ALIGNMENT CHART

California Transformative Social and Emotional Learning Competencies

■ **Second Step® High School**

About Second Step® High School

Second Step High School is a research-based program for Grades 9–12. It includes pathways with practices for school leaders and educators that are designed to help create a positive school climate, strengthen human skills, and encourage students to develop adaptive mindsets for navigating adolescence successfully. Supplemental classroom-based student activities reinforce skills students build from the schoolwide and educator practices and offer them further opportunities to learn and apply emerging human skills. The practices in this program involve the entire school community and are intended to produce positive schoolwide change.

How the Program Meets the California Competencies

The following tables indicate which specific Second Step High School practices and activities can help students develop the knowledge, skills, and attitudes needed to meet the California Transformative Social and Emotional Learning Competencies. Boxes are checked to indicate that Second Step High School meets a given state competency within the identified grade or grade band (for instance, Grades 9–10) when:

1. Students have clear opportunities to actively process the knowledge or practice the skills described in the competency through discussion, writing, drawing, or other related activities

2. There are opportunities for school leaders and educators to gather evidence of student learning in relation to the competencies

Grade 9
California Transformative Social and Emotional Learning Competencies
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Key Skills and Concepts

Columns (left to right):

Pathway 1: Belonging & Connection
1. Co-creating shared expectations that contribute to belonging
2. Connecting and collaborating with peers to build community
3. Communicating effectively and sincerely with educators
4. Using voice to make change in the school community
5. Understanding not everyone is paying attention to them

Pathway 2: Confidence & Capability
6. Participating in defining success criteria
7. Analyzing social media messages using media literacy skills
8. Persisting to master learning objectives
9. Using feedback and resources to meet success criteria
10. Applying knowledge of what is in your control when overcoming an obstacle

Pathway 3: Agency & Opportunity
11. Directing learning by making choices about what and how to learn
12. Applying collaborative routines and protocols during academic discussions
13. Providing educators with actionable feedback to improve learning conditions
14. Identifying and developing strengths
15. Experimenting with personally relevant topics and interests

Pathway 4: Well-Being & Community
16. Identifying when mind breaks are necessary and using them to improve engagement and performance
17. Analyzing scenarios to understand their digital footprint
18. Managing difficult emotions and distractions using refocusing strategies
19. Defining and understanding emotions
20. Fostering positive emotions through shared experiences
21. Reframing difficult situations by using positive self-talk
22. Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community
23. Practicing gratitude regularly

CASEL	Area	Competency	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Self-Awareness	Identity	1.A.4. Students work to understand multiple aspects of their identity including race, ethnicity, language, gender, and ability, among others, and how they intersect. Students recognize the evolving and dynamic nature of identity based on context and perceptions of self and others.			✓											✓	✓							✓	
	Identity	1.B.4. Students accurately label and understand their feeling states and can embrace strong emotions without judgment.																✓		✓	✓	✓	✓		
	Identity	1.C.4. Students deepen their understanding of their own perspectives, values, beliefs, and mental models. Students critically examine and question their own perspectives and opinions.			✓	✓	✓		✓			✓	✓		✓	✓	✓							✓	✓
	Belonging	1.D.4. Students are regularly identifying and interrupting their own prejudices and implicit biases and reflecting on the impact on others.		✓																				✓	
	Belonging	1.E.4. Students can assess and analyze areas of need in their community and make a plan to contribute. Students can reflect on the quality and impact of their community service and civic engagement.				✓									✓									✓	
	Agency	1.F.4. Students deepen their understanding of brain and body connections and how behavior is shaped by culture and lived experiences. Students can assess and respond to their environment by choosing to code-switch.					✓											✓		✓	✓	✓		✓	
	Agency	1.G.4. Students identify and apply their personal strengths and assets to deepen their sense of power and pursue their purpose.			✓	✓						✓		✓		✓	✓								
	Agency	1.H.4. Students deepen and build a more nuanced understanding of self-efficacy by embracing and leveraging mistakes as opportunities for growth, displaying a well-developed mastery orientation to learning.						✓		✓	✓	✓											✓		
Self-Management	Identity	2.A.4. Students deepen their capacity for emotional regulation by using a variety of culturally relevant practices to embrace and process strong emotions.																✓		✓	✓	✓	✓		✓
	Identity	2.B.4. Students proactively prepare for potentially stressful situations, recognize when they are dysregulated or stressed and know how to pause in order to effectively respond. Students regularly participate in mental and physical health promoting activities and use a variety of self-care strategies that are safe, culturally relevant, and affirming.											✓					✓		✓	✓	✓	✓		✓

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Key Skills and Concepts

Pathway	Skill
Pathway 1: Belonging & Connection	Co-creating shared expectations that contribute to belonging; Connecting and collaborating with peers to build community; Communicating effectively and sincerely with educators; Using voice to make change in the school community; Understanding not everyone is paying attention to them
Pathway 2: Confidence & Capability	Participating in defining success criteria; Analyzing social media messages using media literacy skills; Persisting to master learning objectives; Using feedback and resources to meet success criteria; Applying knowledge of what is in your control when overcoming an obstacle
Pathway 3: Agency & Opportunity	Directing learning by making choices about what and how to learn; Applying collaborative routines and protocols during academic discussions; Providing educators with actionable feedback to improve learning conditions; Identifying and developing strengths; Experimenting with personally relevant topics and interests
Pathway 4: Well-Being & Community	Identifying when mind breaks are necessary and using them to improve engagement and performance; Analyzing scenarios to understand their digital footprint; Managing difficult emotions and distractions using refocusing strategies; Defining and understanding emotions; Fostering positive emotions through shared experiences; Reframing difficult situations by using positive self-talk; Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community; Practicing gratitude regularly

Competency mapping (columns 1–23 correspond to the skills listed above, left to right):

CASEL	Area	Competency	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Self-Management	Identity	2.C.4. Students recognize the challenges of adverse life situations and the intersection of systems of injustice. Students leverage collective efficacy to cultivate resilience and hope.	✔	✔	✔			✔						✔	✔							✔		✔	✔
	Belonging	2.D.4. Students engage in regular constructive feedback loops with their peers and adults. Students can listen to critical feedback with an openness to learning and offer authentic, specific, culturally appropriate feedback that is supportive and nonjudgmental.			✔	✔					✔			✔	✔			✔							
		2.E.4. Students recognize healthy social, emotional, and physical boundaries and use cultural norms, environmental, and social context cues to navigate these boundaries.	✔	✔	✔		✔		✔			✔		✔				✔		✔				✔	
	Agency	2.F.4. Students continuously strive toward meaningful, specific personal short- and long-term goals. Students contribute to collective goal setting and achievement by identifying Specific, Measurable, Actionable, Relevant, Time-bound, Equity-Focused (SMARTE) goals. Students use their voice and choice to demonstrate personal and collective agency.			✔	✔		✔		✔	✔	✔	✔	✔	✔	✔	✔	✔		✔			✔	✔	
		2.G.4. Students identify and apply a variety of culturally relevant and identity affirming strategies to stay motivated and disciplined in order to persevere in achieving their goals.						✔		✔	✔	✔	✔	✔	✔	✔	✔	✔					✔		
		2.H.4. Students proactively use several time management strategies to organize their class work, extracurricular activities, work, family responsibilities, and other commitments.								✔															
Social Awareness	Identity	3.A.4. Students build and analyze their knowledge of cultural, racial, linguistic, class, gender, ability, and other types of identity and how those identities are shaped by, and perceived, in society. Students can recognize and honor strengths in all people.		✔												✔								✔	
		3.B.4. Students acknowledge and validate others' emotions and lived experiences and challenge their own assumptions about others' feeling states based on their dispositions, expressiveness, race, or cultural backgrounds. Students explore the perspectives of others, whether they agree or not, with curiosity and extend empathy, care, and compassion.			✔	✔			✔											✔	✔	✔	✔		✔

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Key Skills and Concepts

Columns (Key Skills and Concepts):

Pathway 1: Belonging & Connection
- C1. Co-creating shared expectations that contribute to belonging
- C2. Connecting and collaborating with peers to build community
- C3. Communicating effectively and sincerely with educators
- C4. Using voice to make change in the school community
- C5. Understanding not everyone is paying attention to them

Pathway 2: Confidence & Capability
- C6. Participating in defining success criteria
- C7. Analyzing social media messages using media literacy skills
- C8. Persisting to master learning objectives
- C9. Using feedback and resources to meet success criteria
- C10. Applying knowledge of what is in your control when overcoming an obstacle

Pathway 3: Agency & Opportunity
- C11. Directing learning by making choices about what and how to learn
- C12. Applying collaborative routines and protocols during academic discussions
- C13. Providing educators with actionable feedback to improve learning conditions
- C14. Identifying and developing strengths
- C15. Experimenting with personally relevant topics and interests

Pathway 4: Well-Being & Community
- C16. Identifying when mind breaks are necessary and using them to improve engagement and performance
- C17. Analyzing scenarios to understand their digital footprint
- C18. Managing difficult emotions and distractions using refocusing strategies
- C19. Defining and understanding emotions
- C20. Fostering positive emotions through shared experiences
- C21. Reframing difficult situations by using positive self-talk
- C22. Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community
- C23. Practicing gratitude regularly

CASEL	Area	Competency	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23
Social Awareness	Belonging	3.C.4. Students take the lead to actualize the components of a relationship-centered, caring, inclusive, and just community and engage in practices to co-construct and maintain a learning environment where all students' voices are heard and honored. Students contribute to diversifying the curriculum.	✔	✔	✔	✔		✔					✔	✔	✔	✔								✔	✔
Social Awareness	Belonging	3.D.4. Students identify and navigate different support networks. Students are advocates and allies for others' needs and recognize the interdependence of community resources.		✔	✔	✔					✔				✔	✔						✔		✔	✔
Social Awareness	Belonging	3.E.4. Students demonstrate inclusion by identifying learning community members that are or feel marginalized and centering those voices in order to deepen belonging for all. Students identify and interrupt group dynamics when they impede belonging.	✔																					✔	
Social Awareness	Agency	3.F.4. Students are deepening their knowledge about how power and privilege can perpetuate inequities. Students understand the historical and ongoing individual and institutional impacts of bias, racism, misogyny, inequality, and patterns of injustice, including the rights of different groups.		✔																					
Social Awareness	Agency	3.G.4. Students identify and understand interconnected inequities in their community, state, and country and engage in civic, community, or service projects that support community empowerment and equity.																							
Relationship Skills	Identity	4.A.4. Students recognize the influence of negative peer pressure and actively work to assertively reject unwanted and unhealthy pressures.																		✔					
Relationship Skills	Identity	4.B.4. Students seek out leadership opportunities that are meaningful to them. Students recognize group dynamics, including power structures. Students participate in distributive leadership processes that leverage their cultural identity and lived experience.	✔				✔						✔	✔	✔									✔	
Relationship Skills	Belonging	4.C.4. Students recognize the value of trust, rapport, and respect in developing healthy relationships across different racial, cultural, linguistic, gender, sexual orientation, religious, ability, and neurodivergent student groups. Students recognize the characteristics of healthy and unhealthy dating relationships. Students use a variety of culturally affirming strategies to show appreciation and gratitude to their peers and social networks.	✔	✔	✔											✔								✔	✔

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CASEL	Area	Competency	Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability					Pathway 3: Agency & Opportunity						Pathway 4: Well-Being & Community						
			Co-creating shared expectations that contribute to belonging	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Using voice to make change in the school community	Understanding not everyone is paying attention to them	Participating in defining success criteria	Analyzing social media messages using media literacy skills	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying knowledge of what is in your control when overcoming an obstacle	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and developing strengths	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Analyzing scenarios to understand their digital footprint	Managing difficult emotions and distractions using refocusing strategies	Defining and understanding emotions	Fostering positive emotions through shared experiences	Reframing difficult situations by using positive self-talk	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly
Relationship Skills	**Belonging**	4.D.4. Students can identify and affirm the rich cultural diversity that exists in their community, state, and country. Students demonstrate appreciation for, curiosity about, and a willingness to better understand those who are different from them. Students maintain cultural humility through reflection and self-critique.	✔	✔		✔																		✔	
	Agency	4.E.4. Students recognize the value of collaborative problem solving and actively engaging in empathic listening, respectfully communicating, and honoring equity of voice in order to find solutions and achieve a common goal.	✔	✔	✔	✔								✔	✔									✔	
		4.F.4. Students can participate in harm reparation by using restorative affective statements and restorative questions in order to communicate the impact of harm and hold community members accountable for their actions. Students are able to take responsibility for their own actions and can contribute to the collaborative process of harm reparation.																			✔		✔	✔	
		4.G.4. Students proactively use nonviolent communication strategies. Students consistently self-advocate and clearly communicate their needs and wants. Students are able to negotiate across differences and find mutually satisfactory compromises where appropriate.	✔	✔	✔	✔							✔	✔	✔			✔	✔					✔	
		4.H.4. Students demonstrate respect for human dignity and actively work to be allies for social and racial justice. Students practice calling out injustices, such as microaggressions, and standing up for their peers.		✔																				✔	
Responsible Decision-Making	**Identity**	5.A.4. Students deepen their curiosity and practice an inquiry stance in all social situations. Students willingly challenge themselves to participate in new learning experiences beyond their comfort zone.						✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔				✔		
		5.B.4. Students apply the concepts of honesty, integrity, justice, and fairness by calling out injustices and inequalities. Students actively engage in environmental justice causes both at school and in their community.																						✔	
		5.C.4. Students can assess, analyze, and develop a problem statement to personal, social, or political issues impacting their community. Students can approach such problems with a collaborative improvement-orientation.				✔								✔	✔	✔								✔	

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CASEL	Area	Competency	Co-creating shared expectations that contribute to belonging	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Using voice to make change in the school community	Understanding not everyone is paying attention to them	Participating in defining success criteria	Analyzing social media messages using media literacy skills	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying knowledge of what is in your control when overcoming an obstacle	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and developing strengths	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Analyzing scenarios to understand their digital footprint	Managing difficult emotions and distractions using refocusing strategies	Defining and understanding emotions	Fostering positive emotions through shared experiences	Reframing difficult situations by using positive self-talk	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly
Responsible Decision-Making	Belonging	5.D.4. Students can accurately identify physical, intellectual, emotional, and social safety considerations for themselves and for others based on identity and social factors in real-world scenarios. Students accurately discern the difference between risky and safe behaviors and actions.																		✔	✔			✔	
	Belonging	5.E.4. Students recognize their role as civic-minded members of a democratic society. Students engage in civil discourse about current events and engage in advocacy and actions that promote care and community well-being.	✔	✔	✔	✔			✔					✔	✔				✔			✔	✔	✔	✔
	Agency	5.F.4. Students demonstrate higher-order thinking skills (e.g., critical thinking, cognitive flexibility, analysis, integration) and show discernment, use of facts, and thoughtfulness in their decision-making. Students apply critical thinking in all aspects of their life and relationships, including interactions online.	✔	✔	✔	✔		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔
	Agency	5.G.4. Students reliably and proactively anticipate the consequences of their actions. Students demonstrate complex understanding of the interconnected impacts of one's choices and demonstrate accountability for their actions.	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

Pathway 1: Belonging & Connection · Pathway 2: Confidence & Capability · Pathway 3: Agency & Opportunity · Pathway 4: Well-Being & Community

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CASEL	Area	Competency	Co-creating shared expectations that contribute to belonging	Using voice to make change in the school community	Examining effective ways to communicate digitally	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Participating in defining success criteria	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying knowledge of what is in your control to anticipate obstacles when pursuing a goal	Using strategies to challenge negative thinking	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how strengths can affect relationships	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Fostering, sharing, and visualizing positive emotions	Reframing difficult situations by using positive self-talk	Navigating strong emotions by practicing gratitude	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly
Self-Awareness	**Identity**	1.A.4. Students work to understand multiple aspects of their identity including race, ethnicity, language, gender, and ability, among others, and how they intersect. Students recognize the evolving and dynamic nature of identity based on context and perceptions of self and others.					✔									✔		✔					✔	
		1.B.4. Students accurately label and understand their feeling states and can embrace strong emotions without judgment.										✔							✔	✔	✔	✔		
		1.C.4. Students deepen their understanding of their own perspectives, values, beliefs, and mental models. Students critically examine and question their own perspectives and opinions.		✔	✔		✔				✔	✔	✔		✔	✔		✔			✔		✔	
	Belonging	1.D.4. Students are regularly identifying and interrupting their own prejudices and implicit biases and reflecting on the impact on others.				✔																	✔	
		1.E.4. Students can assess and analyze areas of need in their community and make a plan to contribute. Students can reflect on the quality and impact of their community service and civic engagement.		✔											✔								✔	
	Agency	1.F.4. Students deepen their understanding of brain and body connections and how behavior is shaped by culture and lived experiences. Students can assess and respond to their environment by choosing to code-switch.																	✔	✔		✔	✔	
		1.G.4. Students identify and apply their personal strengths and assets to deepen their sense of power and pursue their purpose.		✔			✔				✔				✔	✔	✔	✔						
		1.H.4. Students deepen and build a more nuanced understanding of self-efficacy by embracing and leveraging mistakes as opportunities for growth, displaying a well-developed mastery orientation to learning.						✔	✔	✔	✔										✔			
Self-Management	**Identity**	2.A.4. Students deepen their capacity for emotional regulation by using a variety of culturally relevant practices to embrace and process strong emotions.																	✔		✔	✔		
		2.B.4. Students proactively prepare for potentially stressful situations, recognize when they are dysregulated or stressed and know how to pause in order to effectively respond. Students regularly participate in mental and physical health promoting activities and use a variety of self-care strategies that are safe, culturally relevant, and affirming.									✔	✔							✔	✔	✔	✔		

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CASEL	Area	Competency	Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability					Pathway 3: Agency & Opportunity						Pathway 4: Well-Being & Community					
			Co-creating shared expectations that contribute to belonging	Using voice to make change in the school community	Examining effective ways to communicate digitally	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Participating in defining success criteria	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying knowledge of what is in your control to anticipate obstacles when pursuing a goal	Using strategies to challenge negative thinking	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how strengths can affect relationships	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Fostering, sharing, and visualizing positive emotions	Reframing difficult situations by using positive self-talk	Navigating strong emotions by practicing gratitude	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly
Self-Management — Identity	Identity	2.C.4. Students recognize the challenges of adverse life situations and the intersection of systems of injustice. Students leverage collective efficacy to cultivate resilience and hope.	✔	✔			✔	✔						✔	✔	✔	✔		✔	✔	✔	✔		✔
	Belonging	2.D.4. Students engage in regular constructive feedback loops with their peers and adults. Students can listen to critical feedback with an openness to learning and offer authentic, specific, culturally appropriate feedback that is supportive and nonjudgmental.		✔			✔			✔					✔				✔					
	Belonging	2.E.4. Students recognize healthy social, emotional, and physical boundaries and use cultural norms, environmental, and social context cues to navigate these boundaries.	✔	✔	✔	✔	✔				✔			✔					✔			✔	✔	
	Agency	2.F.4. Students continuously strive toward meaningful, specific personal short- and long-term goals. Students contribute to collective goal setting and achievement by identifying Specific, Measurable, Actionable, Relevant, Time-bound, Equity-Focused (SMARTE) goals. Students use their voice and choice to demonstrate personal and collective agency.		✔		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔		✔		✔	
	Agency	2.G.4. Students identify and apply a variety of culturally relevant and identity affirming strategies to stay motivated and disciplined in order to persevere in achieving their goals.						✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔		✔			
	Agency	2.H.4. Students proactively use several time management strategies to organize their class work, extracurricular activities, work, family responsibilities, and other commitments.							✔															
Social Awareness — Identity	Identity	3.A.4. Students build and analyze their knowledge of cultural, racial, linguistic, class, gender, ability, and other types of identity and how those identities are shaped by, and perceived, in society. Students can recognize and honor strengths in all people.				✔										✔	✔						✔	
	Identity	3.B.4. Students acknowledge and validate others' emotions and lived experiences and challenge their own assumptions about others' feeling states based on their dispositions, expressiveness, race, or cultural backgrounds. Students explore the perspectives of others, whether they agree or not, with curiosity and extend empathy, care, and compassion.					✔													✔	✔	✔	✔	✔

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CASEL	Area	Competency	Co-creating shared expectations that contribute to belonging	Using voice to make change in the school community	Examining effective ways to communicate digitally	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Participating in defining success criteria	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying knowledge of what is in your control to anticipate obstacles when pursuing a goal	Using strategies to challenge negative thinking	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how strengths can affect relationships	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Fostering, sharing, and visualizing positive emotions	Reframing difficult situations by using positive self-talk	Navigating strong emotions by practicing gratitude	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly
Social Awareness	Belonging	3.C.4. Students take the lead to actualize the components of a relationship-centered, caring, inclusive, and just community and engage in practices to co-construct and maintain a learning environment where all students' voices are heard and honored. Students contribute to diversifying the curriculum.	✔	✔		✔	✔	✔					✔	✔	✔	✔	✔			✔		✔	✔	✔
		3.D.4. Students identify and navigate different support networks. Students are advocates and allies for others' needs and recognize the interdependence of community resources.		✔		✔	✔			✔					✔	✔				✔			✔	✔
		3.E.4. Students demonstrate inclusion by identifying learning community members that are or feel marginalized and centering those voices in order to deepen belonging for all. Students identify and interrupt group dynamics when they impede belonging.	✔																				✔	
	Agency	3.F.4. Students are deepening their knowledge about how power and privilege can perpetuate inequities. Students understand the historical and ongoing individual and institutional impacts of bias, racism, misogyny, inequality, and patterns of injustice, including the rights of different groups.				✔																		
		3.G.4. Students identify and understand interconnected inequities in their community, state, and country and engage in civic, community, or service projects that support community empowerment and equity.																						
Relationship Skills	Identity	4.A.4. Students recognize the influence of negative peer pressure and actively work to assertively reject unwanted and unhealthy pressures.																						
		4.B.4. Students seek out leadership opportunities that are meaningful to them. Students recognize group dynamics, including power structures. Students participate in distributive leadership processes that leverage their cultural identity and lived experience.	✔										✔	✔	✔								✔	
	Belonging	4.C.4. Students recognize the value of trust, rapport, and respect in developing healthy relationships across different racial, cultural, linguistic, gender, sexual orientation, religious, ability, and neurodivergent student groups. Students recognize the characteristics of healthy and unhealthy dating relationships. Students use a variety of culturally affirming strategies to show appreciation and gratitude to their peers and social networks.	✔			✔	✔										✔					✔	✔	✔

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California Transformative Social and Emotional Learning Competencies

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CASEL	Area	Competency	Co-creating shared expectations that contribute to belonging	Using voice to make change in the school community	Examining effective ways to communicate digitally	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Participating in defining success criteria	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying knowledge of what is in your control to anticipate obstacles when pursuing a goal	Using strategies to challenge negative thinking	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how strengths can affect relationships	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Fostering, sharing, and visualizing positive emotions	Reframing difficult situations by using positive self-talk	Navigating strong emotions by practicing gratitude	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly
Relationship Skills	Belonging	4.D.4. Students can identify and affirm the rich cultural diversity that exists in their community, state, and country. Students demonstrate appreciation for, curiosity about, and a willingness to better understand those who are different from them. Students maintain cultural humility through reflection and self-critique.	✔	✔		✔																	✔	
Relationship Skills	Agency	4.E.4. Students recognize the value of collaborative problem solving and actively engaging in empathic listening, respectfully communicating, and honoring equity of voice in order to find solutions and achieve a common goal.	✔	✔	✔	✔	✔							✔	✔								✔	
Relationship Skills	Agency	4.F.4. Students can participate in harm reparation by using restorative affective statements and restorative questions in order to communicate the impact of harm and hold community members accountable for their actions. Students are able to take responsibility for their own actions and can contribute to the collaborative process of harm reparation.																			✔	✔	✔	
Relationship Skills	Agency	4.G.4. Students proactively use nonviolent communication strategies. Students consistently self-advocate and clearly communicate their needs and wants. Students are able to negotiate across differences and find mutually satisfactory compromises where appropriate.	✔	✔	✔	✔	✔						✔	✔	✔				✔		✔		✔	
Relationship Skills	Agency	4.H.4. Students demonstrate respect for human dignity and actively work to be allies for social and racial justice. Students practice calling out injustices, such as microaggressions, and standing up for their peers.				✔																	✔	
Responsible Decision-Making	Identity	5.A.4. Students deepen their curiosity and practice an inquiry stance in all social situations. Students willingly challenge themselves to participate in new learning experiences beyond their comfort zone.						✔	✔	✔	✔	✔	✔	✔	✔			✔			✔			
Responsible Decision-Making	Identity	5.B.4. Students apply the concepts of honesty, integrity, justice, and fairness by calling out injustices and inequalities. Students actively engage in environmental justice causes both at school and in their community.																					✔	
Responsible Decision-Making	Identity	5.C.4. Students can assess, analyze, and develop a problem statement to personal, social, or political issues impacting their community. Students can approach such problems with a collaborative improvement-orientation.		✔										✔	✔	✔							✔	

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California Transformative Social and Emotional Learning Competencies
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CASEL	Area	Competency	Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability					Pathway 3: Agency & Opportunity							Pathway 4: Well-Being & Community				
			Co-creating shared expectations that contribute to belonging	Using voice to make change in the school community	Examining effective ways to communicate digitally	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Participating in defining success criteria	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying knowledge of what is in your control to anticipate obstacles when pursuing a goal	Using strategies to challenge negative thinking	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how strengths can affect relationships	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Fostering, sharing, and visualizing positive emotions	Reframing difficult situations by using positive self-talk	Navigating strong emotions by practicing gratitude	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly
Responsible Decision-Making	Belonging	5.D.4. Students can accurately identify physical, intellectual, emotional, and social safety considerations for themselves and for others based on identity and social factors in real-world scenarios. Students accurately discern the difference between risky and safe behaviors and actions.																						
	Belonging	5.E.4. Students recognize their role as civic-minded members of a democratic society. Students engage in civil discourse about current events and engage in advocacy and actions that promote care and community well-being.	✔	✔	✔	✔	✔							✔	✔					✔	✔	✔	✔	✔
	Agency	5.F.4. Students demonstrate higher-order thinking skills (e.g., critical thinking, cognitive flexibility, analysis, integration) and show discernment, use of facts, and thoughtfulness in their decision-making. Students apply critical thinking in all aspects of their life and relationships, including interactions online.	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔		✔	✔
	Agency	5.G.4. Students reliably and proactively anticipate the consequences of their actions. Students demonstrate complex understanding of the interconnected impacts of one's choices and demonstrate accountability for their actions.	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

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California Transformative Social and Emotional Learning Competencies

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Key Skills and Concepts

CASEL	Area	Competency	Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability						Pathway 3: Agency & Opportunity						Pathway 4: Well-Being & Community						
			Co-creating shared expectations that contribute to belonging	Using voice to make change in the school community	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Learning and practicing relationship-repair strategies	Participating in defining success criteria	Expanding and using social networks	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying strategies for overcoming negative thoughts	Applying reframing strategies to overcome obstacles	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how collective strengths contribute to the school community	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Navigating strong emotions using self-compassion	Reframing difficult situations by using positive self-talk	Understanding that what is considered "normal" can vary from person to person	Demonstrating compassion for others	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly
Self-Awareness	Identity	1.A.4. Students work to understand multiple aspects of their identity including race, ethnicity, language, gender, and ability, among others, and how they intersect. Students recognize the evolving and dynamic nature of identity based on context and perceptions of self and others.															✔	✔	✔		✔		✔		✔	
		1.B.4. Students accurately label and understand their feeling states and can embrace strong emotions without judgment.																		✔	✔	✔		✔	✔	
		1.C.4. Students deepen their understanding of their own perspectives, values, beliefs, and mental models. Students critically examine and question their own perspectives and opinions.		✔		✔	✔					✔	✔	✔		✔	✔	✔	✔		✔	✔	✔	✔	✔	
	Belonging	1.D.4. Students are regularly identifying and interrupting their own prejudices and implicit biases and reflecting on the impact on others.			✔		✔															✔			✔	
		1.E.4. Students can assess and analyze areas of need in their community and make a plan to contribute. Students can reflect on the quality and impact of their community service and civic engagement.		✔												✔									✔	
	Agency	1.F.4. Students deepen their understanding of brain and body connections and how behavior is shaped by culture and lived experiences. Students can assess and respond to their environment by choosing to code-switch.					✔													✔		✔	✔		✔	
		1.G.4. Students identify and apply their personal strengths and assets to deepen their sense of power and pursue their purpose.		✔		✔							✔			✔	✔	✔	✔							
		1.H.4. Students deepen and build a more nuanced understanding of self-efficacy by embracing and leveraging mistakes as opportunities for growth, displaying a well-developed mastery orientation to learning.						✔		✔	✔	✔	✔									✔				
Self-Management	Identity	2.A.4. Students deepen their capacity for emotional regulation by using a variety of culturally relevant practices to embrace and process strong emotions.																		✔	✔	✔				✔
		2.B.4. Students proactively prepare for potentially stressful situations, recognize when they are dysregulated or stressed and know how to pause in order to effectively respond. Students regularly participate in mental and physical health promoting activities and use a variety of self-care strategies that are safe, culturally relevant, and affirming.										✔	✔							✔	✔	✔				✔

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Key Skills and Concepts

CASEL	Area	Competency	Co-creating shared expectations that contribute to belonging	Using voice to make change in the school community	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Learning and practicing relationship-repair strategies	Participating in defining success criteria	Expanding and using social networks	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying strategies for overcoming negative thoughts	Applying reframing strategies to overcome obstacles	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how collective strengths contribute to the school community	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Navigating strong emotions using self-compassion	Reframing difficult situations by using positive self-talk	Understanding that what is considered "normal" can vary from person to person	Demonstrating compassion for others	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly
			Pathway 1: Belonging & Connection					**Pathway 2: Confidence & Capability**						**Pathway 3: Agency & Opportunity**						**Pathway 4: Well-Being & Community**						
Self-Management	Identity	2.C.4. Students recognize the challenges of adverse life situations and the intersection of systems of injustice. Students leverage collective efficacy to cultivate resilience and hope.	✔		✔	✔		✔							✔	✔	✔						✔			✔
	Belonging	2.D.4. Students engage in regular constructive feedback loops with their peers and adults. Students can listen to critical feedback with an openness to learning and offer authentic, specific, culturally appropriate feedback that is supportive and nonjudgmental.		✔		✔	✔				✔				✔	✔				✔						
	Belonging	2.E.4. Students recognize healthy social, emotional, and physical boundaries and use cultural norms, environmental, and social context cues to navigate these boundaries.	✔		✔	✔	✔								✔					✔			✔		✔	
	Agency	2.F.4. Students continuously strive toward meaningful, specific personal short- and long-term goals. Students contribute to collective goal setting and achievement by identifying Specific, Measurable, Actionable, Relevant, Time-bound, Equity-Focused (SMARTE) goals. Students use their voice and choice to demonstrate personal and collective agency.			✔			✔		✔	✔		✔	✔	✔	✔	✔	✔	✔	✔		✔			✔	
	Agency	2.G.4. Students identify and apply a variety of culturally relevant and identity affirming strategies to stay motivated and disciplined in order to persevere in achieving their goals.						✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔				
	Agency	2.H.4. Students proactively use several time management strategies to organize their class work, extracurricular activities, work, family responsibilities, and other commitments.						✔																		
Social Awareness	Identity	3.A.4. Students build and analyze their knowledge of cultural, racial, linguistic, class, gender, ability, and other types of identity and how those identities are shaped by, and perceived, in society. Students can recognize and honor strengths in all people.			✔		✔										✔	✔					✔		✔	
	Identity	3.B.4. Students acknowledge and validate others' emotions and lived experiences and challenge their own assumptions about others' feeling states based on their dispositions, expressiveness, race, or cultural backgrounds. Students explore the perspectives of others, whether they agree or not, with curiosity and extend empathy, care, and compassion.				✔	✔															✔	✔	✔	✔	✔

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CASEL	Area	Competency	Pathway 1: Co-creating shared expectations that contribute to belonging	P1: Using voice to make change in the school community	P1: Connecting and collaborating with peers to build community	P1: Communicating effectively and sincerely with educators	P1: Learning and practicing relationship-repair strategies	Pathway 2: Participating in defining success criteria	P2: Expanding and using social networks	P2: Persisting to master learning objectives	P2: Using feedback and resources to meet success criteria	P2: Applying strategies for overcoming negative thoughts	P2: Applying reframing strategies to overcome obstacles	Pathway 3: Directing learning by making choices about what and how to learn	P3: Applying collaborative routines and protocols during academic discussions	P3: Providing educators with actionable feedback to improve learning conditions	P3: Identifying and appreciating strengths	P3: Understanding how collective strengths contribute to the school community	P3: Experimenting with personally relevant topics and interests	Pathway 4: Identifying when mind breaks are necessary and using them to improve engagement and performance	P4: Navigating strong emotions using self-compassion	P4: Reframing difficult situations by using positive self-talk	P4: Understanding that what is considered "normal" can vary from person to person	P4: Demonstrating compassion for others	P4: Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	P4: Practicing gratitude regularly
Social Awareness	Belonging	3.C.4. Students take the lead to actualize the components of a relationship-centered, caring, inclusive, and just community and engage in practices to co-construct and maintain a learning environment where all students' voices are heard and honored. Students contribute to diversifying the curriculum.	✔	✔	✔	✔	✔	✔						✔	✔	✔	✔						✔		✔	✔
Social Awareness	Belonging	3.D.4. Students identify and navigate different support networks. Students are advocates and allies for others' needs and recognize the interdependence of community resources.		✔	✔	✔			✔		✔					✔	✔								✔	✔
Social Awareness	Belonging	3.E.4. Students demonstrate inclusion by identifying learning community members that are or feel marginalized and centering those voices in order to deepen belonging for all. Students identify and interrupt group dynamics when they impede belonging.	✔																						✔	
Social Awareness	Agency	3.F.4. Students are deepening their knowledge about how power and privilege can perpetuate inequities. Students understand the historical and ongoing individual and institutional impacts of bias, racism, misogyny, inequality, and patterns of injustice, including the rights of different groups.			✔		✔																✔	✔		
Social Awareness	Agency	3.G.4. Students identify and understand interconnected inequities in their community, state, and country and engage in civic, community, or service projects that support community empowerment and equity.																								
Relationship Skills	Identity	4.A.4. Students recognize the influence of negative peer pressure and actively work to assertively reject unwanted and unhealthy pressures.																								
Relationship Skills	Identity	4.B.4. Students seek out leadership opportunities that are meaningful to them. Students recognize group dynamics, including power structures. Students participate in distributive leadership processes that leverage their cultural identity and lived experience.	✔				✔							✔	✔	✔									✔	
Relationship Skills	Belonging	4.C.4. Students recognize the value of trust, rapport, and respect in developing healthy relationships across different racial, cultural, linguistic, gender, sexual orientation, religious, ability, and neurodivergent student groups. Students recognize the characteristics of healthy and unhealthy dating relationships. Students use a variety of culturally affirming strategies to show appreciation and gratitude to their peers and social networks.	✔		✔	✔	✔										✔								✔	✔

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Key Skills and Concepts

CASEL	Area	Competency	Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability						Pathway 3: Agency & Opportunity						Pathway 4: Well-Being & Community						
			Co-creating shared expectations that contribute to belonging	Using voice to make change in the school community	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Learning and practicing relationship-repair strategies	Participating in defining success criteria	Expanding and using social networks	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying strategies for overcoming negative thoughts	Applying reframing strategies to overcome obstacles	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how collective strengths contribute to the school community	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Navigating strong emotions using self-compassion	Reframing difficult situations by using positive self-talk	Understanding that what is considered "normal" can vary from person to person	Demonstrating compassion for others	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly
Relationship Skills	**Belonging**	4.D.4. Students can identify and affirm the rich cultural diversity that exists in their community, state, and country. Students demonstrate appreciation for, curiosity about, and a willingness to better understand those who are different from them. Students maintain cultural humility through reflection and self-critique.	✔	✔	✔																		✔	✔	✔	
	Agency	4.E.4. Students recognize the value of collaborative problem solving and actively engaging in empathic listening, respectfully communicating, and honoring equity of voice in order to find solutions and achieve a common goal.	✔	✔	✔	✔	✔								✔	✔									✔	
		4.F.4. Students can participate in harm reparation by using restorative affective statements and restorative questions in order to communicate the impact of harm and hold community members accountable for their actions. Students are able to take responsibility for their own actions and can contribute to the collaborative process of harm reparation.					✔														✔	✔	✔		✔	
		4.G.4. Students proactively use nonviolent communication strategies. Students consistently self-advocate and clearly communicate their needs and wants. Students are able to negotiate across differences and find mutually satisfactory compromises where appropriate.	✔	✔	✔	✔	✔							✔	✔	✔				✔		✔			✔	
		4.H.4. Students demonstrate respect for human dignity and actively work to be allies for social and racial justice. Students practice calling out injustices, such as microaggressions, and standing up for their peers.																							✔	
Responsible Decision-Making	**Identity**	5.A.4. Students deepen their curiosity and practice an inquiry stance in all social situations. Students willingly challenge themselves to participate in new learning experiences beyond their comfort zone.						✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔					✔		✔	
		5.B.4. Students apply the concepts of honesty, integrity, justice, and fairness by calling out injustices and inequalities. Students actively engage in environmental justice causes both at school and in their community.																							✔	
		5.C.4. Students can assess, analyze, and develop a problem statement to personal, social, or political issues impacting their community. Students can approach such problems with a collaborative improvement-orientation.		✔											✔	✔	✔								✔	

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CASEL	Area	Competency	**Pathway 1: Belonging & Connection**					**Pathway 2: Confidence & Capability**						**Pathway 3: Agency & Opportunity**							**Pathway 4: Well-Being & Community**					
			Co-creating shared expectations that contribute to belonging	Using voice to make change in the school community	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Learning and practicing relationship-repair strategies	Participating in defining success criteria	Expanding and using social networks	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying strategies for overcoming negative thoughts	Applying reframing strategies to overcome obstacles	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how collective strengths contribute to the school community	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Navigating strong emotions using self-compassion	Reframing difficult situations by using positive self-talk	Understanding that what is considered "normal" can vary from person to person	Demonstrating compassion for others	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly
Responsible Decision-Making	Belonging	5.D.4. Students can accurately identify physical, intellectual, emotional, and social safety considerations for themselves and for others based on identity and social factors in real-world scenarios. Students accurately discern the difference between risky and safe behaviors and actions.																			✔				✔	
	Belonging	5.E.4. Students recognize their role as civic-minded members of a democratic society. Students engage in civil discourse about current events and engage in advocacy and actions that promote care and community well-being.	✔	✔	✔	✔									✔	✔					✔	✔	✔		✔	✔
		5.F.4. Students demonstrate higher-order thinking skills (e.g., critical thinking, cognitive flexibility, analysis, integration) and show discernment, use of facts, and thoughtfulness in their decision-making. Students apply critical thinking in all aspects of their life and relationships, including interactions online.	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
	Agency	5.G.4. Students reliably and proactively anticipate the consequences of their actions. Students demonstrate complex understanding of the interconnected impacts of one's choices and demonstrate accountability for their actions.	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

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CASEL	Area	Competency	Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability						Pathway 3: Agency & Opportunity						Pathway 4: Well-Being & Community					
			Co-creating shared expectations that contribute to belonging	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Using voice to make change in the school community	Demonstrating ways to avoid making assumptions about others	Participating in defining success criteria	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying strategies for overcoming negative thoughts	Applying reframing strategies to overcome obstacles	Expanding and using social networks	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how collective strengths contribute to the school community	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Navigating strong emotions using self-compassion	Reframing difficult situations by using positive self-talk	Demonstrating compassion for self and others	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly
Self-Awareness	Identity	1.A.4. Students work to understand multiple aspects of their identity including race, ethnicity, language, gender, and ability, among others, and how they intersect. Students recognize the evolving and dynamic nature of identity based on context and perceptions of self and others.			✔		✔										✔	✔						✔	
	Identity	1.B.4. Students accurately label and understand their feeling states and can embrace strong emotions without judgment.																		✔	✔	✔			✔
		1.C.4. Students deepen their understanding of their own perspectives, values, beliefs, and mental models. Students critically examine and question their own perspectives and opinions.			✔	✔	✔				✔	✔				✔	✔	✔			✔	✔	✔		
	Belonging	1.D.4. Students are regularly identifying and interrupting their own prejudices and implicit biases and reflecting on the impact on others.	✔				✔																✔	✔	
		1.E.4. Students can assess and analyze areas of need in their community and make a plan to contribute. Students can reflect on the quality and impact of their community service and civic engagement.				✔										✔		✔						✔	
	Agency	1.F.4. Students deepen their understanding of brain and body connections and how behavior is shaped by culture and lived experiences. Students can assess and respond to their environment by choosing to code-switch.																		✔				✔	
		1.G.4. Students identify and apply their personal strengths and assets to deepen their sense of power and pursue their purpose.			✔	✔							✔			✔	✔	✔	✔						
		1.H.4. Students deepen and build a more nuanced understanding of self-efficacy by embracing and leveraging mistakes as opportunities for growth, displaying a well-developed mastery orientation to learning.						✔	✔	✔	✔	✔					✔	✔	✔		✔	✔			
Self-Management	Identity	2.A.4. Students deepen their capacity for emotional regulation by using a variety of culturally relevant practices to embrace and process strong emotions.																		✔	✔	✔	✔		✔
		2.B.4. Students proactively prepare for potentially stressful situations, recognize when they are dysregulated or stressed and know how to pause in order to effectively respond. Students regularly participate in mental and physical health promoting activities and use a variety of self-care strategies that are safe, culturally relevant, and affirming.									✔	✔								✔	✔	✔			✔

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Key Skills and Concepts

CASEL	Area	Competency	Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability						Pathway 3: Agency & Opportunity							Pathway 4: Well-Being & Community				
			Co-creating shared expectations that contribute to belonging	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Using voice to make change in the school community	Demonstrating ways to avoid making assumptions about others	Participating in defining success criteria	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying strategies for overcoming negative thoughts	Applying reframing strategies to overcome obstacles	Expanding and using social networks	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how collective strengths contribute to the school community	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Navigating strong emotions using self-compassion	Reframing difficult situations by using positive self-talk	Demonstrating compassion for self and others	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly
Self-Management	Identity	2.C.4. Students recognize the challenges of adverse life situations and the intersection of systems of injustice. Students leverage collective efficacy to cultivate resilience and hope.	✔	✔	✔			✔							✔	✔	✔	✔					✔	✔	✔
Self-Management	Belonging	2.D.4. Students engage in regular constructive feedback loops with their peers and adults. Students can listen to critical feedback with an openness to learning and offer authentic, specific, culturally appropriate feedback that is supportive and nonjudgmental.			✔	✔				✔					✔	✔			✔						
Self-Management	Belonging	2.E.4. Students recognize healthy social, emotional, and physical boundaries and use cultural norms, environmental, and social context cues to navigate these boundaries.	✔	✔	✔		✔								✔				✔				✔	✔	
Self-Management	Agency	2.F.4. Students continuously strive toward meaningful, specific personal short- and long-term goals. Students contribute to collective goal setting and achievement by identifying Specific, Measurable, Actionable, Relevant, Time-bound, Equity-Focused (SMARTE) goals. Students use their voice and choice to demonstrate personal and collective agency.			✔	✔		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔			✔		✔	
Self-Management	Agency	2.G.4. Students identify and apply a variety of culturally relevant and identity affirming strategies to stay motivated and disciplined in order to persevere in achieving their goals.							✔	✔	✔	✔		✔	✔	✔	✔	✔	✔	✔		✔			
Self-Management	Agency	2.H.4. Students proactively use several time management strategies to organize their class work, extracurricular activities, work, family responsibilities, and other commitments.							✔																
Social Awareness	Identity	3.A.4. Students build and analyze their knowledge of cultural, racial, linguistic, class, gender, ability, and other types of identity and how those identities are shaped by, and perceived, in society. Students can recognize and honor strengths in all people.		✔			✔										✔	✔						✔	
Social Awareness	Identity	3.B.4. Students acknowledge and validate others' emotions and lived experiences and challenge their own assumptions about others' feeling states based on their dispositions, expressiveness, race, or cultural backgrounds. Students explore the perspectives of others, whether they agree or not, with curiosity and extend empathy, care, and compassion.			✔		✔															✔	✔	✔	✔

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Key Skills and Concepts

CASEL	Area	Competency	Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability						Pathway 3: Agency & Opportunity					Pathway 4: Well-Being & Community						
			Co-creating shared expectations that contribute to belonging	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Using voice to make change in the school community	Demonstrating ways to avoid making assumptions about others	Participating in defining success criteria	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying strategies for overcoming negative thoughts	Applying reframing strategies to overcome obstacles	Expanding and using social networks	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how collective strengths contribute to the school community	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Navigating strong emotions using self-compassion	Reframing difficult situations by using positive self-talk	Demonstrating compassion for self and others	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly
Social Awareness · Belonging		3.C.4. Students take the lead to actualize the components of a relationship-centered, caring, inclusive, and just community and engage in practices to co-construct and maintain a learning environment where all students' voices are heard and honored. Students contribute to diversifying the curriculum.	✔	✔	✔	✔	✔	✔						✔	✔	✔	✔	✔					✔	✔	✔
		3.D.4. Students identify and navigate different support networks. Students are advocates and allies for others' needs and recognize the interdependence of community resources.		✔	✔	✔				✔			✔			✔	✔	✔					✔	✔	✔
		3.E.4. Students demonstrate inclusion by identifying learning community members that are or feel marginalized and centering those voices in order to deepen belonging for all. Students identify and interrupt group dynamics when they impede belonging.	✔																					✔	
	Agency	3.F.4. Students are deepening their knowledge about how power and privilege can perpetuate inequities. Students understand the historical and ongoing individual and institutional impacts of bias, racism, misogyny, inequality, and patterns of injustice, including the rights of different groups.		✔																					
		3.G.4. Students identify and understand interconnected inequities in their community, state, and country and engage in civic, community, or service projects that support community empowerment and equity.																							
Relationship Skills · Identity		4.A.4. Students recognize the influence of negative peer pressure and actively work to assertively reject unwanted and unhealthy pressures.																							
		4.B.4. Students seek out leadership opportunities that are meaningful to them. Students recognize group dynamics, including power structures. Students participate in distributive leadership processes that leverage their cultural identity and lived experience.	✔				✔							✔	✔	✔		✔						✔	
	Belonging	4.C.4. Students recognize the value of trust, rapport, and respect in developing healthy relationships across different racial, cultural, linguistic, gender, sexual orientation, religious, ability, and neurodivergent student groups. Students recognize the characteristics of healthy and unhealthy dating relationships. Students use a variety of culturally affirming strategies to show appreciation and gratitude to their peers and social networks.	✔	✔	✔		✔										✔	✔					✔	✔	✔

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Pathway 1: Belonging & Connection
1. Co-creating shared expectations that contribute to belonging
2. Connecting and collaborating with peers to build community
3. Communicating effectively and sincerely with educators
4. Using voice to make change in the school community
5. Demonstrating ways to avoid making assumptions about others

Pathway 2: Confidence & Capability
6. Participating in defining success criteria
7. Persisting to master learning objectives
8. Using feedback and resources to meet success criteria
9. Applying strategies for overcoming negative thoughts
10. Applying reframing strategies to overcome obstacles
11. Expanding and using social networks

Pathway 3: Agency & Opportunity
12. Directing learning by making choices about what and how to learn
13. Applying collaborative routines and protocols during academic discussions
14. Providing educators with actionable feedback to improve learning conditions
15. Identifying and appreciating strengths
16. Understanding how collective strengths contribute to the school community
17. Experimenting with personally relevant topics and interests

Pathway 4: Well-Being & Community
18. Identifying when mind breaks are necessary and using them to improve engagement and performance
19. Navigating strong emotions using self-compassion
20. Reframing difficult situations by using positive self-talk
21. Demonstrating compassion for self and others
22. Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community
23. Practicing gratitude regularly

CASEL	Area	Competency	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Relationship Skills	Belonging	4.D.4. Students can identify and affirm the rich cultural diversity that exists in their community, state, and country. Students demonstrate appreciation for, curiosity about, and a willingness to better understand those who are different from them. Students maintain cultural humility through reflection and self-critique.	✔	✔			✔																✔		
	Agency	4.E.4. Students recognize the value of collaborative problem solving and actively engaging in empathic listening, respectfully communicating, and honoring equity of voice in order to find solutions and achieve a common goal.	✔	✔	✔	✔	✔								✔	✔								✔	
		4.F.4. Students can participate in harm reparation by using restorative affective statements and restorative questions in order to communicate the impact of harm and hold community members accountable for their actions. Students are able to take responsibility for their own actions and can contribute to the collaborative process of harm reparation.					✔														✔	✔	✔	✔	
		4.G.4. Students proactively use nonviolent communication strategies. Students consistently self-advocate and clearly communicate their needs and wants. Students are able to negotiate across differences and find mutually satisfactory compromises where appropriate.	✔	✔	✔	✔								✔	✔	✔				✔		✔		✔	
		4.H.4. Students demonstrate respect for human dignity and actively work to be allies for social and racial justice. Students practice calling out injustices, such as microaggressions, and standing up for their peers.		✔																			✔		
Responsible Decision-Making	Identity	5.A.4. Students deepen their curiosity and practice an inquiry stance in all social situations. Students willingly challenge themselves to participate in new learning experiences beyond their comfort zone.						✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔			✔			
		5.B.4. Students apply the concepts of honesty, integrity, justice, and fairness by calling out injustices and inequalities. Students actively engage in environmental justice causes both at school and in their community.					✔																✔		
		5.C.4. Students can assess, analyze, and develop a problem statement to personal, social, or political issues impacting their community. Students can approach such problems with a collaborative improvement-orientation.				✔									✔	✔	✔	✔						✔	

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Responsible Decision-Making	**Belonging**	5.D.4. Students can accurately identify physical, intellectual, emotional, and social safety considerations for themselves and for others based on identity and social factors in real-world scenarios. Students accurately discern the difference between risky and safe behaviors and actions.																						✔	
		5.E.4. Students recognize their role as civic-minded members of a democratic society. Students engage in civil discourse about current events and engage in advocacy and actions that promote care and community well-being.	✔	✔	✔	✔	✔								✔	✔					✔	✔	✔	✔	✔
	Agency	5.F.4. Students demonstrate higher-order thinking skills (e.g., critical thinking, cognitive flexibility, analysis, integration) and show discernment, use of facts, and thoughtfulness in their decision-making. Students apply critical thinking in all aspects of their life and relationships, including interactions online.	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
		5.G.4. Students reliably and proactively anticipate the consequences of their actions. Students demonstrate complex understanding of the interconnected impacts of one's choices and demonstrate accountability for their actions.	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔