

# CASEL CROSSWALK

*CASEL-aligned & Trauma-informed — Neurodiversity-affirming — MTSS Tier 1 ready*

## The 5 CASEL Core Competencies:

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making

## SCOPE & SEQUENCE

Week	Theme	Emphasis - Primary CASEL Focus
1	Being Seen	Self-Awareness + Social Awareness
2	Inclusion	Relationship Skills
3	HALT	Self-Management
4	DOI	Self-Management + Responsible Decision-Making
5	Friendship	Relationship Skills
6	Empathy	Social Awareness
7	Social Cues	Social Awareness
8	Regulation	Self-Management
9	Bravery	Responsible Decision-Making
10	Conflict & Repair	Relationship Skills + Responsible Decision-Making
11	Identity & Differences	Self-Awareness + Social Awareness
12	Leadership	All 5 Competencies Integrated

## THEMATIC CROSSWALK

Week	Theme	CASEL Focus
1	Being Seen	Self-Awareness + Social Awareness
2	Inclusion	Relationship Skills
3	HALT	Self-Management
4	DOI	Self-Management + Responsible Decision-Making
5	Friendship	Relationship Skills
6	Empathy	Social Awareness
7	Social Cues	Social Awareness
8	Regulation	Self-Management
9	Bravery	Responsible Decision-Making
10	Conflict & Repair	Relationship Skills + Responsible Decision-Making
11	Identity & Differences	Self-Awareness + Social Awareness
12	Leadership	All 5 CASEL Competencies

# SELF-AWARENESS

*(Identifying emotions, values, strengths, identity, self-perception)*

**CASEL MATCH:** Full and developmentally progressive Self-Awareness instruction

## Program Structures That Directly Address Self-Awareness

- HALT self-checks
- “How’s My Flame?” exit tickets
- JOY Flame weekly reflections
- Identity Book (all grade bands)
- Emotion vocabulary instruction
- Bench / invisibility narratives
- Strengths & values work (Weeks 11–12)

## Grades 1–2

### Students will be able to:

- Name basic emotions (happy, sad, lonely, tired, angry)
- Identify when their JOY Flame feels bright or low
- Recognize when they need help or rest
- Describe things that make them feel safe and included

### Key Activities:

- Feelings faces
- HALT picture cards
- “How’s My Flame?” daily exit tickets
- Identity Book: “Things I like,” “Things that make me smile”

## Grades 3–4

### Students will be able to:

- Identify mixed emotions
- Describe internal states that influence behavior
- Recognize belonging vs. invisibility in themselves
- Reflect on effort, frustration, and perseverance

### Key Activities:

- Social Snapshot Reflections
- JOY Flame midweek check-ins
- Identity Book: “What makes me feel included,” “What frustrates me”

## Grades 4–5

### Students will be able to:

- Identify emotional triggers
- Articulate personal values
- Analyze identity in relation to peer groups and leadership
- Reflect on personal growth & emotional patterns

### Key Activities:

- Weekly JOY Flame writing
- Identity Book: “My values,” “My leadership identity,” “My story”

# 1. SELF-AWARENESS

*(Recognizing emotions, values, strengths, identity)*

## **Where It Appears in Your Program:**

- HALT Self-Checks (Hungry, Angry, Lonely, Tired)
- “How’s My Flame?” Exit Tickets
- JOY Flame Weekly Reflections
- Identity Book Pages (All Grades)
- “What I Feel / What I Need” prompts
- Emotion vocabulary development (1–2)
- Values & identity reflections (4–5)

**CASEL Match:** Direct, sustained Self-Awareness instruction

### **Grades 1–2**

- Name basic emotions
- Identify when they feel lonely or tired
- Recognize what brightens their JOY Flame

### **Grades 3–4**

- Identify mixed emotions
- Recognize internal states affecting behavior
- Reflect on belonging vs. invisibility

### **Grades 4–5**

- Identify emotional triggers
- Define personal values
- Articulate identity stories & leadership identity

# **SELF-MANAGEMENT**

*(Regulation, coping, impulse control, persistence, goal-setting)*

**CASEL MATCH:** Strong alignment with emotional regulation & persistence

## **Program Structures**

- HALT regulation system
- Calm corners & grounding routines
- DOI help-seeking language
- Breathing & body regulation
- Conflict repair routines (Week 10)
- Bravery & persistence lessons (Week 9)

## **Grades 1–2**

- Practice calming strategies
- Pause before reacting
- Ask for help using DOI
- Identify when their body needs food, rest, or comfort

## **Grades 3–4**

- Track HALT patterns over time
- Choose specific regulation strategies independently
- Use DOI during academic struggle

## **Grades 4–5**

- Identify personal triggers
- Lead self-regulation without adult prompting
- Model persistence for peers

## **2. SELF-MANAGEMENT**

*(Regulation, stress management, perseverance, impulse control)*

### **Where It Appears:**

- HALT Regulation System
- Calm Corner routines
- Breathing & grounding activities
- DOI Help-Seeking (“I want to keep trying...”)
- Conflict & repair work (Week 10)
- Persistence through effort (JOY framework)

**CASEL Match:** Direct instruction in self-regulation & persistence

### **Grades 1–2**

- Practice calming strategies
- Learn to pause and ask for help

### **Grades 3–4**

- Track HALT patterns
- Use calm strategies independently

### **Grades 4–5**

- Identify triggers
- Lead self-regulation without teacher prompting

# **SOCIAL AWARENESS**

*(Empathy, perspective-taking, social cues, appreciation of diversity)*

**CASEL MATCH:** Explicit instruction in empathy & social cue literacy

## **Program Structures**

- Empathy lessons (Week 6)
- Social Cue Image Analysis
- Invisibility case studies
- Bench & pre-EmberWood narratives
- Luma firefly emotional signaling
- Identity & Differences (Week 11)

## **Grades 1–2**

- Recognize happy/sad/upset in others
- Notice when someone is alone
- Practice caring facial expressions

## **Grades 3–4**

- Analyze body language & tone
- Identify exclusion behaviors
- Practice empathy responses

## **Grades 4–5**

- Analyze power, popularity, and marginalization
- Practice cultural and emotional perspective-taking

## **3. SOCIAL AWARENESS**

*(Empathy, perspective-taking, reading social cues, respect for differences)*

### **Where It Appears:**

- Empathy lessons (Week 6)
- Social Cue Image Analysis
- Inclusion Scenario Cards
- Bench / Invisibility discussions
- Firefly (Luma) emotional signaling
- “Invisible → Included” Case Studies
- Identity & Differences (Week 11)

**CASEL Match:** Full social cue literacy & empathy development

### **Grades 1–2**

- Recognize happy/sad/upset in others
- Practice noticing lonely peers

### **Grades 3–4**

- Analyze body language & facial cues
- Identify exclusion behaviors

### **Grades 4–5**

- Analyze power, popularity, and exclusion systems
- Practice deep perspective-taking

# **RELATIONSHIP SKILLS**

*(Communication, cooperation, inclusion, conflict resolution)*

**CASEL MATCH:** Direct development of communication & cooperation

## **Program Structures**

- Partner Interview Cards
- Friendship Web
- Kindness Bingo
- Connection Circles
- Repair & apology routines
- Leadership in belonging (Week 12)

## **Grades 1–2**

- Greetings, turn-taking, inviting peers
- Sharing & play cooperation

## **Grades 3–4**

- Group cooperation
- Peer mediation basics
- Repairing hurt feelings

## **Grades 4–5**

- Peer mentorship
- Standing up for others
- Leading inclusion actions

## **4. RELATIONSHIP SKILLS**

*(Communication, cooperation, conflict resolution, inclusion)*

### **Where It Appears:**

- Partner Interview Cards
- Friendship Web
- Kindness Bingo
- Connection Circles
- Peer group work routines
- Apology & repair lessons
- Leadership in belonging (Week 12)

**CASEL Match:** Strong interpersonal skill building

## **Grades 1–2**

- Greetings, invitations, turn-taking
- Playing with new peers

## **Grades 3–4**

- Group cooperation
- Repairing small conflicts

## **Grades 4–5**

- Peer mentorship
- Standing up for others
- Leading inclusion actions

# ***RESPONSIBLE DECISION-MAKING***

*(Ethical choices, safety, consequences, care for others)*

**CASEL MATCH:** Ethical reasoning & prosocial decision-making

## **Program Structures**

- Inclusion vs. exclusion choices
- Bravery & social courage (Week 9)
- Conflict & repair (Week 10)
- Leadership dilemmas (Week 12)
- Reflection prompts: "What could I do differently?"

## **Grades 1–2**

- Choosing kind vs. hurtful actions
- Sharing and inviting decisions

## **Grades 3–4**

- Choosing inclusion over comfort
- Helping vs. ignoring choices

## **Grades 4–5**

- Ethical leadership
- Class climate responsibility

## **5. RESPONSIBLE DECISION-MAKING**

*(Ethical choices, safety, consequences, care for others)*

### **Where It Appears:**

- Inclusion vs. exclusion choices
- Conflict navigation (Week 10)
- Leadership in belonging (Week 12)
- Moral courage lessons (Week 9)
- Case study ethical dilemmas
- "What could I do differently?" reflections

**CASEL Match:** Ethical reasoning + prosocial decision-making

## **Grades 1–2**

- Kind vs. hurtful choices
- Sharing & inviting

## **Grades 3–4**

- Choosing inclusion over comfort
- Helping vs. ignoring

## **Grades 4–5**

- Ethical leadership
- Responsibility for class climate

# VALUE BEYOND CASEL

- Inclusion Literacy
- JOY Flame emotional metaphor
- HALT body-based compassion + DOI help-seeking language
- Belonging as daily practice
- Narrative-based SEL (EmberWood)
- Identity + leadership as shared responsibility
- Neurodiversity & trauma-informed inclusion