



ALIGNMENT CHART

California Transformative Social and Emotional Learning Competencies

- **Second Step® Elementary Digital Program**
- **Second Step® Middle School Digital Program**

About Second Step® Programs

The research-based Second Step Elementary and Second Step Middle School digital programs are universal, web-based classroom programs designed to promote social-emotional competence, which can help increase students' school success and decrease problem behaviors.^{1,2} The programs help students learn how to cope with challenges, create positive relationships, and succeed both socially and academically. Skills are reviewed and expanded each year, gradually becoming more complex as students get older. Lessons provide tools for students to develop the mindsets, knowledge, and skills to manage strong emotions, show kindness and empathy, build and strengthen friendships, make and follow through on good decisions, and solve problems with their peers.

How the Programs Meet the California Competencies

The following tables indicate which specific Second Step grade-band lessons and related materials 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 the Second Step digital programs meet a given state competency within the identified grade or grade-band (for instance, Grades K–5) 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 teachers to gather evidence of student learning in relation to the competencies.

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*(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

2. Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development, 88*(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>



Transitional Kindergarten-Grade 2

California Transformative Social and Emotional Learning Competencies

Second Step® Elementary Digital Program

Key Skills and Concepts																			
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving				
Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind acts	Manage strong emotions to feel calm before solving problems	Apply strategies to solve problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem

CASEL	Area	Competency	Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind acts	Manage strong emotions to feel calm before solving problems	Apply strategies to solve problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem		
Self-Awareness	Identity	1.A.1. Students name their personal characteristics and life experiences and have an increasingly accurate basic sense of self. Students are aware of their own likes and dislikes.					✓	✓	✓	✓			✓	✓		✓	✓							
		1.B.1. Students recognize, label, and understand basic emotions in themselves and know that more than one emotion can be experienced at once. Students are aware of how emotions can affect their body.									✓		✓	✓	✓									
		1.C.1. Students name people, places, and ideas that are important to them. Students can describe their own family traditions.																						
	Belonging	1.D.1. Students understand acceptance versus exclusion and how they help or harm others.																						
		1.E.1. Students identify ways to help and practice helping others at school, home, and other settings.													✓			✓						
	Agency	1.F.1. Students reflect on experiences as the causes of certain emotions. Students recognize the purpose of emotions and name simple ways their emotions influence their decisions and behavior.									✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
		1.G.1. Students are aware of, and distinguish between, their wants and needs. Students can name their strengths such as skills, knowledge, or talents.						✓	✓	✓														
		1.H.1. Students believe in their capacity to learn and that they are capable, important community members. Students practice having an optimistic outlook.						✓	✓	✓														
Self-Management	Identity	2.A.1. Students practice noticing their emotions, where they experience them in their bodies, and using those signs to choose strategies to express feelings in helpful ways. Students practice strategies that help them to sustain joy and feel calmer, patient, focused, and energized.								✓		✓	✓											
		2.B.1. Students identify situations and relationships that calm them. Students understand and begin to practice how to be physically healthy in ways that are within their control.																						
		2.C.1. Students identify and practice strategies they have used or can use to stay hopeful and "bounce back" from challenges.						✓	✓	✓				✓										



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Self-Management	Belonging	2.D.1. Students understand the purpose of feedback and can listen to and accept simple, constructive feedback.	✓	✓	✓	✓	✓																	
		2.E.1. Students understand and practice maintaining others' stated emotional and physical boundaries.																						
	Agency	2.F.1. Students identify personal and collective goals and name simple steps to achieve them.																						
		2.G.1. Students begin practicing self-monitoring thoughts and actions and asking for help to stay motivated and focused. Students are aware of their body during active listening. Students are able to identify when they are focused and paying attention.				✓	✓	✓	✓															
		2.H.1. Students keep their spaces and belongings organized with guidance.																						
Social Awareness	Identity	3.A.1. Students discuss similarities and differences between themselves and others and different social and cultural groups.																						
		3.B.1. Students recognize and name emotions in others using verbal and physical cues. Students describe how others may feel in a variety of situations and show empathy for others' experiences.									✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
	Belonging	3.C.1. Students contribute to creating and maintaining shared agreements that guide their interactions with others and their environment. Students show kindness toward people of all backgrounds and experiences.													✓						✓	✓	✓	✓
3.D.1. Students describe what it means to be a helpful community member. Students can identify people in their learning environment and family that can support them when they need help.									✓															
3.E.1. Students name groups or communities they are a part of and their qualities. Students demonstrate pride in belonging to their groups or communities and take action to make others feel welcome.																								



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Social Awareness	Agency	3.F.1. Students describe and demonstrate fairness toward others. Students can describe how rules can benefit some people over others. Students cooperate and play with peers respectfully.												✓	✓	✓	✓		✓	✓	✓	✓	✓	
		3.G.1. Students name ways that they can contribute to or participate in groups and communities and how they can be helpful, fair, compassionate, and respectful to those in other groups or communities.													✓	✓	✓	✓		✓	✓	✓	✓	✓
Relationship Skills	Identity	4.A.1. Students begin to identify inappropriate requests and situations. They understand they can say "no" and respect when others say "no" to them.												✓										
		4.B.1. Students practice ways to be a leader and contribute to groups in their learning context.																						
	Belonging	4.C.1. Students identify what it means to be a good friend. Students demonstrate gratitude toward others.																						
		4.D.1. Students show willingness to learn about the cultures of others. Students take pride in their own culture and share information with others.																						
	Agency	4.E.1. Students identify and talk through a problem and generate solutions with others.																	✓	✓	✓	✓	✓	✓
		4.F.1. Students can effectively apologize by recognizing what happened and owning their own actions.																			✓			
4.G.1. Students communicate their own ideas, wants, and needs without negatively impacting others.													✓									✓		
	4.H.1. Students recognize all people have the right to be treated fairly. Students understand the difference between tattling and reporting and know when it is important to report something to an adult.																			✓	✓	✓	✓	
Responsible Decision-Making	Identity	5.A.1. Students express curiosity and openness to new people and situations. Students are interested in new experiences.														✓	✓	✓						
		5.B.1. Students demonstrate honesty and fairness and can explain the importance of both to relationships. Students explore caring and ethical actions on behalf of our planet.																			✓			
		5.C.1. Students describe personal and social problems and can name possible solutions with support.																	✓	✓	✓	✓	✓	✓



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Responsible Decision-Making	Belonging	5.D.1. Students understand why safety rules exist. Students can describe physically unsafe behaviors and choices in their learning and home environments. Students can demonstrate safe behavior.				✓																		
		5.E.1. Students identify ways that they can help and why it is important to be a helper at home, at school, and in other settings. Students begin to explore the concept of citizenship and what it means to be a good citizen or participant in a democracy.																						
	Agency	5.F.1. Students can explain and begin to practice stop, think, act strategies.																	✓	✓	✓	✓	✓	✓
		5.G.1. Students can name the likely consequences of their actions with support. Students explore cause and effect and how choices can have impacts far beyond themselves.												✓	✓			✓		✓	✓	✓	✓	✓



Grades 3-5

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Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting						Unit 2: Emotion Management					Unit 3: Empathy & Kindness				Unit 4: Problem-Solving							
Attention	Working memory	Inhibitory control	Cognitive flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	Recognize that regulating emotions is necessary to make decisions	Apply reappraisal as an emotion-management strategy	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to empathize with others	Apply perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for oneself when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem

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Self-Awareness	Identity	1.A.2. Students understand how some aspects of their personal and social identity can change over time and be shaped by themselves, others, and their experiences. Students show confidence and pride in their identity without needing to feel superior to others.																													
		1.B.2. Students recognize the intensity of their emotions and can name increasingly complex emotions. Students identify when they feel stressed or anxious.												✓	✓	✓	✓	✓													
		1.C.2. Students articulate their beliefs about topics that are important to them, their family, and their learning community.																													
	Belonging	1.D.2. Students are able to reflect on their own experiences of inclusion and exclusion and of being excluded and excluding others.																													
		1.E.2. Students describe their roles and contributions in the different settings in which they participate. Students identify characteristics and habits they have and how they may affect others in their learning community.																				✓	✓	✓							
	Agency	1.F.2. Students recognize how their emotions are information they can choose to harness and use. Students understand that there are no "bad" emotions and that their feeling states can be changed intentionally.												✓	✓	✓	✓	✓						✓							
1.G.2. Students articulate their needs in constructive ways. Students begin to develop a sense of personal purpose and feel that their lives are important and meaningful.																	✓							✓							
1.H.2. Students are more accurate in their perceptions and gain confidence in their own thoughts and well-founded opinions but are open to trying and listening to new and different ideas.							✓	✓	✓	✓	✓	✓				✓				✓	✓	✓	✓			✓	✓	✓	✓	✓	
Self-Management	Identity	2.A.2. Students practice self-monitoring and harness and express their emotions in authentic and constructive ways by identifying, articulating, and using emotional regulation strategies that work for them. Students use diverse strategies to express themselves effectively in different social and cultural contexts.											✓		✓	✓	✓					✓	✓	✓	✓	✓					
		2.B.2. Students know and use simple stress management practices. Students engage in mental and physical health-promoting activities in ways that are within their control.																✓													



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Self-Management	Identity	2.C.2. Students describe different types of adversity and what they can learn from others' stories of overcoming difficult experiences, resilience, and remaining hopeful in the face of challenges (e.g., current and historical characters).																													
	Belonging	2.D.2. Students welcome constructive feedback and understand and use varied strategies to give feedback to peers.	✓		✓	✓					✓											✓	✓		✓	✓	✓	✓	✓	✓	
		2.E.2. Students perceive social cues and resist impulses in order to maintain the explicit or implied emotional and physical boundaries of others.														✓	✓							✓	✓	✓	✓	✓	✓	✓	✓
	Agency	2.F.2. Students identify short- and longer-term personal and collective goals that are meaningful to them and demonstrate strategies that work for them to achieve those goals.								✓	✓	✓	✓																		
		2.G.2. Students use personally relevant strategies, like self-talk, to get and stay motivated. Students can identify distractions and know and apply simple solutions to overcome them.																													
Social Awareness	Identity	2.H.2. Students practice managing their own time, organizing their materials, and gathering what is needed for a task or activity.								✓	✓	✓																			
		3.A.2. Students identify opinions versus facts about people and groups who are similar and different from themselves. Students name specific strengths and assets of individuals from diverse groups.																													
	Belonging	3.B.2. Students name ways people's identities and experiences may lead to different emotional reactions. Students show curiosity about and strive to take the perspective of others based on what they know about that person or group. Students show empathy and compassion for others.																		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
		3.C.2. Students recognize healthy and safe boundaries in interactions with others in their family, learning community, and beyond. Students identify strategies to build and maintain trust.																													
	3.D.2. Students identify appropriate, trusted people to seek support from based on their specific needs and recognize ways they can support others.																	✓	✓	✓	✓	✓									



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Social Awareness	Belonging	3.E.2. Students demonstrate acceptance and inclusion of those who are different from themselves and value the contributions of the members of a diverse group.																		✓	✓	✓	✓			✓	✓	✓	✓	✓	
	Agency	3.F.2. Students can work cooperatively in a diverse group of peers. Students identify their own basic rights and the rights of others. Students begin to understand how bias, prejudice, stereotypes, and racism can play a role in how people act and make decisions. Students can give examples of how these issues can disrupt or harm groups in our society.																													
		3.G.2. Students explore the importance and power of community participation and service. Students collaborate with others to identify ways to contribute productively to their learning community.																					✓	✓							
Relationship Skills	Identity	4.A.2. Students show progress in discerning and resisting inappropriate requests and demonstrate multiple strategies to navigate negative social pressure.																													
		4.B.2. Students understand that leadership skills can be learned and explore being leaders in ways that are important to them.																													
	Belonging	4.C.2. Students identify characteristics of friends and types and levels of friendship. Students identify why they are grateful for the people in their lives and proactively show gratitude in different ways.																		✓											
		4.D.2. Students celebrate differences in other cultures. Students identify and demonstrate strategies to show respect for other cultures.																													
	Agency	4.E.2. Students use constructive strategies to communicate their perspective and listen openly to the perspectives of others to solve a problem.																							✓	✓	✓	✓	✓	✓	✓
4.F.2. Students practice acknowledging their role in a conflict, how others were hurt, what they could do differently in the future, and how to repair harm and move forward constructively.																							✓	✓	✓	✓	✓	✓	✓	✓	



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CASEL	Area	Competency	Attention	Working memory	Inhibitory control	Cognitive flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	Recognize that regulating emotions is necessary to make decisions	Apply reappraisal as an emotion-management strategy	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to empathize with others	Apply perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for oneself when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem			
Relationship Skills	Agency	4.G.2. Students can communicate assertively and respectfully. Students advocate for their needs and compromise with others.																							✓	✓						
		4.H.2. Students recognize all people have the right to human dignity and justice. Students demonstrate upstander strategies, such as distraction and removing targets from bullying situations.																														
Responsible Decision-Making	Identity	5.A.2. Students understand the importance of curiosity and practice staying open-minded when meeting diverse groups of people or in new situations.																		✓	✓	✓	✓									
		5.B.2. Students demonstrate honesty and integrity in their interactions with others and insist on fairness from peers and adults in all contexts. Students begin to understand and explore the consequences of unethical actions to our planet.																								✓	✓	✓	✓	✓	✓	✓
		5.C.2. Students generate multiple feasible solutions for personal and social problems and identify when help is needed to solve a problem.																										✓	✓	✓	✓	✓
	Belonging	5.D.1. Students understand physical and emotional safety and demonstrate safe choices in the learning environment. Students actively consider the physical and emotional safety of others. Students explore how safety can be tied to identity.																✓										✓	✓	✓	✓	✓
		5.E.2. Students develop an understanding of the common good and how it contributes to collective well-being. Students explore the benefits and responsibilities of democratic citizenship.																														
Agency	5.F.2. Students know and regularly practice decision-making strategies and use critical thinking to identify choices that result in the best outcomes for all involved.																						✓		✓	✓	✓	✓	✓	✓	✓	
	5.G.2. Students anticipate consequences of their own and others' actions with increasing accuracy. Students identify the impact of different activities and opportunities on themselves, their relationships, and learning contexts.												✓		✓		✓				✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	



Grades 6-8

California Transformative Social and Emotional Learning Competencies

Second Step® Middle School Digital Program

Key Skills and Concepts																			
Unit 1: Mindsets & Goals					Unit 2: Recognizing Bullying & Harassment					Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict					
Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships

CASEL	Area	Competency	Unit 1: Mindsets & Goals	Unit 2: Recognizing Bullying & Harassment	Unit 3: Thoughts, Emotions & Decisions	Unit 4: Managing Relationships & Social Conflict							
Self-Awareness	Identity	1.A.3. Students identify and explore their different social identities, including race, ethnicity, language, gender, and ability. Students begin to explore the concept of intersectionality. Students cultivate a healthy, well-grounded sense of self-confidence based on their strengths.	✓	✓	✓								
		1.B.3. Students examine and reflect on the underlying causes of emotions. Students recognize the difference between emotions and feelings. Students work to label, with specificity, their feeling states.				✓	✓	✓	✓	✓	✓		
		1.C.3. Students explore the concept of values: how they are formed, how they reflect our identity and experiences, and how they are applied. Students start to examine how personal perspectives and values can be challenged.											✓
	Belonging	1.D.3. Students begin to identify their prejudices and biases and how those might impact their behaviors toward others related to being inclusive or exclusive.											
		1.E.3. Students begin to identify what they need from communities they belong to and assess if their needs are being met. Students are aware of the ways they are or are not meeting the needs of others in their learning community.											
	Agency	1.F.3. Students recognize the connection between their thoughts, emotions, and behavior based on brain science. Students recognize how they express their emotions may be influenced by their culture and experiences.	✓	✓		✓	✓	✓	✓	✓	✓		
		1.G.3. Students develop a sense of personal power and can identify and use their personal, social, and cultural assets in healthy ways.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		1.H.3. Students examine and reflect on how beliefs about themselves and about learning intersect (mastery orientation versus performance orientation) and the impact on their optimism and confidence.		✓	✓	✓						✓	✓



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CASEL	Area	Competency	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Self-Management	Identity	2.A.3. Students explore the difference between emotion suppression and management and how to channel emotions productively. Students work on reframing feelings before acting on them.													✓					✓		
		2.B.3. Students describe how stress affects their choices and actions and practice multiple strategies to manage stress. Students choose, take ownership of, and engage in activities that promote their mental and physical health.															✓					
		2.C.3. Students consider various paths through individual and collective adversity. Students reflect on their sources of inner strength, hope, and what they look for in supportive relationships.																				✓
	Belonging	2.D.3. Students seek out and make changes based on constructive feedback and demonstrate contextually appropriate ways of giving feedback to peers, educators, and others in their learning community and family.																			✓	
		2.E.3. Students reflect on their changing boundaries to support their growth and well-being. Students also examine and reflect on healthy boundaries within different cultures.																				
	Agency	2.F.3. Students identify and work toward incremental personal and collective goals in pursuit of longer-term achievements. Students identify and commit to roles in achieving collective goals. Students begin to examine how to balance personal and collective goals.																				✓
2.G.3. Students can create and follow routines, independently adapt to challenges and distractions, and apply perseverance strategies that work for them.																✓					✓	
2.H.3. Students take an active role in managing their time, activities, and responsibilities.																						



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CASEL	Area	Competency	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Social Awareness	Identity	3.A.3. Students reflect on how social identities (e.g., cultural, racial, class, gender, linguistic, ability) impact the way people view and interact with others, including those from diverse groups.									✓	✓									
		3.B.3. Students explore differences in emotional expression and communication norms across cultures and communities and how differences can contribute to misunderstandings but also provide opportunity for growth. Students respond compassionately to others' experiences and demonstrate care and concern.																			
	Belonging	3.C.3. Students co-construct all aspects of relationship-centered, just, and caring learning environments, including shared agreements and norms for engagement. Students question the inclusivity of the curriculum.	✓																		
		3.D.3. Students know when and where to proactively seek resources and supports and begin to understand the interdependence of members of a community.	✓		✓		✓		✓	✓	✓	✓				✓	✓				✓
		3.E.3. Students reflect on how to build an accepting and inclusive learning community. Students collaborate to identify barriers to belonging for all individuals in their learning community. Students question the norms of groups and systems in healthy ways.	✓								✓	✓	✓								
	Agency	3.F.3. Students examine and reflect on how individuals act on their explicit and implicit biases, how some policies can contribute to injustice, and the damaging impact this can have on others and our society. Students explore intent versus impact.							✓			✓	✓								
3.G.3. Students accurately recognize inequities and community needs and collaborate with adults and peers to take action on real-world issues in support of a more inclusive, caring, healthy, and just community.										✓	✓	✓									



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Relationship Skills	Identity	4.A.3. Students examine and reflect on how they make decisions, how their peers influence these decisions, and how to better navigate peer-pressure situations.								✓	✓	✓	✓					✓	✓	✓	✓	✓	
		4.B.3. Students explore different types of leadership and recognize that different leadership capacities, skills, and styles are needed in varied contexts. Students increasingly take on leadership roles and reflect on and identify areas of improvement.																					
	Belonging	4.C.3. Students examine and reflect on the changing nature of friendships and other relationships and the importance of a diverse peer network. Students recognize characteristics of healthy and unhealthy relationships. Students reflect on effective communication within a relationship and the potential impact technology can have on communication and relationships.																					✓
		4.D.3. Students explore different cultural practices and worldviews. Students begin to develop skills for communication and interaction across cultures. Students recognize the importance of a lifelong commitment to reflection and self-critique as the foundation of cultural humility.																					
	Agency	4.E.3. Students work with peers and adults to come up with mutually acceptable solutions that address underlying concerns on both sides.																				✓	
		4.F.3. Students proactively use restorative approaches, including restorative questions, in conflicts. Students increasingly take responsibility for harm they may cause and look for opportunities to repair relationships. Students practice forgiveness.																				✓	✓
		4.G.3. Students learn and practice nonviolent communication strategies. Students use their strengths to improve communication; voice opinions directly, with tact; and advocate to have their wants and needs met. Students engage in respectful negotiation.																				✓	✓
		4.H.3. Students examine and reflect on the concept of microaggression. Students understand allyship and the bystander effect. Students understand that allyship is a continuous process that includes ongoing self-reflection.																					



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CASEL	Area	Competency	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Responsible Decision-Making	Identity	5.A.3. Students intentionally practice curiosity and approach diverse groups with open-mindedness. Students seek out new experiences from which they can grow.			✓		✓														
		5.B.3. Students understand the concepts and importance of ethics and can apply them in their personal and learning contexts. Students understand their role and others' roles in the ethical use of our planet's resources.					✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	
		5.C.3. Students apply an improvement orientation and perspective to personal and social problems and can facilitate problem-solving conversations among peers.																✓			
	Belonging	5.D.3. Students differentiate and honor their own and others' physical, emotional, and intellectual safety and know how identity impacts safety. Students adhere to learning environment safety standards and increasingly assess risk for themselves.					✓	✓	✓	✓	✓	✓									✓
		5.E.3. Students explore their own role as a caring citizen and resident and their social responsibility to participate in our democracy to advance collective well-being. Students reflect on the role of civic leaders and elected representatives.								✓	✓	✓	✓								
	Agency	5.F.3. Students deepen their understanding of critical thinking and how to use discernment in making judgements and decisions. Students apply these skills with media messages and online sources.																			
5.G.3. Students anticipate the most likely consequences of their own and others' actions. Students identify the impacts of choices on their short- or longer-term goals and on their wider community, their country, and the planet.			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		