California Transformative Social and Emotional Learning (T-SEL) Competencies

Responsible Decision-Making: High School

Identity	A	Students deepen their curiosity and practice an inquiry stance in all social situations. Students willingly challenge themselves to participate in new learning experiences beyond their comfort zone. 5.A.4
	B	Students apply the concepts of honesty, integrity, justice, and fairness by calling out injustices and inequalities. Students actively engage in environmental justice causes both at school and in their community. 5.B.4
	C	Students can assess, analyze, and develop a problem statement to personal, social, or political issues impacting their community. Students can approach such problems with a collaborative improvement- orientation. 5.C.4
Belonging	D	Students can accurately identify physical, intellectual, emotional, and social safety considerations for themselves and for others based on identity and social factors in real-world scenarios. Students accurately discern the difference between risky and safe behaviors and actions. 5.D.4
	E	Students recognize their role as civic-minded members of a democratic society. Students engage in civil discourse about current events and engage in advocacy and actions that promote care and community well-being. 5.E.4
Agency	F	Students demonstrate higher-order thinking skills (e.g., critical thinking, cognitive flexibility, analysis, integration) and show discernment, use of facts, and thoughtfulness in their decision-making. Students apply critical thinking in all aspects of their life and relationships, including interactions online. 5.F.4
	G	Students reliably and proactively anticipate the consequences of their actions. Students demonstrate complex understanding of the interconnected impacts of one's choices and demonstrate accountability for their actions. 5.G.4