



Alignment to CASEL Core SEL Competencies





In 1985, Center for Responsive Schools articulated five social and emotional competencies students need for success in learning, play, relationships, and life in, out of, and beyond school: cooperation, assertiveness, responsibility, empathy, and self-control (C.A.R.E.S.). These competencies were empirically confirmed in 1993 (Elliott, 1993, 1995) before the term “social and emotional learning,” or SEL, was coined in 1994 (Durlak, 2015).

What is Fly Five?

Fly Five is a kindergarten to eighth grade social and emotional learning curriculum developed on the core belief that, in order for students to be academically, socially, and behaviorally successful in, out of, and beyond school, they need to learn a set of social and emotional competencies, namely cooperation, assertiveness, responsibility, empathy, and self-control (C.A.R.E.S.).

The five C.A.R.E.S. social and emotional competencies are the core of the Fly Five curriculum. The C.A.R.E.S. competencies, and the comprehensive SEL standards built around them, align with CASEL’s core competencies.

What is CASEL?

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a trusted source for knowledge about high-quality, evidence-based social and emotional learning. CASEL seeks to help make evidence-based social and emotional learning an integral part of education from preschool through high school.

References

Durlak, J. A. (Ed.). (2015). *Handbook of social and emotional learning: Research and practice*. Guilford Publications.

Elliott, S. N. (1993). *Caring to learn: A report on the positive impact of a social curriculum: A final evaluation report for the Responsive Classroom, Savin Rock Project, Savin Rock Community School, West Haven, Connecticut Public Schools*. Northeast Foundation for Children.

Elliott, S. N. (1995). *The Responsive Classroom approach: Its effectiveness and acceptability*. Washington, D.C.: The Center for Systemic Educational Change, District of Columbia Public Schools.

The alignment map below illustrates how Fly Five's competencies and standards align to CASEL's five core SEL competencies.



C.A.R.E.S. Competencies

Anchor Standards

Core Competencies

Cooperation



The ability to establish new relationships, to maintain positive relationships and friendships, to avoid social isolation, to resolve conflicts, to accept differences, and to be a contributing member of the classroom and community in which one lives, works, learns, and plays

- Able to make and keep friends
- Works with others toward a common goal
- Resolves differences quickly
- Cooperates as a group leader or a member of the group
- Exhibits helpfulness

Relationship Skills

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups

Assertiveness



The ability to take initiative, to stand up for one's ideas without hurting or negating others, to seek help, to persevere with a challenging task, and to recognize one's individual self as separate from the environment, circumstances, or conditions one is in

- Expresses strong emotions and opinions effectively
- Able to seek help
- Shows openness and honesty
- Persists through challenging events
- Takes the initiative to do what is right, fair, and just
- Makes choices one feels good about later

Self-Awareness

The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts

Responsibility



The ability to motivate oneself to act and follow through on expectations; to define a problem, consider the consequences, and choose a positive solution

- Selects the best option among choices for a suitable outcome
- Holds oneself accountable
- Demonstrates social, civic, and digital responsibility
- Takes care of property

Responsible Decision-Making

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations

Empathy



The ability to recognize, appreciate, or understand another's state of mind or emotions; to be receptive to new ideas and perspectives; and to see, appreciate, and value differences and diversity in others

- Recognizes and manages one's own emotions and recognizes the emotions of others
- Respects and values diversity in others
- Respects differing cultural norms
- Aware of the impact of one's actions on others

Social Awareness

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts

Self-Control



The ability to recognize and regulate one's thoughts, emotions, and behaviors in order to be successful in the moment and remain on a successful trajectory

- Adheres to social, behavioral, and moral standards
- Manages overwhelming thoughts or emotions
- Controls impulses and delays gratification
- Shows hope and perseverance

Self-Management

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations