	Self-Awareness
Learners will be able to express their emotions to self and others in respectful ways.	1.4: Students will practice recognizing and monitoring their emotions and using strategies to regulate their emotions and become calm.	Self-Management
Learners will be able to, with minimal adult guidance, manage emotions (e.g., stress, impulses, motivation) in a manner sensitive to self and others.	1.4: Students will recognize when they need to regulate their emotions and use strategies to regulate their emotions and become calm.	Self-Management
Learners will be able to, with adult guidance, use organizational skills and strategies to focus attention in order to work toward personal and academic goals.	1.0: Students will set a personal goal around Being My Best Self. 1.5: Students will understand that people's abilities, thoughts, and actions can change.	Focus Attention
Learners will be able to identify others' need for empathy and respond in espectful ways.	2.4: Students will learn the definitions and components of empathy and determine how to show empathy and support to their classmates.	Social Awareness
Learners will be able to use perspective-taking to predict how their own behavior affects the emotions of others.	4.2: Students will recognize how feelings can change and not everyone has the same feeling in response to a situation. 4.3: Students will recognize how the words they use affect others.	Social Awareness

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Self-Concept: Develop positive self-identity and recognize self as a lifelong learner		
Learners will be able to use a "growth mind set" in order to recognize and build on their strengths.	1.5: Students will change fixed mindset, or Worm thoughts, to growth mindset, or Caterpillar thoughts, leading to more helpful actions.	Self-Awareness
Learners will be able to reflect on similarities and differences between their personal beliefs and those of others.	2.1: Students will recognize the value of similarities and differences and foster an inclusive environment.	Self-Awareness
Learners will be able to identify their role in their family and community and how those roles impact their identity.	BC: Work in partnerships and practice communication and collaboration skills.	Self-Awareness Social-Awareness
Learners will be able to assess their level of engagement in their own learning for the achievement of personal goals.	Personal Harmony Goals: Students will set and work to achieve Personal Harmony goals, reflecting and rating their progress throughout the unit.	Self-Management
Learners will be able to identify strategies to persist and maintain motivation when working toward short- and long-term goals.	1.5 Students will understand that people's abilities, thoughts, and actions can change and determine that challenges and mistakes can be learning opportunities, helping improve skills and relationships.	Self-Awareness SelfManagement

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Social-Competence: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.		
Learners will be able to appreciate diversity by recognizing multiple points of view and perspectives of others across cultural and social groups.	2.1: Students will recognize the value of similarities and differences to foster an inclusive environment. Students identify and appreciate their own skills as well as those of their peers.	Social Awareness
Learners will be able to build relationships between diverse groups of people.	2.2: Students will examine the importance of having friends who are similar to and different from themselves. 2.3: Students will increase their motivation to think in non-stereotyped ways, recognizing similarities and differences amongst groups.	Social Awareness
Learners will be able to demonstrate respect for others by discussing how stereotypes affect self and others.	2.3: Students will learn what stereotypes are and why they are problematic. Students increase their motivation to think in non-stereotyped ways, recognizing similarities and differences amongst groups, and understand how stereotypes influence thinking and behavior toward others.	Social Awareness
Learners will be able to, with adult guidance, recognize, establish, and maintain healthy and rewarding relationships.	2.2: Students will discuss ways to be a friend and include others. BC: Students will work in partnerships and practice communication and collaboration skills.	Relationship Skills
Learners will be able to effectively communicate clearly, listen well, and cooperate with others to build healthy relationships.	2.2: Students will develop a classroom environment that encourages perspective taking, empathy, and inclusive behavior. 3.2: Students will Identify communication Bloopers (ineffective communication strategies) and Communication Boosters (effective communication strategies) to improve group conversations.	Relationship Skills

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Social-Competence: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.		
Learners will be able to independently adapt behavior based upon peer feedback and environmental cues.	2.4: Students will practice decoding how others are feeling and why they may feel that way. 3.3: Students will understand that how we communicate can vary depending on the environment.	Relationship Skills
Learners will be able to work cooperatively and productively in a group to accomplish a set goal.	3.5: Students will Use teamwork and collaborative problem solving as they work on a collaborative task. 4.3: Students will begin to think of solutions based on their conflict resolution goals.	Relationship Skills
Learners will be able to identify cause and effect of a conflict.	4.1: Students will determine why conflict occurs.	Relationship Skills
Learners will be able to make constructive choices about personal behavior and social interaction in order to evaluate the consequences of various actions with consideration of well-being for oneself and others.	2.5: Students will develop a classroom environment that encourages perspective taking, empathy, and inclusive behavior.	Decision Making
Learners will be able to identify and respect social norms for behavior and safe interactions across different settings.	2.5: Students will develop a classroom environment that encourages perspective taking, empathy, and inclusive behavior. 3.3: Students will practice identifying Communication Boosters and Communication Bloopers across different environments.	Social Awareness
Learners will be able to honor social norms with respect to safety of oneself and others.	3.3: Students will practice identifying Communication Boosters and Communication Bloopers across different environments.	Decision Making Relationship Skill

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Social-Competence: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.		
Learners will be able to identify when and how to offer help to others.	3.4: Students will recognize when to speak up for themselves and others and how to speak up assertively to share their ideas and to support their classmates.	Social Awareness Relationship Skills
Learners will be able to identify actions that would positively impact change in a classroom, school, and community.	1.5: Students will understand that people's abilities, thoughts, and actions can change. Students change fixed mindset, or Worm thoughts, to growth mindset, or Caterpillar thoughts, leading to more helpful actions.	Decision Making Social Awareness Relationship Skills

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Emotional Development: Understand and manage one's emotions		
Learners will be able to recognize and label a variety of complex emotions in self and others.	1.1: Students use clues from their own and others' facial expressions, body language, words, tone, and actions to identify emotions and identify that recognizing emotions in self and others provides useful information about themselves and others.	Self-Awareness
Learners will be able to express their emotions to self and others in respectful ways.	1.4: Students will differentiate between acting impulsively and using emotional regulation so they can act thoughtfully.	Self-Management
Learners will be able to, with minimal adult guidance, manage emotions (e.g., stress, impulses, motivation) in a manner sensitive to self and others.	1.4: Students will practice strategies for recognizing, evaluating, and regulating emotions.	Self-Management
Learners will be able to, with adult guidance, use organizational skills and strategies to focus attention in order to work toward personal and academic goals.	1.0: Students will set a personal goal around Being My Best Self. 1.5: Students will recognize that the environment (people and resources) can support growth mindset thinking and actions.	Focus Attention
Learners will be able to identify others' need for empathy and respond in respectful ways.	2.4: Students will identify other people's feelings and perspectives to provide empathy and support.	Social Awareness
Learners will be able to use perspective-taking to predict how their own behavior affects the emotions of others.	2.4: Students will provide empathy and support to their peers, even if they have strong emotions. Students practice creating a more welcoming classroom environment by supporting their classmates. 4.3: Students will understand the importance of learning from others in the conflict resolution process.	Social Awareness

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Self-Concept: Develop positive self-identity and recognize self as a lifelong learner		
Learners will be able to use a "growth mind set" in order to recognize and build on their strengths.	1.5: Students will use growth mindset thinking and understand its influence on feelings and actions.	Self-Awareness
Learners will be able to reflect on similarities and differences between their personal beliefs and those of others.	2.1: Students will foster a welcoming environment by recognizing the similarities and differences of their classmates.	Self-Awareness
Learners will be able to identify their role in their family and community and how those roles impact their identity.	BC: Students will Work in partnerships and practice communication and collaboration skills.	Self-Awareness Social-Awareness
Learners will be able to assess their level of engagement in their own learning for the achievement of personal goals.	Personal Harmony Goals: Students will set and work to achieve Personal Harmony goals, reflecting and rating their progress throughout the unit.	Self-Management
Learners will be able to identify strategies to persist and maintain motivation when working toward short- and long-term goals.	1.5 Students will understand that thoughts, actions, abilities, and skills can change and recognize that the environment (people and resources) can support growth mindset thinking and actions.	Self-Awareness SelfManagement

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Social-Competence: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.		
Learners will be able to appreciate diversity by recognizing multiple points of view and perspectives of others across cultural and social groups.	2.1: Students will appreciate what makes them unique and the unique contributions of their classmates and determine how people contribute to groups in diverse ways.	Social Awareness
Learners will be able to build relationships between diverse groups of people.	2.2: Students will develop the view that friends can have both similarities and differences. 2.3: Students will use a framework for critically evaluating information, recognizing there are multiple ways of being (e.g., interests, abilities).	Social Awareness
Learners will be able to demonstrate respect for others by discussing how stereotypes affect self and others.	2.3: Students will identify stereotypical thinking and practice replacing stereotypical thoughts with non-stereotyped thinking, recognizing there are similarities and differences amongst groups and identify how stereotypes can influence thinking and behavior toward others.	Social Awareness
Learners will be able to, with adult guidance, recognize, establish, and maintain healthy and rewarding relationships.	2.2: Students will identify characteristics that they value in their friendship groups and commit to engaging in socially inclusive behaviors. BC: Students will work in partnerships and practice communication and collaboration skills.	Relationship Skills
Learners will be able to effectively communicate clearly, listen well, and cooperate with others to build healthy relationships.	2.4: Students will practice creating a more welcoming classroom environment by supporting their classmates. 2.5: Students will perspective take and show empathy to encourage a positive classroom environment. 3.3: Students will increase their awareness that how we communicate can vary depending on the environment.	Relationship Skills

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Social-Competence: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.		
Learners will be able to independently adapt behavior based upon peer feedback and environmental cues.	2.4: Students will Identify other people's feelings and perspectives to provide empathy and support. 3.3: Students will increase their awareness that how we communicate can vary depending on the environment.	Relationship Skills
Learners will be able to work cooperatively and productively in a group to accomplish a set goal.	3.5: Students will organize and plan during a collaborative activity to problem solve. 4.3: Students will understand the importance of learning from others in the conflict resolution process.	Relationship Skills
Learners will be able to identify cause and effect of a conflict.	4.1: Students will name conflict styles and learn helpful and unhelpful outcomes with each style.	Relationship Skills
Learners will be able to make constructive choices about personal behavior and social interaction in order to evaluate the consequences of various actions with consideration of well-being for oneself and others.	2.5: Students will perspective take and show empathy to encourage a positive classroom environment.	Decision Making
Learners will be able to identify and respect social norms for behavior and safe interactions across different settings.	2.5: Students will perspective take and show empathy to encourage a positive classroom environment. 3.3: Students will practice identifying Communication Boosters and Communication Bloopers across different environments.	Social Awareness
Learners will be able to honor social norms with respect to safety of oneself and others.	3.3: Students will increase their awareness that how we communicate can vary depending on the environment and practice identifying Communication Boosters and Communication Bloopers across different environments.	Decision Making Relationship Skills

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Social-Competence: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.		
Learners will be able to identify when and how to offer help to others.	3.4: Students will Practice speaking up for themselves and for others kindly and respectfully.	Social Awareness Relationship Skills
Learners will be able to identify actions that would positively impact change in a classroom, school, and community.	2.4: Students will practice creating a more welcoming classroom environment by supporting their classmates.	Decision Making Social Awareness Relationship Skills

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Emotional Development: Understand and manage one's emotions		
Learners will be able to recognize and label a variety of complex emotions in self and others.	1.1: Students use clues from their own and others' facial expressions, body language, words, tone, and actions to identify emotions and identify that recognizing emotions in self and others provides useful information about themselves and others.	Self-Awareness
Learners will be able to express their emotions to self and others in respectful ways.	1.4: Students will differentiate between acting impulsively and using emotional regulation so they can act thoughtfully.	Self-Management
Learners will be able to, with minimal adult guidance, manage emotions (e.g., stress, impulses, motivation) in a manner sensitive to self and others.	1.4: Students will practice strategies for recognizing, evaluating, and regulating emotions.	Self-Management
Learners will be able to, with adult guidance, use organizational skills and strategies to focus attention in order to work toward personal and academic goals.	1.0: Students will set a personal goal around Being My Best Self. 1.5: Students will recognize that the environment (people and resources) can support growth mindset thinking and actions.	Focus Attention
Learners will be able to identify others' need for empathy and respond in respectful ways.	2.4: Students will identify other people's feelings and perspectives to provide empathy and support.	Social Awareness
Learners will be able to use perspective-taking to predict how their own behavior affects the emotions of others.	2.4: Students will provide empathy and support to their peers, even if they have strong emotions. Students practice creating a more welcoming classroom environment by supporting their classmates. 4.3: Students will understand the importance of learning from others in the conflict resolution process.	Social Awareness

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Self-Concept: Develop positive self-identity and recognize self as a lifelong learner		
Learners will be able to use a "growth mind set" in order to recognize and build on their strengths.	1.5: Students will use growth mindset thinking and understand its influence on feelings and actions.	Self-Awareness
Learners will be able to reflect on similarities and differences between their personal beliefs and those of others.	2.1: Students will foster a welcoming environment by recognizing the similarities and differences of their classmates.	Self-Awareness
Learners will be able to identify their role in their family and community and how those roles impact their identity.	BC: Students will work in partnerships and practice communication and collaboration skills.	Self-Awareness Social-Awareness
Learners will be able to assess their level of engagement in their own learning for the achievement of personal goals.	Personal Harmony Goals: Students will set and work to achieve Personal Harmony goals, reflecting and rating their progress throughout the unit.	Self-Management
Learners will be able to identify strategies to persist and maintain motivation when working toward short- and long-term goals.	1.5 Students will understand that thoughts, actions, abilities, and skills can change and recognize that the environment (people and resources) can support growth mindset thinking and actions.	Self-Awareness Self-Management

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Social-Competence: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.		
Learners will be able to appreciate diversity by recognizing multiple points of view and perspectives of others across cultural and social groups.	2.1: Students will appreciate what makes them unique and the unique contributions of their classmates and determine how people contribute to groups in diverse ways.	Social Awareness
Learners will be able to build relationships between diverse groups of people.	2.2: Students will develop the view that friends can have both similarities and differences. 2.3: Students will use a framework for critically evaluating information, recognizing there are multiple ways of being (e.g., interests, abilities).	Social Awareness
Learners will be able to demonstrate respect for others by discussing how stereotypes affect self and others.	2.3: Students will identify stereotypical thinking and practice replacing stereotypical thoughts with non-stereotyped thinking, recognizing there are similarities and differences amongst groups and identify how stereotypes can influence thinking and behavior toward others.	Social Awareness
Learners will be able to, with adult guidance, recognize, establish, and maintain healthy and rewarding relationships.	2.2: Students will identify characteristics that they value in their friendship groups and commit to engaging in socially inclusive behaviors. BC: Students will work in partnerships and practice communication and collaboration skills.	Relationship Skills
Learners will be able to effectively communicate clearly, listen well, and cooperate with others to build healthy relationships.	2.4: Students will practice creating a more welcoming classroom environment by supporting their classmates. 2.5: Students will perspective take and show empathy to encourage a positive classroom environment. 3.3: Students will increase their awareness that how we communicate can vary depending on the environment.	Relationship Skills

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Social-Competence: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.		
Learners will be able to independently adapt behavior based upon peer feedback and environmental cues.	2.4: Students will Identify other people's feelings and perspectives to provide empathy and support. 3.3: Students will increase their awareness that how we communicate can vary depending on the environment.	Relationship Skills
Learners will be able to work cooperatively and productively in a group to accomplish a set goal.	3.5: Students will organize and plan during a collaborative activity to problem solve. 4.3: Students will understand the importance of learning from others in the conflict resolution process.	Relationship Skills
Learners will be able to identify cause and effect of a conflict.	4.1: Students will name conflict styles and learn helpful and unhelpful outcomes with each style.	Relationship Skills
Learners will be able to make constructive choices about personal behavior and social interaction in order to evaluate the consequences of various actions with consideration of well-being for oneself and others.	2.5: Students will perspective take and show empathy to encourage a positive classroom environment.	Decision Making
Learners will be able to identify and respect social norms for behavior and safe interactions across different settings.	2.5: Students will perspective take and show empathy to encourage a positive classroom environment. 3.3: Students will practice identifying Communication Boosters and Communication Bloopers across different environments.	Social Awareness
Learners will be able to honor social norms with respect to safety of oneself and others.	3.3: Students will increase their awareness that how we communicate can vary depending on the environment and practice identifying Communication Boosters and Communication Bloopers across different environments.	Decision Making Relationship Skills

Wisconsin Standard	Example of Aligned Harmony Curriculum Learning Goals or Everyday Practices **The numbers in front of learning goals represent a Harmony Unit and Lesson*	CASEL Domain
Social-Competence: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.		
Learners will be able to identify when and how to offer help to others.	3.4: Students will practice speaking up for themselves and for others kindly and respectfully.	Social Awareness Relationship Skills
Learners will be able to identify actions that would positively impact change in a classroom, school, and community.	2.4: Students will practice creating a more welcoming classroom environment by supporting their classmates.	Decision Making Social Awareness Relationship Skills