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

Social Awareness: High School

Identity	A	Students build and analyze their knowledge of cultural, racial, linguistic, class, gender, ability, and other types of identity and how those identities are shaped by, and perceived, in society. Students can recognize and honor strengths in all people. 3.A.4
	B	Students acknowledge and validate others' emotions and lived experiences and challenge their own assumptions about others' feeling states based on their dispositions, expressiveness, race, or cultural backgrounds. Students explore the perspectives of others, whether they agree or not, with curiosity and extend empathy, care, and compassion. 3.B.4
Belonging	C	Students take the lead to actualize the components of a relationship- centered, caring, inclusive, and just community and engage in practices to co-construct and maintain a learning environment where all students' voices are heard and honored. Students contribute to diversifying the curriculum. 3.C.4
	D	Students identify and navigate different support networks. Students are advocates and allies for others' needs and recognize the interdependence of community resources. 3.D.4
	E	Students demonstrate inclusion by identifying learning community members that are or feel marginalized and centering those voices in order to deepen belonging for all. Students identify and interrupt group dynamics when they impede belonging. 3.E.4
Agency	F	Students are deepening their knowledge about how power and privilege can perpetuate inequities. Students understand the historical and ongoing individual and institutional impacts of bias, racism, misogyny, inequality, and patterns of injustice, including the rights of different groups. 3.F.4
	G	Students identify and understand interconnected inequities in their community, state, and country and engage in civic, community, or service projects that support community empowerment and equity. 3.G.4