



SANFORD
HARMONY
ACADEMY



Harmony Academy & Hawaii Alignment Guide

Kindergarten

Nā Hopena A'o Statements HĀ: BREATH aligned with Sanford Harmony Academy



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Hawaii Policy E-3 NA HOPENA A'O (HA)	Harmony Learning Goals	Harmony Professional Learning Modules
<p>1. Strengthened Sense of Belonging I stand firm in my space with a strong foundation of relationships. A sense of Belonging is demonstrated through an understanding of lineage and place and a connection to past, present, and future. I am able to interact respectfully for the betterment of self and others.</p> <ul style="list-style-type: none"> a. Know who I am and where I am from. b. Know about the place I live and go to school. c. Build relationships with many diverse people. d. Care about my relationships with others. e. Am open to new ideas and different ways of doing things. f. Communicate with clarity and confidence. g. Understand how actions affect others. h. Actively participate in school and communities. 	<p>Unit 1 – Being My Best Self</p> <ul style="list-style-type: none"> • 1.1 Students will understand that people can feel and show emotions differently. • 1.2 Students will recognize that people can have different feelings about the same situation. • 1.3 Students will recognize that others may respond differently to the same situation. <p>Unit 2 – Valuing Each Other</p> <ul style="list-style-type: none"> • 2.2 Students will identify and practice ways to include others. • 2.4 Students will consider how empathy relates to friendship. <p>Unit 3 – Communicating With Each Other</p> <ul style="list-style-type: none"> • 3.2 Students will practice taking turns listening thoughtfully and speaking clearly in a conversation. • 3.3 Students will practice adapting their communication to fit different environments. • 3.4 Students will gain self-confidence communicating needs, desires, and ideas. They will practice speaking up and speaking kindly for themselves and others. 	<p>Be The Spark: Nurturing Student Inspiration: Identify ways to create a classroom environment that nurtures student inspiration and fosters motivation.</p> <p>Affirming Difference and Valuing Background: Reflect on your own attitudes toward differences and build students' background knowledge into instruction.</p> <p>Teaching Students Empathy: Learn to define what empathy is and what specific actions you can take to develop a more empathetic environment.</p>

Hawaii Policy E-3 NA HOPENA A'O (HA)	Harmony Learning Goals	Harmony Professional Learning Modules
<p>2. Strengthened Sense of Responsibility I willingly carry my responsibility for self, family, community, and the larger society. A sense of Responsibility is demonstrated by a commitment and concern for others. I am mindful of the values, needs and welfare of others.</p> <ul style="list-style-type: none"> a. Come to school regularly, on-time and ready to learn. b. See self and others as active participants in the learning process. c. Question ideas and listen generously. d. Ask for help and feedback when appropriate. e. Make good decisions with moral courage and integrity in every action. f. Set goals and complete tasks fully. g. Reflect on the quality and relevancy of the learning. h. Honor and make family, school, and communities proud. 	<p>Unit 3 – Communicating With Each Other</p> <ul style="list-style-type: none"> • 3.1 Students will describe and demonstrate attentive listening, identify attentive listening skills, and develop skills for careful and thoughtful listening to build better relationships. • 3.2 Students will understand why it's important to wait, listen, and think before responding. • 3.4 Students will gain self-confidence in communicating needs, desires, and ideas. 	<p>Preparing for Student Discussions: Identify ways to create a classroom environment that promotes rich conversations by creating norms, considering logistics, and modeling desired skills for your students.</p> <p>Understanding SMART Goals: Learn to set effective goals for student improvement using strong goal statements and SMART criteria.</p> <p>Strategies for Communicating with Parents: Discover helpful dos and don'ts for effective teacher-family communication.</p>

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<p>3. Strengthened Sense of Excellence</p> <p>I believe I can succeed in school and life and am inspired to care about the quality of my work. A sense of Excellence is demonstrated by a love of learning and the pursuit of skills, knowledge and behaviors to reach my potential. I am able to take intellectual risks and strive beyond what is expected.</p> <ul style="list-style-type: none"> a. Define success in a meaningful way. b. Know and apply unique gifts and abilities to a purpose. c. Prioritize and manage time and energy well. d. Take initiative without being asked. e. Explore many areas of interest and initiate new ideas. f. Utilize creativity and imagination to problem-solve and innovate. g. See failure as an opportunity to learn well. h. Assess and make improvements to produce quality work. 	<p>Unit 1 – Being My Best Self</p> <ul style="list-style-type: none"> • 1.5 Students will believe that they can work hard and keep learning new things. They will understand that mistakes and challenges will help them improve. <p>Unit 2 – Valuing Each Other</p> <ul style="list-style-type: none"> • 2.1 Students will foster feeling a sense of being valued by sharing something special about themselves. <p>Unit 4 – Learning From Each Other</p> <ul style="list-style-type: none"> • 4.1 Students will identify multiple perspectives on a problem. • 4.2 Students will identify and share desired outcomes. • 4.3 Students will generate solutions that are acceptable to all and make everyone feel okay. • 4.4 Students will use problem-solving skills in a collaborative activity. 	<p>Helping Students Believe They “Can” Achieve: Learn strategies to increase students’ motivation by boosting their belief in their intelligence.</p> <p>Helping Students Want to Achieve: Examine behaviors, questions and strategies that help increase the value students place on school and thus increase their motivation to succeed.</p> <p>Using Warm Demand to Build Student Achievement: Discover mindsets and strategies that balance discipline and care to help students meet high academic expectations.</p>

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<p>4. Strengthened Sense of Aloha</p> <p>I show care and respect for myself, families, and communities. A sense of Aloha is demonstrated through empathy and appreciation for the symbiotic relationship between all. I am able to build trust and lead for the good of the whole.</p> <ul style="list-style-type: none"> a. Give generously of time and knowledge. b. Appreciate the gifts and abilities of others. c. Make others feel comfortable and welcome. d. Communicate effectively to diverse audiences. e. Respond mindfully to what is needed. f. Give joyfully without expectation of reward. g. Share the responsibility for collective work. h. Spread happiness. 	<p>Unit 1 – Being My Best Self</p> <ul style="list-style-type: none"> • 1.4 Students will understand that being considerate means thinking about how their actions and behaviors influence others. <p>Unit 2 – Valuing Each Other</p> <ul style="list-style-type: none"> • 2.2 Students will promote inclusive attitudes and behaviors, foster empathy and kindness, and identify and practice ways to include others. • 2.4 Students will describe ways to show empathy and caring to someone in a given situation. They will consider how empathy relates to friendship. • 2.5 Students will use empathy when they see unfair behavior or to prevent unfair behavior. <p>Unit 3 – Communicating With Each Other</p> <ul style="list-style-type: none"> • 3.3 Students will think about where they are and who they are with when communicating. They will practice adapting their communication to fit different environments. 	<p>Teachers as Agents of Change: Go beyond the “technician” role in the service of equity, using culturally responsive practices in your methods, content and relationships.</p> <p>Working Against Racial Bias: Develop a sociocultural consciousness—recognizing that worldviews are shaped by experiences and identity—to help you combat racial bias in the classroom.</p> <p>Developing Behaviors for Cooperative Learning: Guide students in developing the prosocial behaviors necessary for cooperative learning activities and interactions they will face throughout life.</p>

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<p>5. Strengthened Sense of Total Well-being I learn about and practice a healthy lifestyle. A sense of Total Well-being is demonstrated by making choices that improve the mind, body, heart, and spirit. I am able to meet the demands of school and life while contributing to the well-being of family, 'aina, community and world.</p> <ul style="list-style-type: none"> a. Feel safe physically and emotionally. b. Develop self-discipline to make good choices. c. Manage stress and frustration levels appropriately. d. Have goals and plans that support healthy habits, fitness and behaviors. e. Utilize the resources available for wellness in everything and everywhere. f. Have enough energy to get things done daily. g. Engage in positive social interactions and have supportive relationships. h. Promote wellness in others. 	<p>Unit 1 – Being My Best Self</p> <ul style="list-style-type: none"> • 1.4 Students will understand that being considerate means thinking about how their actions and behaviors influence others. • 1.4 Students will name and demonstrate ways to get calm. <p>Unit 2 – Valuing Each Other</p> <ul style="list-style-type: none"> • 2.2 Students will identify and practice ways to include others. <p>Unit 3 – Communicating With Each Other</p> <ul style="list-style-type: none"> • 3.2 Students will practice taking turns listening thoughtfully and speaking clearly in a conversation. They will understand why it's important to wait, listen, and think before responding. • 3.4 Students will practice speaking up and speaking kindly for themselves and others. • 3.5 Students will communicate and cooperate in a team fairly. <p>Unit 4 – Learning From Each Other</p> <ul style="list-style-type: none"> • 4.3 Students will generate solutions that are acceptable to all and make everyone feel okay. 	<p>Coping with Teacher Stress: Examine the causes and symptoms of teacher stress and explore a variety of strategies to help cope with it.</p> <p>Self-Compassion and Emotional Regulation for Educators: Discover the importance of self-compassion and key strategies for emotional regulation and explore the different settings education needs to self-regulate and attend to their emotions.</p> <p>Understanding the Brain to Get to the Heart of SEL: Recognize how one's emotions, thoughts, and values are crucial for understanding their impact on behavior. Explore how the brain processes emotions in response to external stimuli and how emotions guide attention, energy and actions.</p>



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Harmony Academy & Hawaii Alignment Guide

First Grade

Nā Hopena A'o Statements HĀ: BREATH aligned with Sanford Harmony Academy



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<p>2. Strengthened Sense of Responsibility I willingly carry my responsibility for self, family, community, and the larger society. A sense of Responsibility is demonstrated by a commitment and concern for others. I am mindful of the values, needs and welfare of others.</p> <ul style="list-style-type: none"> a. Come to school regularly, on-time and ready to learn. b. See self and others as active participants in the learning process. c. Question ideas and listen generously. d. As for help and feedback when appropriate. e. Make good decisions with moral courage and integrity in every action. f. Set goals and complete tasks fully. g. Reflect on the quality and relevancy of the learning. h. Honor and make family, school, and communities proud. 	<p>Unit 3 – Communicating With Each Other</p> <ul style="list-style-type: none"> • 3.1 Students will demonstrate attentive listening, responding, and taking turns with a partner. • 3.2 Students will demonstrate effective conversation skills by speaking clearly and kindly, listening carefully, and responding thoughtfully. <p>Unit 4 – Learning From Each Other</p> <ul style="list-style-type: none"> • 4.1 Students will see a problem from someone else’s perspective. They will foster awareness and acceptance of others’ feelings and thoughts. • 4.5 Students will explain the importance of honesty and integrity in taking responsibility for their actions. 	<p>Preparing for Student Discussions: Identify ways to create a classroom environment that promotes rich conversations by creating norms, considering logistics, and modeling desired skills for your students.</p> <p>Understanding SMART Goals: Learn to set effective goals for student improvement using strong goal statements and SMART criteria.</p> <p>Strategies for Communicating with Parents: Discover helpful dos and don’ts for effective teacher-family communication.</p>

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<p>3. Strengthened Sense of Excellence</p> <p>I believe I can succeed in school and life and am inspired to care about the quality of my work. A sense of Excellence is demonstrated by a love of learning and the pursuit of skills, knowledge and behaviors to reach my potential. I am able to take intellectual risks and strive beyond what is expected.</p> <ul style="list-style-type: none"> a. Define success in a meaningful way. b. Know and apply unique gifts and abilities to a purpose. c. Prioritize and manage time and energy well. d. Take initiative without being asked. e. Explore many areas of interest and initiate new ideas. f. Utilize creativity and imagination to problem-solve and innovate. g. See failure as an opportunity to learn well. h. Assess and make improvements to produce quality work. 	<p>Unit 2 – Valuing Each Other</p> <ul style="list-style-type: none"> • 2.1 Students will share something unique about themselves. • 2.5 Students will feel capable of supporting others in unfair situations. <p>Unit 4 – Learning From Each Other</p> <ul style="list-style-type: none"> • 4.1 Students will recognize and restate a problem. • 4.3 Students will learn skills in generating alternative solutions to interpersonal problems. • 4.4. Students will become more confident that they can solve problems with others. 	<p>Helping Students Believe They “Can” Achieve: Learn strategies to increase students’ motivation by boosting their belief in their intelligence.</p> <p>Helping Students Want to Achieve: Examine behaviors, questions and strategies that help increase the value students place on school and thus increase their motivation to succeed.</p> <p>Using Warm Demand to Build Student Achievement: Discover mindsets and strategies that balance discipline and care to help students meet high academic expectations.</p>

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<p>4. Strengthened Sense of Aloha I show care and respect for myself, families, and communities. A sense of Aloha is demonstrated through empathy and appreciation for the symbiotic relationship between all. I am able to build trust and lead for the good of the whole.</p> <ul style="list-style-type: none"> a. Give generously of time and knowledge. b. Appreciate the gifts and abilities of others. c. Make others feel comfortable and welcome. d. Communicate effectively to diverse audiences. e. Respond mindfully to what is needed. f. Give joyfully without expectation of reward. g. Share the responsibility for collective work. h. Spread happiness. 	<p>Unit 1 – Being My Best Self</p> <ul style="list-style-type: none"> • 1.5 Students will turn thoughts from a fixed mindset to a growth mindset. They will gain an understanding of how having a growth mindset changes thoughts, feelings, and actions. <p>Unit 2 – Valuing Each Other</p> <ul style="list-style-type: none"> • 2.2 Students will foster empathy and kindness when others may feel excluded. They will identify ways to include others in peer experiences. • 2.4 Students will develop an understanding of others’ perspectives and feelings. They will describe ways to show empathy and caring to someone. <p>Unit 3 – Communicating With Each Other</p> <ul style="list-style-type: none"> • 3.4 Students will demonstrate respectful, assertive speaking and communicating. • 3.5 Students will understand how to communicate and cooperate in a team productively. They will practice cooperating with peers in a shared activity. 	<p>Teachers as Agents of Change: Go beyond the “technician” role in the service of equity, using culturally responsive practices in your methods, content and relationships.</p> <p>Working Against Racial Bias: Develop a sociocultural consciousness—recognizing that worldviews are shaped by experiences and identity—to help you combat racial bias in the classroom.</p> <p>Developing Behaviors for Cooperative Learning: Guide students in developing the prosocial behaviors necessary for cooperative learning activities and interactions they will face throughout life.</p>

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<p>5. Strengthened Sense of Total Well-being I learn about and practice a healthy lifestyle. A sense of Total Well-being is demonstrated by making choices that improve the mind, body, heart, and spirit. I am able to meet the demands of school and life while contributing to the well-being of family, 'aina, community and world.</p> <ul style="list-style-type: none"> a. Feel safe physically and emotionally. b. Develop self-discipline to make good choices. c. Manage stress and frustration levels appropriately. d. Have goals and plans that support healthy habits, fitness and behaviors. e. Utilize the resources available for wellness in everything and everywhere. f. Have enough energy to get things done daily. g. Engage in positive social interactions and have supportive relationships. h. Promote wellness in others. 	<p>Unit 1 – Being My Best Self</p> <ul style="list-style-type: none"> • 1.3 Students will describe how thoughts can influence feelings and actions. They will determine how people can feel, think, and act differently in the same situation. • 1.4 Students will practice self-regulation, or getting calm strategies in response to situations. They will identify personal and interpersonal outcomes when they use self-regulation strategies. <p>Unit 2 – Valuing Each Other</p> <ul style="list-style-type: none"> • 2.4 Students will develop an understanding of others' perspectives and feelings. They will describe ways to show empathy and caring to someone. • 2.5 Students will use perspective-taking and empathy to support others and discourage unfair behavior. 	<p>Coping with Teacher Stress: Examine the causes and symptoms of teacher stress and explore a variety of strategies to help cope with it.</p> <p>Self-Compassion and Emotional Regulation for Educators: Discover the importance of self-compassion and key strategies for emotional regulation and explore the different settings education needs to self-regulate and attend to their emotions.</p> <p>Understanding the Brain to Get to the Heart of SEL: Recognize how one's emotions, thoughts, and values are crucial for understanding their impact on behavior. Explore how the brain processes emotions in response to external stimuli and how emotions guide attention, energy and actions.</p>



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Second Grade

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<p>2. Strengthened Sense of Responsibility I willingly carry my responsibility for self, family, community, and the larger society. A sense of Responsibility is demonstrated by a commitment and concern for others. I am mindful of the values, needs and welfare of others.</p> <ul style="list-style-type: none"> a. Come to school regularly, on-time and ready to learn. b. See self and others as active participants in the learning process. c. Question ideas and listen generously. d. As for help and feedback when appropriate. e. Make good decisions with moral courage and integrity in every action. f. Set goals and complete tasks fully. g. Reflect on the quality and relevancy of the learning. h. Honor and make family, school, and communities proud. 	<p>Unit 3 – Communicating With Each Other</p> <ul style="list-style-type: none"> • 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. • 3.5 Students will practice cooperating with peers in a shared activity. <p>Unit 4 – Learning From Each Other</p> <ul style="list-style-type: none"> • 4.1 Students will foster awareness and acceptance of others' feelings and thoughts. • 4.5 Students will explain the importance of honesty and integrity in taking responsibility for their actions. 	<p>Preparing for Student Discussions: Identify ways to create a classroom environment that promotes rich conversations by creating norms, considering logistics, and modeling desired skills for your students.</p> <p>Understanding SMART Goals: Learn to set effective goals for student improvement using strong goal statements and SMART criteria.</p> <p>Strategies for Communicating with Parents: Discover helpful dos and don'ts for effective teacher-family communication.</p>

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<p>3. Strengthened Sense of Excellence</p> <p>I believe I can succeed in school and life and am inspired to care about the quality of my work. A sense of Excellence is demonstrated by a love of learning and the pursuit of skills, knowledge and behaviors to reach my potential. I am able to take intellectual risks and strive beyond what is expected.</p> <ul style="list-style-type: none"> a. Define success in a meaningful way. b. Know and apply unique gifts and abilities to a purpose. c. Prioritize and manage time and energy well. d. Take initiative without being asked. e. Explore many areas of interest and initiate new ideas. f. Utilize creativity and imagination to problem-solve and innovate. g. See failure as an opportunity to learn well. h. Assess and make improvements to produce quality work. 	<p>Unit 2 – Valuing Each Other</p> <ul style="list-style-type: none"> • 2.1 Students will share something unique about themselves. • 2.5 Students will feel capable of supporting others in unfair situations. <p>Unit 4 – Learning From Each Other</p> <ul style="list-style-type: none"> • 4.1 Students will recognize and restate a problem. • 4.3 Students will learn skills in generating alternative solutions to interpersonal problems. • 4.4. Students will become more confident that they can solve problems with others. 	<p>Helping Students Believe They “Can” Achieve: Learn strategies to increase students’ motivation by boosting their belief in their intelligence.</p> <p>Helping Students Want to Achieve: Examine behaviors, questions and strategies that help increase the value students place on school and thus increase their motivation to succeed.</p> <p>Using Warm Demand to Build Student Achievement: Discover mindsets and strategies that balance discipline and care to help students meet high academic expectations.</p>

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<p>4. Strengthened Sense of Aloha I show care and respect for myself, families, and communities. A sense of Aloha is demonstrated through empathy and appreciation for the symbiotic relationship between all. I am able to build trust and lead for the good of the whole.</p> <ul style="list-style-type: none"> a. Give generously of time and knowledge. b. Appreciate the gifts and abilities of others. c. Make others feel comfortable and welcome. d. Communicate effectively to diverse audiences. e. Respond mindfully to what is needed. f. Give joyfully without expectation of reward. g. Share the responsibility for collective work. h. Spread happiness. 	<p>Unit 1 – Being My Best Self</p> <ul style="list-style-type: none"> • 1.5. Students will change fixed mindset thoughts into growth mindset thoughts. They will gain an understanding of how having a growth mindset changes thoughts, feelings, and actions. <p>Unit 2 – Valuing Each Other</p> <ul style="list-style-type: none"> • 2.2 Students will foster empathy and kindness when others may feel excluded. They will identify ways to include others in peer experiences. • 2.4 Students will develop an understanding of others’ perspectives and feelings. They will describe ways to show empathy and caring to someone. <p>Unit 3 – Communicating With Each Other</p> <ul style="list-style-type: none"> • 3.4 Students will demonstrate respectful, assertive speaking. • 3.5 Students will understand how to communicate and cooperate in a team productively. They will practice cooperating with peers in a shared activity. 	<p>Teachers as Agents of Change: Go beyond the “technician” role in the service of equity, using culturally responsive practices in your methods, content and relationships.</p> <p>Working Against Racial Bias: Develop a sociocultural consciousness—recognizing that worldviews are shaped by experiences and identity—to help you combat racial bias in the classroom.</p> <p>Developing Behaviors for Cooperative Learning: Guide students in developing the prosocial behaviors necessary for cooperative learning activities and interactions they will face throughout life.</p>

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Third Grade

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<p>1. Strengthened Sense of Belonging I stand firm in my space with a strong foundation of relationships. A sense of Belonging is demonstrated through an understanding of lineage and place and a connection to past, present, and future. I am able to interact respectfully for the betterment of self and others.</p> <ul style="list-style-type: none"> a. Know who I am and where I am from. b. Know about the place I live and go to school. c. Build relationships with many diverse people. d. Care about my relationships with others. e. Am open to new ideas and different ways of doing things. f. Communicate with clarity and confidence. g. Understand how actions affect others. h. Actively participate in school and communities. 	<p>Unit 1 – Being My Best Self</p> <ul style="list-style-type: none"> • 1.1 Students will recognize that their emotions and emotional expressions may differ from others. They will gain an understanding that emotions can reveal something about themselves and others. • 1.2 Students will practice compassion toward themselves and develop an optimistic mindset. • 1.3 Students will determine different ways to respond to the same situation. • 1.4 Students will determine that challenges and mistakes can be learning opportunities, helping to improve skills and relationships. <p>Unit 3 – Communicating With Each Other</p> <ul style="list-style-type: none"> • 3.1 Students will practice listening to and supporting one another with eyes, ears, mouth, and body language. • 3.4 Students will practice speaking up assertively to advocate for themselves and others. 	<p>Be The Spark: Nurturing Student Inspiration: Identify ways to create a classroom environment that nurtures student inspiration and fosters motivation.</p> <p>Affirming Difference and Valuing Background: Reflect on your own attitudes toward differences and build students' background knowledge into instruction.</p> <p>Teaching Students Empathy: Learn to define what empathy is and what specific actions you can take to develop a more empathetic environment.</p>

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<p>2. Strengthened Sense of Responsibility I willingly carry my responsibility for self, family, community, and the larger society. A sense of Responsibility is demonstrated by a commitment and concern for others. I am mindful of the values, needs and welfare of others.</p> <ul style="list-style-type: none"> a. Come to school regularly, on-time and ready to learn. b. See self and others as active participants in the learning process. c. Question ideas and listen generously. d. Ask for help and feedback when appropriate. e. Make good decisions with moral courage and integrity in every action. f. Set goals and complete tasks fully. g. Reflect on the quality and relevancy of the learning. h. Honor and make family, school, and communities proud. 	<p>Unit 3 – Communicating With Each Other</p> <ul style="list-style-type: none"> • 3.1 Students will practice and implement listening and supporting strategies in order to promote more positive group interactions. • 3.2 Students will identify communication bloopers (ineffective communication strategies) and communication boosters (effective communication strategies) to improve group conversations. <p>Unit 4 – Learning From Each Other</p> <ul style="list-style-type: none"> • 4.1 Students will practice an assertive approach to resolving conflict that builds positive relationships and reaches solutions that benefit everyone involved. 	<p>Preparing for Student Discussions: Identify ways to create a classroom environment that promotes rich conversations by creating norms, considering logistics, and modeling desired skills for your students.</p> <p>Understanding SMART Goals: Learn to set effective goals for student improvement using strong goal statements and SMART criteria.</p> <p>Strategies for Communicating with Parents: Discover helpful dos and don'ts for effective teacher-family communication.</p>

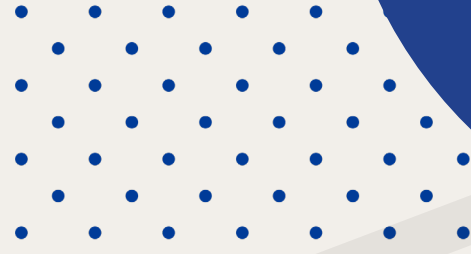
Hawaii Policy E-3 NA HOPENA A'O (HA)	Harmony Learning Goals	Harmony Professional Learning Modules
<p>3. Strengthened Sense of Excellence</p> <p>I believe I can succeed in school and life and am inspired to care about the quality of my work. A sense of Excellence is demonstrated by a love of learning and the pursuit of skills, knowledge and behaviors to reach my potential. I am able to take intellectual risks and strive beyond what is expected.</p> <ul style="list-style-type: none"> a. Define success in a meaningful way. b. Know and apply unique gifts and abilities to a purpose. c. Prioritize and manage time and energy well. d. Take initiative without being asked. e. Explore many areas of interest and initiate new ideas. f. Utilize creativity and imagination to problem-solve and innovate. g. See failure as an opportunity to learn well. h. Assess and make improvements to produce quality work. 	<p>Unit 1 – Being My Best Self</p> <ul style="list-style-type: none"> • 1.5 Students will determine that challenges and mistakes can be learning opportunities, helping improve skills and relationships. <p>Unit 2 – Valuing Each Other</p> <ul style="list-style-type: none"> • 2.1 Students will identify and appreciate their own skills as well as those of a peer. They will contribute to others' learning by teaching a new skill to a classmate. <p>Unit 3 – Communicating With Each Other</p> <ul style="list-style-type: none"> • 3.5 Students will practice using teamwork, communicating with a team, and using planning and organizational skills. <p>Unit 4 – Learning From Each Other</p> <ul style="list-style-type: none"> • 4.2 Students will be introduced to the first two steps of a conflict resolution approach. • 4.3 Students will effectively communicate their feelings and perspectives during conflict situations and begin to think of solutions to their conflict resolution goals. 	<p>Helping Students Believe They “Can” Achieve: Learn strategies to increase students' motivation by boosting their belief in their intelligence.</p> <p>Helping Students Want to Achieve: Examine behaviors, questions and strategies that help increase the value students place on school and thus increase their motivation to succeed.</p> <p>Using Warm Demand to Build Student Achievement: Discover mindsets and strategies that balance discipline and care to help students meet high academic expectations.</p>

Hawaii Policy E-3 NA HOPENA A'O (HA)	Harmony Learning Goals	Harmony Professional Learning Modules
<p>4. Strengthened Sense of Aloha</p> <p>I show care and respect for myself, families, and communities. A sense of Aloha is demonstrated through empathy and appreciation for the symbiotic relationship between all. I am able to build trust and lead for the good of the whole.</p> <ul style="list-style-type: none"> a. Give generously of time and knowledge. b. Appreciate the gifts and abilities of others. c. Make others feel comfortable and welcome. d. Communicate effectively to diverse audiences. e. Respond mindfully to what is needed. f. Give joyfully without expectation of reward. g. Share the responsibility for collective work. h. Spread happiness. 	<p>Unit 2 – Valuing Each Other</p> <ul style="list-style-type: none"> • 2.1 Students will identify and appreciate their own skills as well as those of a peer. • 2.2 Students will discuss ways to be a friend and include others. They will examine the importance of having friends who are similar and different from themselves. • 2.4 Students will learn the definitions and components of empathy and determine how to show empathy and support to their classmates. • 2.5 Students will help develop a classroom environment that encourages perspective taking, empathy, and inclusive behavior. <p>Unit 3 – Communicating With Each Other</p> <ul style="list-style-type: none"> • 3.3 Students will understand that how we communicate can vary depending on the environment. 	<p>Teachers as Agents of Change: Go beyond the “technician” role in the service of equity, using culturally responsive practices in your methods, content and relationships.</p> <p>Working Against Racial Bias: Develop a sociocultural consciousness—recognizing that worldviews are shaped by experiences and identity—to help you combat racial bias in the classroom.</p> <p>Developing Behaviors for Cooperative Learning: Guide students in developing the prosocial behaviors necessary for cooperative learning activities and interactions they will face throughout life.</p>

Hawaii Policy E-3 NA HOPENA A'O (HA)	Harmony Learning Goals	Harmony Professional Learning Modules
<p>5. Strengthened Sense of Total Well-being I learn about and practice a healthy lifestyle. A sense of Total Well-being is demonstrated by making choices that improve the mind, body, heart, and spirit. I am able to meet the demands of school and life while contributing to the well-being of family, 'aina, community and world.</p> <ul style="list-style-type: none"> a. Feel safe physically and emotionally. b. Develop self-discipline to make good choices. c. Manage stress and frustration levels appropriately. d. Have goals and plans that support healthy habits, fitness and behaviors. e. Utilize the resources available for wellness in everything and everywhere. f. Have enough energy to get things done daily. g. Engage in positive social interactions and have supportive relationships. h. Promote wellness in others. 	<p>Unit 1 – Being My Best Self</p> <ul style="list-style-type: none"> • 1.1 Students will recognize that their emotions and emotional expressions may differ from others. They will gain an understanding that emotions can reveal something about themselves and others. • 1.2 Students will practice compassion toward themselves and develop an optimistic mindset. • 1.3 Students will practice recognizing and monitoring their emotions and will use strategies to regulate their emotions to remain calm. <p>Unit 2 – Valuing Each Other</p> <ul style="list-style-type: none"> • 2.4 Students will determine how to show empathy and support to their classmates. • 2.5 Students will help develop a classroom environment that encourages perspective taking, empathy, and inclusive behavior. 	<p>Coping with Teacher Stress: Examine the causes and symptoms of teacher stress and explore a variety of strategies to help cope with it.</p> <p>Self-Compassion and Emotional Regulation for Educators: Discover the importance of self-compassion and key strategies for emotional regulation and explore the different settings education needs to self-regulate and attend to their emotions.</p> <p>Understanding the Brain to Get to the Heart of SEL: Recognize how one's emotions, thoughts, and values are crucial for understanding their impact on behavior. Explore how the brain processes emotions in response to external stimuli and how emotions guide attention, energy and actions.</p>



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Harmony Academy & Hawaii Alignment Guide

Fourth Grade

Nā Hopena A'o Statements HĀ: BREATH aligned with Sanford Harmony Academy



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<p>2. Strengthened Sense of Responsibility I willingly carry my responsibility for self, family, community, and the larger society. A sense of Responsibility is demonstrated by a commitment and concern for others. I am mindful of the values, needs and welfare of others.</p> <ul style="list-style-type: none"> a. Come to school regularly, on-time and ready to learn. b. See self and others as active participants in the learning process. c. Question ideas and listen generously. d. As for help and feedback when appropriate. e. Make good decisions with moral courage and integrity in every action. f. Set goals and complete tasks fully. g. Reflect on the quality and relevancy of the learning. h. Honor and make family, school, and communities proud. 	<p>Unit 3 – Communicating With Each Other</p> <ul style="list-style-type: none"> • 3.1 Students will practice identifying Communication Boosters (listening, supporting, and negotiating). • 3.4 Students will recognize when to speak up for themselves and others. <p>Unit 4 – Learning From Each Other</p> <ul style="list-style-type: none"> • 4.5 Students will practice being honest and taking responsibility for one's actions. They will describe and demonstrate ways to make amends in various scenarios. 	<p>Preparing for Student Discussions: Identify ways to create a classroom environment that promotes rich conversations by creating norms, considering logistics, and modeling desired skills for your students.</p> <p>Understanding SMART Goals: Learn to set effective goals for student improvement using strong goal statements and SMART criteria.</p> <p>Strategies for Communicating with Parents: Discover helpful dos and don'ts for effective teacher-family communication.</p>

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Harmony Academy & Hawaii Alignment Guide

Fifth Grade

Nā Hopena A'o Statements HĀ: BREATH aligned with Sanford Harmony Academy



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