



**VIRGINIA
IS FOR
LEARNERS**

VIRGINIA SOCIAL EMOTIONAL LEARNING GUIDANCE STANDARDS

2021

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PREFACE

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all-young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. Social emotional learning begins at home and continues through adulthood. Embedding SEL intentionally in school culture advances the work that begins and continues at home.

SEL lays the groundwork to create a safe and positive learning environment for students and adults, which allows for relationship building, collaboration, cultural competency, and critical decision-making. Research has shown that students participating in evidence-based SEL programs have:

- Improved classroom attitudes and behavior:
 - Better sense of community
 - More class participation
 - Stronger pro-social skills
 - Improved attendance
 - Better understanding of consequences
 - Better coping skills
 - Increased attitude toward school and learning

- Improved school performance:
 - Higher achievement test scores (+14 percent) and higher grades (+11 percent)
 - Improved metacognition skills
 - Improved problem-solving, planning, and reasoning skills
 - Improvements in reading comprehension

SEL programming has long-term benefits on students' academics, anxiety, behavior problems, and substance use. Research has shown the benefits extend to postsecondary education or work readiness, positive family and work relationships, improved mental wellness, and engaged citizenship.¹

SEL can also be leveraged for creating equitable learning environments and fostering healthy development for all children, adolescents, and adults.²

¹ Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011) *The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions*. *Child Development*, 82(a):405-432.

² Robert J. Jagers, Deborah Rivas-Drake & Brittney Williams (2019) Transformative Social and Emotional Learning (SEL): Toward SEL in Service of Educational Equity and Excellence, *Educational Psychologist*, 54:3, 162-184, DOI: 10.1080/00461520.2019.1623032

BACKGROUND

The 2020 Virginia General Assembly passed House Bill 753 directing the Virginia Department of Education (VDOE) to establish a uniform definition of social-emotional learning and to develop guidance standards for social-emotional learning for all public students in grades Kindergarten through 12 in the Commonwealth and to make such standards available to each local school division no later than July 1, 2021. While the 2020 General Assembly required the VDOE to develop the guidance standards for SEL, Virginia school divisions are not required to adopt them. Local school boards may choose to adopt all, or portions of, the *Virginia SEL Guidance Standards* as part of their own local policies, and/or use them as guidance as they implement SEL programming based on the needs of their community.

The VDOE assembled an interdepartmental team to create a plan for SEL implementation in Virginia. In addition, a Social Emotional Learning Advisory Committee, composed of school-based personnel representing diverse Superintendent’s regions and disciplines, community leaders, agency personnel, and parents were assembled to guide the development of Virginia’s K-12 SEL Standards.

The Social Emotional Learning Implementation Team identified VDOE priorities that needed to be considered in the creation of Virginia’s vision and definition of Social Emotional Learning. The Team worked with the Collaborative for Academic, Social and Emotional Learning (CASEL) to bring Virginia’s unique vision of social emotional learning to the Standards for all K-12 students. The Team focused on existing VDOE initiatives that reflected this vision. In doing so, the SEL Standards are aligned with the Profile of a Virginia Graduate and centered in equity. This intentional focus allows the Standards to explicitly teach the skills needed to be “life ready” and to create more equitable learning environments.

INTRODUCTION

The Virginia Department of Education’s social emotional learning (SEL) efforts are driven by the commitment to ensure that every student in Virginia attends a school that maximizes their potential and prepares them for the future: academically, socially, and emotionally. Virginia’s vision for SEL is intended to center equity in this work, which is key to VDOE’s vision and mission.

“Virginia is redesigning our vision for the education of its students by providing equity within a safe and healthy learning environment. By incorporating social emotional learning into Virginia public education, we are providing students practices aligned with the 5 C’s of the Profile of a Virginia Graduate to ensure readiness for college and workforce. This entails providing every student with the knowledge and skills he or she needs to succeed after graduation. We seek to extend the vision of social emotional learning in early childhood to PK-12, so that all students benefit from a positive, interactive and engaging environment.”

Dr. James F. Lane, Ed.D, Superintendent of Public Instruction,
Virginia Department of Education

VIRGINIA’S VISION FOR SOCIAL EMOTIONAL LEARNING

Through the work of the SEL Implementation Team and SEL Advisory Committee, a vision for Social Emotional Learning in Virginia was established:

“The vision of social emotional learning in Virginia is to maximize the potential of all students and staff to become responsible, caring and reflective members of our diverse society by advancing equity, uplifting student voice, and infusing SEL into every part of the school experience.”

VIRGINIA’S DEFINITION OF SOCIAL EMOTIONAL LEARNING

To meet this vision, the team established a uniform definition of social emotional learning based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) definition.

Virginia defines social emotional learning as:

“the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.”

VIRGINIA K-12 SEL STANDARDS

As described in [8VAC20-131-51](#) and in accordance with the Profile of a Virginia Graduate approved by the board, the instructional program and learning objectives for Virginia public schools shall ensure that students “acquire and be able to demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship.” These are known as the “5 C’s.”

The Virginia SEL Standards are aligned with the “5 C’s” and CASEL’s five SEL competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Decision Making. While they are aligned with the 5 C’s, the Virginia SEL Standards are not required for graduation.

Each competency consists of two overarching concepts that provide clarity on the desired outcomes for SEL attainment. The competencies are abbreviated as follows: Self-Awareness (SeA), Self-Management (SeM), Social Awareness (SoA), Relationship Skills (ReS), and Decision Making (DeM). The related “C” is listed in parenthesis at the end of each overarching concept.

Each overarching concept is described under the related SEL competency:

SELF-AWARENESS

- SeA1: Recognize and understand the interaction between one’s own thoughts and emotions. (Critical Thinking)

- SeA2: Develop a positive identity and recognize personal strengths, interests, values, and challenges. (Creative Thinking)

SELF-MANAGEMENT

- SeM1: Develop and demonstrate strategies for managing and expressing one's own emotions to persevere in challenging situations. (Communication)
- SeM2: Demonstrate the skills related to achieving personal and academic goals. (Creative Thinking)

SOCIAL AWARENESS

- SoA1: Demonstrate the ability to empathize with and show gratitude for others, including those with different and diverse perspectives, abilities, backgrounds, and cultures. (Collaboration)
- SoA2: Demonstrate the ability to understand broader historical and social contexts' impact on humanity. (Citizenship)

RELATIONSHIP SKILLS

- ReS1: Apply verbal and non-verbal communication and listening skills to interact with others, form and maintain positive relationships, and resolve conflict constructively. (Communication)
- ReS2: Demonstrate the ability to effectively collaborate and navigate relationships while valuing different and diverse perspectives, abilities, backgrounds, and cultures. (Collaboration)

DECISION-MAKING

- DeM1: Demonstrate the ability to evaluate, through reflection, the benefits and consequences of various actions within the decision-making process. (Critical Thinking)
- DeM2: Demonstrate the ability to make ethical decisions as a global citizen and evaluate outcomes based on one's own identity and the impact on humanity. (Citizenship)

The SEL Standards are the skills identified for each grade band to demonstrate the desired outcome under each overarching concept. The SEL Standards are provided for K and across two-year grade bands for grades one through twelve (e.g., K, first-second, third-fourth, fifth-sixth, seventh-eighth, ninth-tenth, and eleventh-twelfth). This allows for developmental differences in children and for repeated instruction across two grade levels. Careful consideration was given to vertical alignment, so that Standards build upon the skills learned in previous grade bands.

KINDERGARTEN

Self-Awareness

- *SeA1:Ka*, I can name basic emotions.
- *SeA1:Kb*, I can classify emotions as either comfortable or uncomfortable.
- *SeA1:Kc*, I can be aware of how my body feels when I have different emotions.
- *SeA2:Ka*, I can list things I do well (strengths) and things I like (interests).
- *SeA2:Kb*, I can recognize when things are hard for me and that it is okay to make mistakes, or ask for help.
- *SeA2:Kc*, I can identify a value/something important to me.
- *SeA2:Kd*, I can recognize how I have similarities with others as well as how I am unique.

Self-Management

- *SeM1: Ka*, I can use verbal and nonverbal language to communicate different emotions.
- *SeM1: Kb*, I can identify strategies that allow me to stay calm.
- *SeM1: Kc*, I can define and identify a time when I showed courage and perseverance.
- *SeM2: Ka*, I can describe something I have accomplished.
- *SeM2: Kb*, I can identify a personal or academic goal.
- *SeM2: Kc*, I can work independently and ask for help when needed.

Social Awareness

- *SoA1: Ka*, I can recognize the feelings and strengths of others.
- *SoA1: Kb*, I can identify and value similarities and differences in abilities, cultures, traditions and beliefs.
- *SoA1: Kc*, I can explain why I am grateful for someone or something in my life.
- *SoA2: Ka*, I can explain why something is fair or unfair.

Relationship Skills

- *ReS1: Ka*, I can be considerate of others by taking turns, sharing; and using compliments to encourage others.
- *ReS1: Kb*, I can name the actions of an active listener.
- *ReS1: Kc*, I can recognize when I can solve a problem on my own or when I need adult support.
- *ReS1: Kd*, I can identify situations that are unkind or unfair.
- *ReS2: Ka*, I can name the actions of a helpful teammate or group member.
- *ReS2: Kb*, I can understand that everyone has a need for personal space.

Decision Making

- *DeM1: Ka*, I can describe a problem.
- *DeM1: Kb*, I can recognize there may be more than one way to solve a problem.
- *DeM1: Kc*, I can describe that all actions have outcomes.
- *DeM2: Ka*, I can describe how I want to be treated.
- *DeM2: Kb*, I can feel good about myself by showing kindness towards others.

GRADE BAND 1-2

Self-Awareness

- *SeA1: 1-2a*, I can identify a variety of emotions.
- *SeA1: 1-2b*, I can understand that my emotions are natural and will change.
- *SeA1: 1-2c*, I can understand that certain events and situations can impact my emotions.
- *SeA2: 1-2a*, I can identify my personal strengths and interests inside and outside of the school setting.
- *SeA2: 1-2b*, I can recognize when I have worked hard to overcome a challenging situation.
- *SeA2: 1-2c*, I can recognize my personal values.
- *SeA2: 1-2d*, I can develop an awareness of multiple groups in society.

Self-Management

- *SeM1: 1-2a*, I can identify safe, kind, and helpful ways to express my emotions.
- *SeM1: 1-2b*, I can recognize my body's signals and apply a strategy to help me stay in control.
- *SeM1: 1-2c*, I can describe times when I showed courage and when I kept trying in a challenging situation.
- *SeM2: 1-2a*, I can describe something I have accomplished and identify something I would like to accomplish in the future.
- *SeM2: 1-2b*, I can set and achieve simple, short-term goals.
- *SeM2: 1-2c*, I can follow a multi-step plan independently.

Social Awareness

- *SoA1: 1-2a*, I can recognize other people's feelings and respond in kind and safe ways.
- *SoA1: 1-2b*, I can discuss similarities and differences in abilities, cultures, traditions, and beliefs.
- *SoA1: 1-2c*, I can explain what gratitude is and why it is important to show it.
- *SoA2: 1-2a*, I can understand that fair does not always mean that everyone gets the same thing.

Relationship Skills

- *ReS1: 1-2a*, I can communicate my needs, wants and ideas to adults and peers in a positive way.
- *ReS1: 1-2b*, I can demonstrate active listening skills when interacting with adults and peers.
- *ReS1: 1-2c*, I can demonstrate when to resolve conflicts with peers independently and when to include an adult.
- *ReS1: 1-2d*, I can describe what I would do if I saw someone being treated unkindly or unfairly.
- *ReS2: 1-2a*, I can demonstrate the actions of a helpful teammate or group member.
- *ReS2: 1-2b*, I can identify non-verbal cues that indicate how others may feel.

Decision Making

- *DeM1: 1-2a*, I can classify a problem based on its size.
- *DeM1: 1-2b*, I can list strategies to solve a problem.
- *DeM1: 1-2c*, I can recognize that I have choices in how to respond in a situation.
- *DeM2: 1-2a*, I can describe and appreciate ways that I am similar to and different from other people.
- *DeM2: 1-2b*, I can explain how the choices I make impact others.

GRADE BAND 3-4

Self-Awareness

- *SeA1: 3-4a*, I can understand I can have more than one emotion at the same time.
- *SeA1: 3-4b*, I can recognize the difference between negative and positive self-talk.
- *SeA1: 3-4c*, I can identify my emotions based on my body signals, events, and situations.
- *SeA2: 3-4a*, I can identify my personal strengths and interests inside and outside of the school setting.
- *SeA2: 3-4b*, I can identify my personal challenges and recognize that I can address these challenges by having a growth mindset.
- *SeA2: 3-4c*, I can identify ways I can show values such as honesty, kindness, and integrity through my actions.
- *SeA2: 3-4d*, I can describe the multiple groups in society that help create my identity.

Self-Management

- *SeM1: 3-4a*, I can evaluate ways that I currently express emotions as either kind or unkind.
- *SeM1: 3-4b*, I can identify coping skills for specific situations that cause me to feel stress or uncomfortable emotions.
- *SeM1: 3-4c*, I can describe how I can use courage and perseverance to overcome a challenging situation.
- *SeM2: 3-4a*, I can recognize the connection between short-term and long-term goals.
- *SeM2: 3-4b*, I can set a goal, divide it into steps, and identify strategies to reach it.
- *SeM2: 3-4c*, I can develop and improve my daily organizational skills.

Social Awareness

- *SoA1: 3-4a*, I can define empathy and explain ways to demonstrate it.
- *SoA1: 3-4b*, I can ask questions in a positive manner about other people's cultures, traditions and beliefs.
- *SoA1: 3-4c*, I can develop regular habits that allow me to express gratitude.
- *SoA2: 3-4a*, I can understand that people may face different barriers based on their identity and groups in society and that this is not fair.
- *SoA2: 3-4b*, I can understand how stereotypes can be harmful.
- *SoA2:3-4c*, I can recognize and value the thoughts and feelings of others.

Relationship Skills

- *ReS1: 3-4a*, I can demonstrate positive verbal and non-verbal communication skills through my words, tone of voice, and body language (incorporate social media).
- *ReS1: 3-4b*, I can independently apply active listening skills in different situations.
- *ReS1: 3-4c*, I can apologize in a meaningful way when I have made a mistake (even if it was an accident).
- *ReS1: 3-4d*, I can brainstorm ways to tell someone when their words or actions are hurtful.
- *ReS2: 3-4a*, I can identify different roles within a group setting and I understand how they all contribute.
- *ReS2: 3-4b*, I can adapt my behavior based on another's non-verbal cues.
- *ReS2: 3-4c*, I can identify the difference between positive and negative peer pressure.

Decision Making

- *DeM1: 3-4a*, I can explain what is within my control and what is outside of my control when facing a problem.
- *DeM1: 3-4b*, I can explain the information I used as well as the steps I took when making a decision. I can explain the information I used when making a decision, along with the steps I took.
- *DeM1: 3-4c*, I can recognize that my choices may result in different outcomes.
- *DeM2: 3-4a*, I can develop an awareness of and comfort with my membership in multiple groups in society.
- *DeM2: 3-4b*, I can consider the feelings and rights of myself and others when making decisions.

GRADE BAND 5-6

Self-Awareness

- *SeA1: 5-6a*, I can differentiate among a variety of complex emotions.
- *SeA1: 5-6b*, I can identify examples of how my positive and negative self-talk can impact my emotions.
- *SeA1: 5-6c*, I can anticipate my emotions based on my body signals, events, and situations.
- *SeA2: 5-6a*, I can analyze how my personal strengths give me confidence in multiple settings.
- *SeA2: 5-6b*, I can identify actions I can take to overcome personal challenges.
- *SeA2: 5-6c*, I can understand the relationship between my values and interests.
- *SeA2: 5-6d*, I can develop an awareness of and comfort with my membership in multiple groups in society.

Self-Management

- *SeM1: 5-6a*, I can identify the difference between healthy and unhealthy stress levels.
- *SeM1: 5-6b*, I can proactively plan and apply a coping skill for handling a stressful situation that typically causes me to experience uncomfortable emotions.
- *SeM1: 5-6c*, I can identify and utilize strategies for persevering through challenges and setbacks.
- *SeM2: 5-6a*, I can identify the importance of setting academic goals for personal growth.
- *SeM2: 5-6b*, I can plan, implement, and monitor progress towards reaching my goals.
- *SeM2: 5-6c*, I can manage my time to help me achieve my goals.

Social Awareness

- *SoA1: 5-6a*, I can empathize with others' thoughts, perspectives, and emotions.
- *SoA1: 5-6b*, I can gain a broader understanding by asking questions and listening to those with different perspectives, backgrounds, and cultures.
- *SoA1: 5-6c*, I can express gratitude for others, including those with different perspectives.
- *SoA2: 5-6a*, I can identify when people are treated unfairly.
- *SoA2: 5-6b*, I can explain how stereotypes can create bias.

Relationship Skills

- *ReS1: 5-6a*, I can explain and demonstrate how positive communication skills help build and maintain healthy relationships. (Incorporate social media)
- *ReS1: 5-6b*, I can use active listening to successfully understand multiple perspectives.
- *ReS1: 5-6c*, I can outline and practice the use of conflict resolution skills with adult support.
- *ReS1: 5-6d*, I can demonstrate how I will navigate situations when I might feel pressured to go along with injustice.
- *ReS2: 5-6a*, I can independently perform different roles in a group setting.
- *ReS2: 5-6b*, I can self-assess my relationship building skills.
- *ReS2: 5-6c*, I can recognize how positive and negative peer pressure affect me.
- *ReS2: 5-6d*, I can demonstrate how to give and receive feedback in a constructive way.

Decision Making

- *DeM1: 5-6a*, I can determine what is within my control, what is outside of my control and what is within my influence when facing a problem.
- *DeM1: 5-6b*, I can show curiosity about a social problem by asking questions and gathering evidence to identify potential solutions.
- *DeM1: 5-6c*, I can identify the multiple outcomes that can result from my choices.
- *DeM2: 5-6a*, I can describe my beliefs, values, and the multiple groups in society that help create my identity and inform my decision making process.
- *DeM2: 5-6b*, I can explain how the perspectives of others should be considered when making decisions.

GRADE BAND 7-8

Self-Awareness

- *SeA1: 7-8a*, I can analyze current or past emotions by considering what caused them; as well as, how long they lasted (duration).
- *SeA1: 7-8b*, I can recognize the relationship between my self-talk and emotions.
- *SeA1: 7-8c*, I can analyze my emotions based on my body signals, events, and situations.
- *SeA2: 7-8a*, I can analyze how my personal strengths, interests, challenges, and values influence my ability to plan for the future.
- *SeA2: 7-8b*, I can identify and communicate what motivates me when taking on challenges.
- *SeA2: 7-8c*, I can identify how my values and experiences influence my own learning.
- *SeA2: 7-8d*, I can comfortably talk about myself and positively describe my various group identities.

Self-Management

- *SeM1: 7-8a*, I can identify the difference between healthy and unhealthy stress levels.
- *SeM1: 7-8b*, I can apply coping skills to process thoughts, express my emotions and manage stressful situations.
- *SeM1: 7-8c*, I can reframe a challenging situation into a positive or learning opportunity for growth.
- *SeM2: 7-8a*, I can evaluate my goals in relation to my previous accomplishments.
- *SeM2: 7-8b*, I can monitor progress toward a specified goal by developing checkpoints or adjusting the plan as needed.
- *SeM2: 7-8c*, I can evaluate how my ability to prioritize and manage my time impacts my goal achievement.

Social Awareness

- *SoA1: 7-8a*, I can accept when the viewpoints or perceptions of others are different from mine.
- *SoA1: 7-8b*, I can develop an understanding and appreciation of different abilities, backgrounds, cultures and social groups.
- *SoA1: 7-8c*, I can independently express gratitude in multiple settings.
- *SoA2: 7-8a*, I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, policies, practices, and laws.
- *SoA2: 7-8b*, I can explain the difference between conscious bias and unconscious bias.

Relationship Skills

- *ReS1: 7-8a*, I can explain how my interactions directly impact my reputation and relationships (including interactions on social and digital media).
- *ReS1: 7-8b*, I can recognize the non-verbal communication of others to improve my listening skills.
- *ReS1: 7-8c*, I can outline and practice the use of conflict resolution skills to solve problems peacefully.
- *ReS1: 7-8d*, I can identify causes that matter to me and how I can advocate or take action for change.
- *ReS2: 7-8a*, I can advocate for my role within a group as well as for the inclusion of others.
- *ReS2: 7-8b*, I can identify a relationship building skill that I would like to improve.
- *ReS2: 7-8c*, I can identify characteristics of positive and negative relationships.

- *ReS2: 7-8d*, I can offer and receive constructive feedback.

Decision Making

- *DeM1: 7-8a*, I can reflect on lessons learned from actual experiences to inform future practices.
- *DeM1: 7-8b*, I can demonstrate open-mindedness by evaluating how external factors can impact my decision-making.
- *DeM1: 7-8c*, I can compare and contrast possible outcomes of my decisions.
- *DeM2: 7-8a*, I can evaluate how my membership in multiple groups combine to make me who I am and that none of my individual groups on their own fully defines me.
- *DeM2: 7-8b*, I can evaluate how my decisions impact myself and others.

GRADE BAND 9-10

Self-Awareness

- *SeA1: 9-10a*, I can analyze current and past emotions by considering what caused them, how long they lasted (duration), and their intensity (strength).
- *SeA1: 9-10b*, I can interpret past events and situations to explore the connection between complex emotions, body signals and thought patterns.
- *SeA1: 9-10c*, I can anticipate my emotions based on my body signals, events, and situations and identify ways to cope.
- *SeA2: 9-10a*, I can plan my post-secondary goals based on my strengths, challenges, interests and values.
- *SeA2: 9-10b*, I can demonstrate self-efficacy when facing a challenging situation.
- *SeA2: 9-10c*, I can express pride and confidence in my personal and social identities without causing harm to others.

Self-Management

- *SeM1: 9-10a*, I can discuss situations when I experience healthy and unhealthy stress levels.
- *SeM1: 9-10b*, I can critically examine available support systems and coping skills to identify those that most benefit regulation of my emotions and stress.
- *SeM1: 9-10c*, I can demonstrate the ability to persevere and maintain confidence through challenges.
- *SeM2: 9-10a*, I can anticipate barriers that may impact my progress towards a goal.
- *SeM2: 9-10b*, I can demonstrate an understanding that goal setting supports long-term success.
- *SeM2: 9-10c*, I can apply goal-setting skills to both short- and long-term goals.

Social Awareness

- *SoA1: 9-10a*, I can demonstrate empathy by predicting how my own actions might affect the feelings of others.
- *SoA1: 9-10b*, I can show positive regard for and work with peers that have different abilities, perspectives, backgrounds, cultures, or social groups.
- *SoA1: 9-10c*, I can identify things I am grateful for even in challenging or stressful life experiences.
- *SoA2: 9-10a*, I can recognize that all people (including myself) have certain advantages and disadvantages in society based on who they are and where they were born.
- *SoA2: 9-10b*, I can recognize that my conscious and unconscious biases affect my interactions with others.

Relationship Skills

- *ReS1: 9-10a*, I can actively listen and engage in positive interactions to make connections to build understanding with peers, adults and community to support and achieve common goals.
- *ReS1: 9-10b*, I can explain how active listening strengthens my ability to form and maintain positive relationships.
- *ReS1: 9-10c*, I can use conflict resolution skills to solve problems peacefully.
- *ReS1: 9-10d*, I can discuss how to stand up to exclusion, prejudice and discrimination, even when it is not popular or easy or when no one else does.
- *ReS2: 9-10a*, I can develop techniques to collaborate with others by valuing, empowering,

and encouraging different and diverse perspectives, abilities, backgrounds, and cultures.

- *ReS2: 9-10b*, I can adapt my behavior based on my own self-assessment.
- *ReS2: 9-10c*, I can identify ways to navigate unhealthy relationships.
- *ReS2: 9-10d*, I can apply constructive feedback to strengthen connections and achieve common goals.

Decision Making

- *DeM1: 9-10a*, I can adapt my decision making process based on the context of a variety of situations and desired outcomes.
- *DeM1: 9-10b*, I can make reasoned judgements after analyzing information, data and facts for both personal and social problems.
- *DeM1: 9-10c*, I can differentiate between possible short term and long term impacts of my decisions.
- *DeM2: 9-10a*, I can understand that all my group identities and the intersection of those identities create unique aspects of who I am and influence my decisions.
- *DeM2: 9-10b*, I can apply ethical reasoning to consider multiple perspectives and evaluate societal practices.

GRADE BAND 11-12

Self-Awareness

- *SeA1: 11-12a*, I can identify personal factors that can influence the duration and intensity of emotions I may experience in the future.
- *SeA1: 11-12b*, I can examine my emotions, values, thoughts, and biases and how they inform my thinking around future situations or events.
- *SeA2: 11-12a*, I can compare how my personal strengths, challenges, interests, and values have developed and changed over time and revise my post-secondary plans as needed.
- *SeA2: 11-12b*, I can demonstrate self-efficacy when facing a challenging situation.
- *SeA2: 11-12c*, I can express pride and confidence in my personal and social identities within a variety of settings.

Self-Management

- *SeM1: 11-12a*, I can recognize different intensity levels of emotions that require strategies to manage my thoughts and behaviors.
- *SeM1: 11-12b*, I can consistently use coping skills and calming strategies to effectively respond to stress and return to a regulated state.
- *SeM1: 11-12c*, I can demonstrate the ability to reframe challenging situations from a strengths-based and/or growth mindset perspective.
- *SeM2: 11-12a*, I can independently develop goals based on evaluating my previous performances and predicting future performances.
- *SeM2: 11-12b*, I can develop a plan that demonstrates an understanding of how to set and reach goals that contribute to life-long success, encompassing social-emotional, achievement, and career goals.

Social Awareness

- *SoA1: 11-12a*, I can relate to and build connections with other people by showing them empathy, compassion, and understanding by highlighting and honoring differing perspectives, abilities, backgrounds, cultures or social groups.
- *SoA2: 11-12a*, I can recognize, describe and distinguish inequity and injustice at different levels of society.
- *SoA2: 11-12b*, I can identify and work to address my own conscious and unconscious biases.

Relationship Skills

- *ReS1: 11-12a*, I can modify my communication and listening skills to improve my interactions with peers, adults and community to support and achieve common goals.
- *ReS1: 11-12b*, I can use strategies to resolve differences.
- *ReS1: 11-12c*, I can independently use conflict resolution skills to solve problems peacefully.
- *ReS1: 11-12d*, I can make ethical decisions about when and how to take a stand against bias and injustice in my everyday life or community and will do so despite negative peer or group pressure.
- *ReS2: 11-12a*, I can demonstrate collaboration in a group setting by valuing different and diverse perspectives, abilities, backgrounds and cultures as we work towards a common goal.
- *ReS2: 11-12b*, I can independently adapt behavior based upon peer feedback and self-assessment.
- *ReS2: 11-12c*, I can identify ways to navigate unhealthy relationships.

- ReS2: 11-12d, I can apply constructive feedback to strengthen connections and achieve common goals.

Decision Making

- *DeM1: 11-12a*, I can demonstrate critical thinking skills to select an appropriate decision-making process to solve complex situations.
- *DeM1: 11-12b*, I can make constructive choices by considering the personal, interpersonal, and community impacts of my choices.
- *DeM1: 11-12c*, I can reflect on the outcomes of my decisions and determine if there are opportunities for improvement.
- *DeM2: 11-12a*, I can evaluate my post-secondary goals based on my own personal identity, ethical standards, and as a global citizen.