Alignment Chart

Second Step® Digital Programs → California Transformative Social and Emotional Learning (T-SEL) Competencies & Conditions for Thriving

Grade Bands: K–2, 3–5, 6–8, 9–12

Executive Summary

This report maps 331 Second Step program skills and concepts to the California T-SEL competencies across four grade bands. Mappings prioritize verb strength, topic match, and assessment evidence from the Second Step Scope & Sequence. Alignment levels are conservative and transparent.

Executive Summary Table — Connections by Competency and Grade Band

Grade Band	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making
K–2	37	43	30	10	27
3–5	32	30	22	51	29
6–8	63	30	50	63	25
9–12	32	84	37	20	15

K–2 Snapshot

Skills in grade band: 84. Total T-SEL connections: 147.

T-SEL Competency	Connections	Distinct Skills Linked
Self-Awareness	37	37
Self-Management	43	34
Social Awareness	30	28
Relationship Skills	10	6
Responsible Decision-Making	27	26

K–2 Alignment Tables

Kindergarten | Unit 1: Growth Mindset & Goal-Setting

Program Skills and Concepts	T-SEL Codes
Demonstrate attention behaviors	2.F.1; 2.H.1
Explain why attention matters	2.F.1; 2.H.1
Reframe mistakes as normal and useful for learning	1.B.1; 2.F.1
Use kind self-talk to cope with setbacks and persist	2.A.1; 2.F.1; 3.B.1
Encourage peers with kind, specific words during challenges	2.F.1; 3.B.1
Improve through practice and trying again	2.F.1
Apply multiple mindset strategies during collaborative tasks	2.F.1

Kindergarten | Unit 2: Emotion Management

Program Skills and Concepts	T-SEL Codes
Identify emotions using facial, body, and context clues	1.B.1
Recognize cues for happiness and associated positive events	1.B.1
Recognize sadness cues and use help-seeking appropriately	1.B.1
Recognize anger cues and distinguish mad from sad	1.B.1
Practice slow breathing to return to calm	1.B.1; 2.A.1
Ask for help as a proactive regulation strategy	1.B.1; 2.A.1
Understand emotions change over time and recover through problem-solving	1.B.1; 5.C.1

Kindergarten | Unit 3: Empathy & Kindness

Program Skills and Concepts	T-SEL Codes
Define and recognize kind acts as intentional, observable behaviors	1.B.1; 3.B.1

Explain why kindness matters	3.B.1
Offer to share to meet others' needs	3.B.1
Offer comfort with consent	3.B.1
Use praise and encouragement to build classroom community	3.B.1
Apply kindness strategies across school situations	3.B.1
Choose and reflect on kind actions	3.B.1; 5.C.1

Kindergarten | Unit 4: Problem-Solving

Program Skills and Concepts	T-SEL Codes
State problems with neutral, blame-free language	5.C.1
Use facial, body, and context clues to understand feelings in conflict	1.B.1; 4.E.1; 4.F.1; 5.C.1
Manage strong emotions to feel calm before solving problems	1.B.1; 2.A.1; 5.C.1
Use slow breathing and self-talk to get calm before acting	2.A.1; 5.C.1
Deliver a three-part apology to repair harm	4.E.1; 4.F.1; 5.C.1
Offer to share or take turns to resolve conflicts fairly	5.C.1
Apply the problem-solving process of feeling calm, stating the problem, and solving the problem	1.B.1; 2.A.1; 5.C.1

Grade 1 | Unit 1: Growth Mindset & Goal-Setting

Program Skills and Concepts	T-SEL Codes
Show attention behaviors (body turned, watching, listening)	2.F.1; 2.H.1
Identify distractions and name refocus strategies	1.B.1; 2.F.1
Identify practice and trying again as ways to improve	1.B.1; 2.F.1
Use helpful thoughts and positive self-talk during challenges	2.A.1; 2.F.1
Persist through mistakes as part of learning	2.F.1
Apply attention and regulation during step-by-step tasks	2.A.1; 2.F.1; 2.H.1

Collaborate with peers while maintaining focus	2.F.1; 2.H.1; 4.E.1

Grade 1 | Unit 2: Emotion Management

Program Skills and Concepts	T-SEL Codes
Use context, facial, and body clues to infer feelings	1.B.1
Recognize signs of worry and ask for help	1.B.1
Define calm and link calm to clear thinking	1.B.1; 2.A.1
Use slow breathing and quiet activities for regulation	1.B.1; 2.A.1
Identify frustration and use slow counting to feel calm	1.B.1; 2.A.1
Expand emotional vocabulary and perspective-taking	1.B.1; 3.B.1
Integrate clues and calm strategies across scenarios	1.B.1; 2.A.1

Grade 1 | Unit 3: Empathy & Kindness

Program Skills and Concepts	T-SEL Codes
Explain how kind acts help people feel good	3.B.1
Ask, "Are you okay?" as a caring check-in	3.B.1
Offer company while respecting boundaries	3.B.1
Offer help to meet a specific need	3.B.1
Invite others to join to promote inclusion	3.B.1; 3.C.1
Choose context-appropriate kind acts	3.B.1; 5.C.1
Independently apply and reflect on kindness	3.B.1

Grade 1 | Unit 4: Problem-Solving

Program Skills and Concepts	T-SEL Codes
State problems respectfully without blame	5.C.1
Distinguish accidents from intentional actions	5.C.1
Apologize appropriately ("I'm sorry. Are you okay? How can I help?")	4.E.1; 4.F.1; 5.C.1
Ask for what you need using polite requests	5.C.1

Identify ways to make amends and repair harm	1.B.1; 4.E.1; 4.F.1; 5.C.1
Manage strong emotions to feel calm before solving problems	1.B.1; 2.A.1; 5.C.1
Apply emotion-management and problem-solving strategies	1.B.1; 5.C.1

Grade 2 | Unit 1: Growth Mindset & Goal-Setting

Program Skills and Concepts	T-SEL Codes
Recognize that skills improve with practice, effort, and help from others	1.B.1; 2.F.1
View mistakes as feedback to guide next steps	2.F.1
Choose a response to mistakes, such as trying again, making a small change, or asking for help	2.F.1; 5.C.1
Recognize helpful and unhelpful thoughts and identify likely outcomes	1.B.1; 2.F.1
Replace unhelpful thoughts with helpful thoughts	2.F.1
Use positive self-talk to regulate emotions and persevere	1.B.1; 2.A.1; 2.F.1
Apply growth mindset strategies to support self and peers	2.F.1

Grade 2 | Unit 2: Emotion Management

Program Skills and Concepts	T-SEL Codes
Identify pride and link it to effort, kindness, or teamwork	1.B.1; 3.B.1
Identify disappointment and its triggers	1.B.1
Use positive self-talk to manage strong feelings	1.B.1; 2.A.1
Use calming strategies, such as slow breathing and recalling joyful memories	1.B.1
Explain why people can feel differently in the same situation	1.B.1
Respect emotional diversity through empathy and listening	1.B.1; 3.B.1
Apply emotion-management strategies across scenarios	1.B.1

Grade 2 | Unit 3: Empathy & Kindness

Program Skills and Concepts	T-SEL Codes
Define empathy and identify facial, body, and context clues	1.B.1; 3.B.1
Connect personal experiences to understand others' feelings	1.B.1; 3.B.1
Choose kind acts based on empathy	3.B.1; 5.C.1
Include others and tailor kindness to the person and context	3.B.1; 3.C.1
Reflect on empathy experiences and outcomes	3.B.1
Apply empathy to school community roles and plan class acts	2.F.1; 3.B.1
Plan and carry out a personalized kind act	2.F.1; 3.B.1

Grade 2 | Unit 4: Problem-Solving

Program Skills and Concepts	T-SEL Codes
State problems neutrally and avoid blame words	5.C.1
Brainstorm multiple safe and respectful solutions	5.C.1
Evaluate solutions for fairness, kindness, safety, and effectiveness	3.B.1; 5.C.1; 5.G.1
Recognize that some solutions work better than others in a given situation	1.B.1; 5.C.1
Apply ways to make amends	4.E.1; 5.C.1
Use empathy to anticipate what the other would want	3.B.1; 5.C.1
Integrate the full problem-solving process from statement to solution	5.C.1

3–5 Snapshot

Skills in grade band: 84. Total T-SEL connections: 164.

T-SEL Competency	Connections	Distinct Skills Linked
Self-Awareness	32	32
Self-Management	30	29
Social Awareness	22	22
Relationship Skills	51	51
Responsible Decision-Making	29	27

3–5 Alignment Tables

Grade 3 | Unit 1: Growth Mindset & Goal-Setting

Program Skills and Concepts	T-SEL Codes
Understand that learning builds brain pathways and networks	2.F.2
Describe how practice strengthens networks in their brain and builds automaticity	2.F.2; 4.E.2
View mistakes as feedback during network building	2.F.2
Seek help and learn from others to accelerate improvement	2.F.2
Try new strategies and experiments when stuck	2.F.2
Create a structured practice plan with obstacles and solutions	2.F.2; 4.E.2
Apply brain science ideas to personal goal-planning	2.F.2

Grade 3 | Unit 2: Emotion Management

Program Skills and Concepts	T-SEL Codes
Understand emotions as information that guide behavior	1.B.2
Use context and behavior clues to gauge intensity	1.B.2
Identify and label the similar emotions of annoyed, angry, and furious	1.B.2
Identify and label the similar emotions of content, happy, and excited	1.B.2
Recognize when to take a break to think clearly	1.B.2
Use calming strategies, such as slow breathing, counting, and finding a quiet space	1.B.2
Describe the different intensity levels of emotions and plan for regulation	1.B.2; 2.A.2; 2.F.2

Grade 3 | Unit 3: Empathy & Kindness

Program Skills and Concepts	T-SEL Codes
Define empathy and link it to kindness	3.B.2; 4.E.2
Read emotional cues to choose supportive actions	3.B.2; 4.E.2; 5.C.2
Strengthen friendships with targeted kind acts	3.B.2; 4.E.2
Respect differing preferences for receiving kindness	3.B.2; 4.E.2
Ask empathetic questions and listen to needs	3.B.2; 4.E.2
Personalize kindness to the specific person and context	3.B.2; 4.E.2
Create and share a plan for kind actions	2.F.2; 3.B.2; 4.E.2

Grade 3 | Unit 4: Problem-Solving

Program Skills and Concepts	T-SEL Codes
Recall and sequence the STEP problem-solving process	4.E.2; 5.C.2
State each person's wants without blame (Step S)	4.E.2; 5.C.2
Generate multiple solutions (Step T)	4.E.2; 5.C.2
Explore outcomes for each solution that are fair, safe, and respectful (Step E)	4.E.2; 5.C.2
Choose and justify a solution (Step P)	4.E.2; 5.C.2
Manage strong emotions to feel calm before solving problems and communicate respectfully	1.B.2; 2.A.2; 4.E.2; 5.C.2
Apply the full STEP problem-solving process through role-play	4.E.2; 5.C.2

Grade 4 | Unit 1: Growth Mindset & Goal-Setting

Program Skills and Concepts	T-SEL Codes
Identify a good group goal	1.B.2; 2.F.2; 4.E.2
Create a collaborative plan to reach a group goal	2.F.2; 4.E.2
Assign roles to work toward a group goal and plan how to get help if stuck	2.F.2; 4.E.2
Monitor progress and modify a plan to reach a goal	2.F.2

Recognize and address obstacles to a goal without giving up	1.B.2; 2.F.2
Reflect on goal-setting process to improve future goal-setting	2.F.2
Present work and give and receive constructive feedback	2.F.2

Grade 4 | Unit 2: Emotion Management

Program Skills and Concepts	T-SEL Codes
Explain why balancing logic and emotion centers matters	1.B.2
Recognize that strong emotions make it hard to think clearly	1.B.2
Describe benefits of rethinking a situation	1.B.2
Distinguish facts from feelings and assumptions	1.B.2
Use the three questions for rethinking	1.B.2
Create personal rethinking questions for self-regulation	1.B.2; 2.A.2
Apply rethinking strategies across diverse scenarios	1.B.2

Grade 4 | Unit 3: Empathy & Kindness

Program Skills and Concepts	T-SEL Codes
Define a point of view and explain how experiences shape it	3.B.2; 4.E.2
Use open-ended questions to understand others' thinking	3.B.2; 4.E.2
Practice active listening and accurate summarizing	3.B.2; 4.E.2
Recognize and respect different perspectives without judgment	1.B.2; 3.B.2; 4.E.2
Explain how understanding someone's point of view can change their actions	3.B.2; 4.E.2
Apply perspective-taking strategies to help empathize with others	3.B.2; 4.E.2
Recognize how empathy improves relationships and community	1.B.2; 3.B.2; 4.E.2

Grade 4 | Unit 4: Problem-Solving

Program Skills and Concepts	T-SEL Codes
Define interpersonal problems as disagreements between people	4.E.2; 5.C.2
Manage strong emotions to feel calm before solving problems and demonstrate speaking up for one's self when solving a problem	1.B.2; 2.A.2; 4.E.2; 5.C.2
State the problem without blame and from all points of view	4.E.2; 5.C.2
Evaluate possible outcomes of solutions to a problem based on others' points of view	4.E.2; 5.C.2; 5.G.2
Pick a solution that is safe, respectful, and could work for everyone	4.E.2; 5.C.2
Collaborate to generate multiple solutions to a problem and adjust if needed	4.E.2; 5.C.2
Apply the full STEP problem-solving process to real scenarios	4.E.2; 5.C.2

Grade 5 | Unit 1: Growth Mindset & Goal-Setting

Program Skills and Concepts	T-SEL Codes
Identify personally meaningful goals across life domains	1.B.2; 2.F.2
Write goal statements that are specific and challenging	2.F.2
Recognize the difference between interesting goals and motivating goals	1.B.2; 2.F.2
Choose small, sustainable habits aligned to a goal	2.F.2; 4.E.2; 5.C.2
Use obstacle strategies, such as changing a strategy, adjusting a plan, breaking down the problem, and asking for help	2.F.2; 4.E.2; 5.C.2
Monitor and refine goals and habits over time	2.F.2
Communicate and reflect on the goal-setting journey through creative expression	2.F.2; 4.E.2

Grade 5 | Unit 2: Emotion Management

Program Skills and Concepts	T-SEL Codes
Recognize recurring triggers of strong	1.B.2

emotions	
Define stress and identify personal stressors	1.B.2
Identify physical signs of stress in body and behavior	1.B.2
Brainstorm and choose strategies to manage stress	1.B.2; 4.E.2; 5.C.2
Break down emotional situations to find small, actionable changes	1.B.2
Recognize what they can and can't change, focusing on controllables	1.B.2
Create a plan with two specific changes and reflect on expected outcomes	1.B.2; 2.F.2

Grade 5 | Unit 3: Empathy & Kindness

Program Skills and Concepts	T-SEL Codes
Define empathy and use it to notice community problems	3.B.2; 4.E.2
Identify school problems and who is affected	1.B.2; 3.B.2; 4.E.2
Describe multiple points of view for affected groups	3.B.2; 4.E.2
Brainstorm community solutions informed by empathy	3.B.2; 4.E.2
Evaluate solutions for what works and doesn't work for each group	3.B.2; 4.E.2; 5.C.2; 5.G.2
Select and justify a solution that meets many wants and needs	3.B.2; 4.E.2; 5.C.2
Create and present a poster and engage in a reflective gallery walk	3.B.2; 4.E.2

Grade 5 | Unit 4: Problem-Solving

Program Skills and Concepts	T-SEL Codes
Manage strong emotions to feel calm before solving problems, say the problem respectfully, and decide on adult involvement	1.B.2; 2.A.2; 4.E.2; 5.C.2
Generate solutions to take all people's perspectives into consideration	4.E.2; 5.C.2
Identify each person's point of view, wants, and needs	1.B.2; 3.B.2; 4.E.2; 5.C.2

Explore outcomes with a Solutions Web to predict effects	4.E.2; 5.C.2
Pick a solution that is safe, respectful, and could work for everyone	4.E.2; 5.C.2
Reflect on outcomes and plan next steps to improve future problem-solving	2.F.2; 4.E.2; 5.C.2
Apply the full STEP problem-solving process collaboratively to new problems	4.E.2; 5.C.2

6–8 Snapshot

Skills in grade band: 103. Total T-SEL connections: 231.

T-SEL Competency	Connections	Distinct Skills Linked
Self-Awareness	63	63
Self-Management	30	30
Social Awareness	50	26
Relationship Skills	63	42
Responsible Decision-Making	25	16

6–8 Alignment Tables

Grade 6 | Unit 1: Mindsets & Goals

Program Skills and Concepts	T-SEL Codes
Identify how music can be a motivator in challenging times	1.B.3; 2.F.3
Describe what happens in their brains when they try something new	2.F.3
Name new strategies they can try when they're having trouble learning something new	1.B.3; 2.F.3
Write a specific goal	2.F.3
Break a big, long-term goal down into smaller, short-term goals	2.F.3
Set progress markers for their goal, determine when their goal has been achieved, and determine if they need to try a new strategy to reach their goal	2.F.3
Create an action plan for achieving a goal	2.F.3

Grade 6 | Unit 2: Developing a Positive Sense of Self

Program Skills and Concepts	T-SEL Codes
Identify what guiding principles are and where they come from	1.B.3
Identify personal guiding principles	1.B.3
Describe how they can use their guiding principles to make decisions	5.C.3
Apply guiding principles to the decision-making process	5.C.3
Evaluate how they would feel after making a decision using their guiding principles	5.C.3; 5.G.3
Apply their guiding principles to make a decision in a given situation	5.C.3

Grade 6 | Unit 3: Thoughts, Emotions & Decisions

Program Skills and Concepts	T-SEL Codes
Describe why emotions matter in their lives	1.B.3
Describe what happens in their brains	1.B.3

when they feel a strong emotion	
Describe how strong emotions can influence the decisions they make	1.B.3
Demonstrate and evaluate strategies for managing their emotions	1.B.3; 5.C.3; 5.G.3
Determine the emotion-management strategies that work best for them and choose the best strategy to use in a given situation	1.B.3; 5.C.3
Apply their knowledge from the unit to promote awareness about emotion-management strategies at school	1.B.3

Grade 6 | Unit 4: Managing Relationships & Social Conflict

Program Skills and Concepts	T-SEL Codes
Describe the changes they've gone through in the past, describe the changes they're currently going through, and describe how those changes affect their relationships	4.E.3; 4.F.3
Identify actions that escalate conflicts and determine ways to prevent conflicts from becoming more serious	1.B.3; 4.E.3; 4.F.3
Examine social conflicts from multiple perspectives so they can resolve minor conflicts	3.B.3; 3.C.3; 4.E.3; 4.F.3
Demonstrate how to use respectful language to prevent conflicts from getting worse	4.E.3; 4.F.3; 5.C.3
Identify and evaluate various solutions to a conflict in order to find the best solution	1.B.3; 4.E.3; 4.F.3; 5.C.3; 5.G.3
Demonstrate how to make amends in meaningful and restorative ways	4.E.3; 4.F.3
Demonstrate resolving a social conflict	4.E.3; 4.F.3

Grade 6 | Recognizing Bullying & Harassment

Program Skills and Concepts	T-SEL Codes
Define bullying and name types of bullying	1.B.3; 3.B.3; 3.C.3; 4.E.3
Identify physical, verbal, and relational bullying	1.B.3; 3.B.3; 3.C.3; 4.E.3

Recognize the differences between bullying and joking by considering intent, repetition, and impact	1.B.3; 3.B.3; 3.C.3; 4.E.3
Explain effects of bullying and recognize signs of distress in peers	1.B.3; 3.B.3; 3.C.3; 4.E.3
Respond to online bullying with safe strategies	3.B.3; 3.C.3; 4.E.3; 5.C.3
Use upstander strategies, such as supporting the target, speaking up, and getting help	3.B.3; 3.C.3; 4.E.3
Assess risk and choose safety-first upstander responses	3.B.3; 3.C.3; 4.E.3; 5.C.3

Grade 7 | Unit 1: Mindsets & Goals

Program Skills and Concepts	T-SEL Codes
Practice persistence when facing a challenge	2.F.3
Explore how persistence and motivation contribute to building a supportive community	2.F.3
Understand how motivation affects effort and persistence	2.F.3
Identify factors that influence motivation and learning	1.B.3; 2.F.3
Recognize how motivation and persistence contribute to developing interests, skills, and abilities	1.B.3; 2.F.3
Develop strategies to improve motivation	2.F.3
Evaluate motivation strategies for long-term success	2.F.3; 5.C.3; 5.G.3

Grade 7 | Unit 2: Developing a Positive Sense of Self

Program Skills and Concepts	T-SEL Codes
Describe agency and how it appears in life	1.B.3
Understand different sources of confidence	1.B.3
Practice strategies to build confidence	1.B.3
Make an actionable plan to build confidence	2.F.3
Recognize how past success builds confidence	1.B.3
Apply confidence-building strategies in	1.B.3

real-life situations	
Reflect on how agency and confidence lead to personal growth	1.B.3

Grade 7 | Unit 3: Thoughts, Emotions & Decisions

Program Skills and Concepts	T-SEL Codes
Recognize the signs of stress and anxiety	1.B.3
Recognize that some stress can be positive	1.B.3
Apply stress-management strategies to cope	1.B.3; 2.A.3
Evaluate the effectiveness of personal stress strategies	1.B.3; 5.C.3; 5.G.3
Recognize when to seek help during stressful times	1.B.3
Develop a personal stress-management plan	1.B.3; 2.F.3
Use self-reflection to improve emotion regulation	1.B.3; 2.A.3

Grade 7 | Unit 4: Managing Relationships & Social Conflict

Program Skills and Concepts	T-SEL Codes
Recognize the signs of healthy and unhealthy relationships	1.B.3; 4.E.3; 4.F.3
Treat others with respect despite differing values and opinions	1.B.3; 4.E.3; 4.F.3
Apply conflict-management strategies when values and perspectives differ	1.B.3; 3.B.3; 3.C.3; 4.E.3; 4.F.3
Practice perspective-taking to understand others' feelings and needs	1.B.3; 3.B.3; 4.E.3; 4.F.3
Apply the four-step conflict resolution process	4.E.3; 4.F.3
Make amends when a relationship has been damaged	4.E.3; 4.F.3
Build and maintain healthy relationships through values and communication	1.B.3; 4.E.3; 4.F.3

Grade 7 | Recognizing Bullying & Harassment

Program Skills and Concepts	T-SEL Codes

Define harassment and distinguish it from bullying	3.B.3; 3.C.3; 4.E.3
Define sexual harassment and differentiate between flirting and harassment	3.B.3; 3.C.3; 4.E.3
Recognize behaviors that constitute harassment	1.B.3; 3.B.3; 3.C.3; 4.E.3
Describe effects of harassment and identify supports and why victims underreport	1.B.3; 3.B.3; 3.C.3; 4.E.3
Recognize and challenge harassment based on stereotypes	1.B.3; 3.B.3; 3.C.3; 4.E.3
Explain students' rights to be protected from harassment and students' responsibilities to create a harassment-free school environment	3.B.3; 3.C.3; 4.E.3; 5.C.3; 5.E.3
Create persuasive public service announcements that define harassment and its effects, rights, and resources	3.B.3; 3.C.3; 4.E.3; 5.C.3; 5.E.3

Grade 8 | Recognizing Bullying & Harassment

Program Skills and Concepts	T-SEL Codes
Recognize gaps between personal beliefs and normalized harmful behaviors	1.B.3; 3.B.3; 3.C.3; 4.E.3
Identify social factors that enable bullying	1.B.3; 3.B.3; 3.C.3; 4.E.3
Identify environmental factors and map school hotspots to inform change	1.B.3; 3.B.3; 3.C.3; 4.E.3
Use disruption strategies to challenge harmful norms and behaviors	3.B.3; 3.C.3; 4.E.3
Practice inclusive actions to reduce exclusion and bias	3.B.3; 3.C.3; 4.E.3
Ask for policy or environmental changes and engage adults as partners	3.B.3; 3.C.3; 4.E.3
Design and present a plan to disrupt social and environmental factors	2.F.3; 3.B.3; 3.C.3; 4.E.3

Grade 8 | Unit 1: Mindsets & Goals

Program Skills and Concepts	T-SEL Codes
Practice persistence when facing a challenge	2.F.3
Recognize how persistence and motivation contribute to building a supportive community	1.B.3; 2.F.3

Understand how motivation affects effort and persistence	2.F.3
Identify factors that influence motivation and learning	1.B.3; 2.F.3
Recognize how motivation and persistence contribute to developing interests, skills, and abilities	1.B.3; 2.F.3
Develop strategies to improve motivation	2.F.3
Evaluate motivation strategies for long-term success	2.F.3; 5.C.3; 5.G.3

Grade 8 | Unit 2: Developing a Positive Sense of Self

Program Skills and Concepts	T-SEL Codes
Describe agency and how it appears in life	1.B.3
Understand different sources of confidence	1.B.3
Practice strategies to build confidence	1.B.3
Make an actionable plan to build confidence	2.F.3
Recognize how past success builds confidence	1.B.3
Apply confidence-building strategies in real-life situations	1.B.3
Reflect on how agency and confidence lead to personal growth	1.B.3

Grade 8 | Unit 3: Thoughts, Emotions & Decisions

Program Skills and Concepts	T-SEL Codes
Recognize the signs of stress and anxiety	1.B.3
Recognize that some stress can be positive	1.B.3
Apply stress-management strategies to cope	1.B.3; 2.A.3
Evaluate the effectiveness of personal stress strategies	1.B.3; 5.C.3; 5.G.3
Recognize when to seek help during stressful times	1.B.3
Develop a personal stress-management plan	1.B.3; 2.F.3
Use self-reflection to improve emotion regulation	1.B.3; 2.A.3

Grade 8 | Unit 4: Managing Relationships & Social Conflict

Program Skills and Concepts	T-SEL Codes
Recognize the signs of healthy and unhealthy relationships	1.B.3; 4.E.3; 4.F.3
Treat others with respect despite differing values and opinions	1.B.3; 4.E.3; 4.F.3
Apply conflict-management strategies when values and perspectives differ	1.B.3; 3.B.3; 3.C.3; 4.E.3; 4.F.3
Practice perspective-taking to understand others' feelings and needs	1.B.3; 3.B.3; 4.E.3; 4.F.3
Apply four-step conflict resolution process	4.E.3; 4.F.3
Make amends when a relationship has been damaged	4.E.3; 4.F.3
Build and maintain healthy relationships through values and communication	1.B.3; 4.E.3; 4.F.3

Grade 8 | Recognizing Bullying & Harassment

Program Skills and Concepts	T-SEL Codes
Recognize gaps between personal beliefs and normalized harmful behaviors	1.B.3; 3.B.3; 3.C.3; 4.E.3
Identify social factors that enable bullying	1.B.3; 3.B.3; 3.C.3; 4.E.3
Identify environmental factors and map school hotspots to inform change	1.B.3; 3.B.3; 3.C.3; 4.E.3
Use disruption strategies to challenge harmful norms and behaviors	3.B.3; 3.C.3; 4.E.3
Practice inclusive actions to reduce exclusion and bias	3.B.3; 3.C.3; 4.E.3
Ask for policy or environmental changes and engage adults as partners	3.B.3; 3.C.3; 4.E.3
Design and present a plan to disrupt social and environmental factors	2.F.3; 3.B.3; 3.C.3; 4.E.3

9–12 Snapshot

Skills in grade band: 60. Total T-SEL connections: 188.

T-SEL Competency	Connections	Distinct Skills Linked
Self-Awareness	32	32
Self-Management	84	40
Social Awareness	37	28
Relationship Skills	20	19
Responsible Decision-Making	15	14

9–12 Alignment Tables

Grades 9–12 | Pathway 1: Belonging & Connection

Program Skills and Concepts	T-SEL Codes
Co-creating shared expectations that contribute to belonging	3.B.4; 3.C.4; 4.E.4; 5.A.4
Connecting and collaborating with peers to build community	3.B.4; 3.C.4; 4.E.4; 5.A.4
Practicing empathy while building relationships with peers	3.B.4; 3.C.4; 4.E.4; 5.A.4
Communicating effectively and sincerely with educators	3.B.4; 3.C.4; 4.E.4; 5.A.4
Using voice to make change in the school community	2.A.4; 2.F.4; 3.B.4; 3.C.4; 4.E.4; 5.A.4
Recognizing teens overestimate the amount of attention they receive	2.H.4; 3.B.4; 3.C.4; 4.E.4; 5.A.4
Practicing digital citizenship to analyze digital communications online and in social media	3.B.4; 3.C.4; 4.E.4; 5.A.4
Learning and practicing relationship-repair strategies	3.B.4; 3.C.4; 4.E.4; 4.F.4; 5.A.4
Understanding how to avoid making assumptions about others	3.B.4; 3.C.4; 4.E.4; 5.A.4

Grades 9–12 | Pathway 2: Confidence & Capability

Program Skills and Concepts	T-SEL Codes
Participating in defining success criteria	1.B.4
Expanding and using social networks	1.B.4; 4.E.4
Analyzing social media messages using media literacy skills	1.B.4
Practicing digital citizenship strategies to balance time spent online	1.B.4
Persisting to master learning objectives	1.B.4; 2.F.4; 2.G.4
Collaborating with peers to learn together	1.B.4; 4.E.4
Using feedback and resources to meet success criteria	1.B.4; 2.F.4; 2.H.4
Practicing communication and college- and career-readiness skills by solving real-world problems	4.E.4

Practicing college- and career-readiness skills by designing their personal brand	1.B.4
Applying real-world problem-solving skills to manage time	5.C.4
Setting goals and visualizing steps to achieve them	2.F.4; 2.H.4
Applying real-world problem-solving skills to improve time-management strategies	5.C.4
Reflecting on the learning process	1.B.4
Applying knowledge of what is in your control to anticipate or overcome obstacles when pursuing a goal	2.F.4; 2.H.4
Applying strategies for overcoming negative thoughts	1.B.4
Applying reframing strategies to overcome obstacles	1.B.4
Planning and adjusting plans to meet weekly goals	2.F.4; 2.H.4
Practicing giving and receiving feedback with peers	1.B.4; 2.F.4; 2.H.4
Analyzing and improving actions to support digital wellness	1.B.4

Grades 9–12 | Pathway 3: Agency & Opportunity

Program Skills and Concepts	T-SEL Codes
Directing learning by making choices about what and how to learn	1.B.4; 2.A.4; 2.F.4; 5.C.4
Analyzing and solving real-world problems with computational thinking	2.A.4; 2.F.4; 5.C.4
Exploring how algorithms influence digital content and identifying strategies to improve online experiences	1.B.4; 2.A.4; 2.F.4
Exploring career paths that connect with personal goals and strengths	1.B.4; 2.A.4; 2.F.4; 2.H.4; 4.E.4
Applying collaborative routines and protocols during academic discussions	1.B.4; 2.A.4; 2.F.4; 4.E.4
Providing educators with actionable feedback to improve learning conditions	1.B.4; 2.A.4; 2.F.4; 2.H.4
Analyzing their own learning and leading discussions about learning with families	1.B.4; 2.A.4; 2.F.4
Demonstrating a real-world skill by designing a passion project	1.B.4; 2.A.4; 2.F.4

Identifying, developing, and appreciating strengths	1.B.4; 2.A.4; 2.F.4
Understanding how strengths can affect relationships	1.B.4; 2.A.4; 2.F.4; 4.E.4
Understanding how collective strengths help build community	1.B.4; 2.A.4; 2.F.4; 3.B.4
Understanding how collective strengths contribute to the school community	1.B.4; 2.A.4; 2.F.4; 3.B.4
Teaching peers about a topic to build confidence and communication skills	2.A.4; 2.F.4; 4.E.4
Practicing communicating strengths, interests, and future goals with mock interviews to prepare for college and career	1.B.4; 2.A.4; 2.F.4; 2.H.4; 4.E.4
Experimenting with personally relevant topics and interests	1.B.4; 2.A.4; 2.F.4

Grades 9–12 | Pathway 4: Well-Being & Community

Program Skills and Concepts	T-SEL Codes
Identifying when mind breaks are necessary and using them to improve engagement and performance	2.A.4; 2.B.4; 3.B.4
Analyzing scenarios to understand their digital footprint	2.A.4; 2.B.4; 3.B.4; 5.C.4; 5.G.4
Managing difficult emotions and distractions using refocusing strategies	1.B.4; 2.A.4; 2.B.4; 3.B.4
Navigating strong emotions using various strategies	1.B.4; 2.A.4; 2.B.4; 3.B.4
Navigating strong emotions using focusing strategies	1.B.4; 2.A.4; 2.B.4; 3.B.4
Practicing digital citizenship skills by examining emotional responses to online photos	2.A.4; 2.B.4; 3.B.4
Demonstrating compassion for self and others	2.A.4; 2.B.4; 3.B.4
Defining and understanding emotions	1.B.4; 2.A.4; 2.B.4; 3.B.4
Fostering, sharing, and visualizing positive emotions through shared experiences	1.B.4; 2.A.4; 2.B.4; 3.B.4
Collaborating with peers to overcome learning challenges	2.A.4; 2.B.4; 3.B.4; 4.E.4
Understanding that what is considered "normal" can vary from person to person	2.A.4; 2.B.4; 3.B.4

Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	1.B.4; 2.A.4; 2.B.4; 3.B.4; 4.E.4
Reframing difficult situations with positive self-talk	2.A.4; 2.B.4; 3.B.4
Practicing gratitude regularly	2.A.4; 2.B.4; 3.B.4