Virginia Social Emotional Learning Guidance Standards

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. SEA1:11-12A
	SeA1:11-12b.	I can examine my emotions, values, thoughts, and biases and how they inform my thinking around future situations or events. SEA1:11-12B
	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. SEA2:11-12A
	SeA2:11-12b.	I can demonstrate self-efficacy when facing a challenging situation. SEA2:11-12B
	SeA2:11-12c.	I can express pride and confidence in my personal and social identities within a variety of settings. SEA2:11-12C
Self-Management	SeM1:11-12a.	I can recognize different intensity levels of emotions that require strategies to manage my thoughts and behaviors. SEM1:11-12A
	SeM1:11-12b.	I can consistently use coping skills and calming strategies to effectively respond to stress and return to a regulated state. SEM1:11-12B
	SeM1:11-12c.	I can demonstrate the ability to reframe challenging situations from a strengths-based and/or growth mindset perspective. SEM1:11-12C
	SeM2:11-12a.	I can independently develop goals based on evaluating my previous performances and predicting future performances. SEM2:11-12A
	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. SEM2:11-12B
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. SOA1:11-12A

	SoA2:11-12a.	**I can recognize, describe and distinguish inequity and injustice at different levels of society.** SOA2:11-12A
	SoA2:11-12b.	**I can identify and work to address my own conscious and unconscious biases.** SOA2:11-12B
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.** RES1:11-12A
	ReS1:11-12b.	**I can use strategies to resolve differences.** RES1:11-12B
	ReS1:11-12c.	**I can independently use conflict resolution skills to solve problems peacefully.** RES1:11-12C
	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.** RES1:11-12D
	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.** RES2:11-12A
	ReS2:11-12b.	**I can independently adapt behavior based upon peer feedback and self-assessment.** RES2:11-12B
	ReS2:11-12c.	**I can identify ways to navigate unhealthy relationships.** RES2:11-12C
	ReS2:11-12d.	**I can apply constructive feedback to strengthen connections and achieve common goals.** RES2:11-12D
Decision Making	**DeM1: 11-12a.**	**I can demonstrate critical thinking skills to select an appropriate decision making process to solve complex situations.** DEM1: 11-12A
	DeM1: 11-12b.	**I can make constructive choices by considering the personal, interpersonal, and community impacts of my choices.** DEM1: 11-12B
	DeM1: 11-12c.	**I can reflect on the outcomes of my decisions and determine if there are opportunities for improvement.** DEM1: 11-12C
	DeM2:11-12a.	**I can evaluate my post-secondary goals based on my own personal identity, ethical standards, and as a global citizen.** DEM2:11-12A