

Adults

<i>SEL Competencies</i>	<i>SEL Skills</i>
<p>Self-Awareness</p>  <p><i>Identifying one’s thoughts, emotions and strengths, and recognizing how they influence one’s choices and behavior.</i></p>	<ul style="list-style-type: none"> ● I can identify and label how my emotions inform my thinking and influence my decisions and relationships. ● I can evaluate verbal, physical, social, cultural, and environmental cues to predict and respond professionally to the emotions of others. ● I can explain how my interests, strengths, values and challenges influence my decision-making. ● I can persevere through challenges to achieve my life goals. ● I can maintain a growth mindset about my abilities to succeed, grow and persist toward my professional growth.
<p>Self-Management</p>  <p><i>Managing one’s emotions, thoughts and behaviors effectively in different situations to achieve short- and long-term goals and aspirations.</i></p>	<ul style="list-style-type: none"> ● I can express my thoughts and emotions appropriately to the environment. ● I can use a variety of techniques to manage my emotions and stress in ways that do not negatively impact others. ● I set measurable, challenging and attainable goals and have clear steps in place to reach them. ● I can evaluate and adapt goals to sustain progress and achieve well-being in life. ● I can analyze the effect that self-advocacy, time management and adequate resources have on goal achievement. ● I can persevere through challenges to reach my life goals and modify my plans in the face of new information and realities.
<p>Social Awareness</p>  <p><i>Identifying and understanding others’ thoughts, emotions and strengths; respecting their rights; and appreciating diversity.</i></p>	<ul style="list-style-type: none"> ● I can honor the dignity of all people. ● I can consider the feelings of others in a variety of social situations. ● I can explain how my perspective and beliefs are shaped by social, historical, and cultural experiences. ● I can be sensitive toward other people’s needs and I work to learn about the experiences of others. ● I can practice and share gratitude, even in challenging or stressful life experiences. ● I can participate in activities as an agent for positive change and contribute to my school community by providing opportunities for students' voices to inform decision-making processes.

Adults

<p>Relationship Skills</p>  <p><i>Establishing and maintaining healthy and rewarding connections with individuals and groups through communicating, listening and collaborating.</i></p>	<ul style="list-style-type: none"> • I can practice strategies for maintaining positive relationships such as: pursuing shared interests, spending time together, giving and receiving help, and exhibiting forgiveness. • I can demonstrate strategies for collaborating and communicating within the school community. • I can offer and accept constructive criticism on professional and ethical issues. • I can demonstrate responsible use of social and digital media and understand the potential impact on others. • I can develop and utilize mediation skills by working through my discomfort when dealing with conflict, listening to the feelings of all people, and helping them understand different perspectives. • I can use appropriate conflict resolution skills to prevent, prepare for, and manage conflict in community and/or career settings.
<p>Responsible Decision-Making</p>  <p><i>Making caring, constructive and responsible decisions about personal behavior and social interactions based on ethical standards, social norms and safety concerns.</i></p>	<ul style="list-style-type: none"> • I can understand how decisions can impact the future and have long-term effects. • I apply decision-making skills to foster responsible social and work relations and make healthy life-long choices. • I can evaluate how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect my decisions and well-being. • I can reflect on lessons learned from experiences and consider how my choices will be viewed through the lens of the people I serve and the community around them. • I can actively participate in civic-minded activities that contribute to the greater community and I involve others who are impacted to explore problems and generate solutions. • I can consider a variety of factors (ethical, social, safety) and adapt my decision-making process in order to make decisions that promote personal and community well-being.

Pre-Kindergarten

In our classrooms and school community we foster learning experiences where students can...

SEL Competencies	SEL Skills
<p>Self-Awareness</p>  <p><i>Identifying one's thoughts, emotions and strengths, and recognizing how they influence one's choices and behavior.</i></p>	<ul style="list-style-type: none"> ● identify emotions in a book, picture, or on someone's face (SED2.1h) ● describe themselves (interests, family, looks, gender) (SED1.1n) ● show positive self-identity (SED1.2i) ● display pride in their accomplishments (SED1.2k) ● ask for support from adults when needed (SED1.3n)
<p>Self-Management</p>  <p><i>Managing one's emotions, thoughts and behaviors effectively in different situations to achieve short- and long-term goals and aspirations.</i></p>	<ul style="list-style-type: none"> ● begin to recognize their own emotions before reacting (SED2.1i) ● use words and respectful language to express thoughts and emotions (SED2.2l) ● increasingly use a variety of strategies to self-soothe (SED2.4m) ● attempt to complete tasks independently (SEL1.3m) ● demonstrate confidence in meeting their own needs (SED2.3f) ● seek new challenges with familiar materials and activities (APL1.2q)
<p>Social Awareness</p>  <p><i>Identifying and understanding others' thoughts, emotions and strengths; respecting their rights; and appreciating diversity.</i></p>	<ul style="list-style-type: none"> ● describe a range of individual characteristics and interests and communicate how these are similar or different from other people (SED1.1q) ● begins to recognize the emotions of peers and respond with empathy and compassion (SED2.5i) ● recognize appropriate reactions to social situations (SED2.2k) ● show care and concern for others (SED2.55h) ● express gratitude for someone or something in their life ● communicate how other children or adults may be feeling and why (SED2.1j)

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<p>Relationship Skills</p>  <p><i>Establishing and maintaining healthy and rewarding connections with individuals and groups through communicating, listening and collaborating.</i></p>	<ul style="list-style-type: none"> ● maintain friendships over time (SED3.2t) ● demonstrate strategies for participating in social play with peers (SED3.2r) ● express feelings and needs, including in conflict situations (SED3.4f) ● engage in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict (SED3.4d) ● seek and accept help when needed (SED2.3g) ● use problem-solving strategies independently or with adult prompting when feeling angry or frustrated (SED3.4f)
<p>Responsible Decision-Making</p>  <p><i>Making caring, constructive and responsible decisions about personal behavior and social interactions based on ethical standards, social norms and safety concerns.</i></p>	<ul style="list-style-type: none"> ● show eagerness to learn about a variety of topics (APL1.1j) ● consider ideas from adults and other children in finding a solution or strategy (APL3.3n) ● seek and accept help when needed (SED2.3g) ● use problem-solving strategies independently or with adult prompting (SED3.4f) ● identify people in the community who can help them (e.g., firefighter, nurse) (HPD4.2q) ● learn and follow basic personal health and safety rules

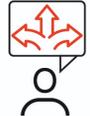
Kindergarten- Grade 1

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SEL Competencies	SEL Skills
<p>Self-Awareness</p>  <p><i>Identifying one's thoughts, emotions and strengths, and recognizing how they influence one's choices and behavior.</i></p>	<ul style="list-style-type: none"> ● name and recognize the six basic emotions (VDOE Emotions Wheel Guide) ● recognize that emotions are natural, important, and can change ● list things they like (interests) and things they do well (strengths) ● practice positive self-talk ● recognize when things are hard and practice asking for help
<p>Self-Management</p>  <p><i>Managing one's emotions, thoughts and behaviors effectively in different situations to achieve short- and long-term goals and aspirations.</i></p>	<ul style="list-style-type: none"> ● use verbal and nonverbal language to communicate different emotions ● identify strategies that help them to stay calm when experiencing challenges ● identify a short-term goal/hope and name people and/or resources that can help them accomplish the goal ● show initiative and independence when making choices ● express their needs and wants ● give examples of when they, or others, have been courageous or tried hard to do something
<p>Social Awareness</p>  <p><i>Identifying and understanding others' thoughts, emotions and strengths; respecting their rights; and appreciating diversity.</i></p>	<ul style="list-style-type: none"> ● recognize that all people have some needs in common ● understand that people can have different feelings and emotions ● identify when something is fair or unfair ● show care and respect for others ● explain why they are grateful for someone or something in their life ● identify words and actions that may support or hurt the feelings of others

Kindergarten- Grade 1

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<p>Relationship Skills</p>  <p><i>Establishing and maintaining healthy and rewarding connections with individuals and groups through communicating, listening and collaborating.</i></p>	<ul style="list-style-type: none">● develop friendship skills by initiating and responding to verbal and nonverbal communication attempts from others● name the actions of a helpful teammate or collaborative group member● communicate needs, wants, and ideas in a positive way, including using “I” statements● actively listen when others are talking and practice waiting their turn to talk● ask for help with a personal or social problem as needed● express anger and/or frustration without harming others, self, or property
<p>Responsible Decision-Making</p>  <p><i>Making caring, constructive and responsible decisions about personal behavior and social interactions based on ethical standards, social norms and safety concerns.</i></p>	<ul style="list-style-type: none">● share independent thoughts and ideas with classmates● describe a problem as little or big● with help, brainstorm strategies to solve a problem● think about and begin to reflect on personal actions and behaviors● name how others in our school, home, and community provide help● name simple rules about personal health and safety

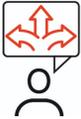
Grade Band 2-3

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SEL Competencies	SEL Skills
<p>Self-Awareness</p>  <p><i>Identifying one's thoughts, emotions and strengths, and recognizing how they influence one's choices and behavior.</i></p>	<ul style="list-style-type: none"> ● name and identify a range of emotions (VDOE Emotions Wheel Guide) ● understand that emotions impact thoughts and behaviors ● identify interests and personal strengths inside and outside of the school setting ● explain how practice improves the performance of a skill and that practice can help us overcome a challenge or setback ● identify personal challenges and advocate for personal needs by asking for help
<p>Self-Management</p>  <p><i>Managing one's emotions, thoughts and behaviors effectively in different situations to achieve short- and long-term goals and aspirations.</i></p>	<ul style="list-style-type: none"> ● identify and use safe, kind, and helpful ways to express emotions ● recognize when they are experiencing uncomfortable emotions and practice strategies to self and/or co-regulate ● practice setting goals and name simple steps that support academic success and personal growth ● describe something they have accomplished ● advocate for their needs and ask for help in safe and kind ways ● show creativity and persistence when seeking solutions to problems
<p>Social Awareness</p>  <p><i>Identifying and understanding others' thoughts, emotions and strengths; respecting their rights; and appreciating diversity.</i></p>	<ul style="list-style-type: none"> ● discuss how people can be the same or different ● understand that facial and body cues can communicate different emotions in different people ● understand that fair does not mean that everyone gets the same thing ● define empathy and identify empathetic reactions in others ● explain what gratitude is and express gratitude in their classroom and school community ● recognize and identify possible ways to improve situations

Grade Band 2-3

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<p>Relationship Skills</p>  <p><i>Establishing and maintaining healthy and rewarding connections with individuals and groups through communicating, listening and collaborating.</i></p>	<ul style="list-style-type: none">● describe the behaviors of a friend and practice building and maintaining relationships● demonstrate collaborative behaviors in a group (e.g., listens, encourages, acknowledges opinions, compromises, and reaches consensus)● effectively communicate needs, wants, and ideas in a respectful manner● use positive communication and behaviors such as: active listening, accountable talk, taking turns, sharing with others, using compliments to encourage others● identify if there is a problem in a relationship and ask for help as needed to resolve the problem● identify and name feelings and problems when in a conflict situation
<p>Responsible Decision-Making</p>  <p><i>Making caring, constructive and responsible decisions about personal behavior and social interactions based on ethical standards, social norms and safety concerns.</i></p>	<ul style="list-style-type: none">● display curiosity about personal and social challenges● determine the size of a problem● identify strategies to solve a problem● recognize that they have choices in how to respond in a situation and that all choices have consequences● name ways to contribute to our school, home, and community● describe ways to practice safety to support academic, physical, and emotional well-being

Grade Band 4-5

In our classrooms and school community we foster learning experiences where students can...

SEL Competencies	SEL Skills
<p>Self-Awareness</p>  <p><i>Identifying one's thoughts, emotions and strengths, and recognizing how they influence one's choices and behavior.</i></p>	<ul style="list-style-type: none"> ● describe a range of emotions and understand that people can have more than one emotion at a time ● describe how emotions can change depending on the situation ● recognize how their interests and personal strengths support their learning ● describe the characteristics of a growth mindset ● build a growth mindset when facing a challenge in order to recognize and build upon their strengths
<p>Self-Management</p>  <p><i>Managing one's emotions, thoughts and behaviors effectively in different situations to achieve short- and long-term goals and aspirations.</i></p>	<ul style="list-style-type: none"> ● evaluate ways they currently express emotions as either kind or unkind ● recognize when they are having strong emotions and use different strategies to self-regulate and respond to difficult situations ● develop short-term goals and create a simple plan that helps them be successful academically and/or personally ● evaluate how their attitude affects goal achievement ● demonstrate the appropriate time, place, and manner to respectfully advocate for their needs ● describe and use courage and perseverance to overcome a challenging situation
<p>Social Awareness</p>  <p><i>Identifying and understanding others' thoughts, emotions and strengths; respecting their rights; and appreciating diversity.</i></p>	<ul style="list-style-type: none"> ● develop an understanding and appreciation of different abilities, backgrounds, cultures and social groups ● respectfully understand that others can have different thoughts and feelings ● understand how stereotypes can be harmful ● explain the importance of having empathy for others and their perspectives ● practice gratitude ● identify a need in our classroom or school community and discuss possible solutions

Grade Band 4-5

In our classrooms and school community we foster learning experiences where students can...

<p>Relationship Skills</p>  <p><i>Establishing and maintaining healthy and rewarding connections with individuals and groups through communicating, listening and collaborating.</i></p>	<ul style="list-style-type: none">● develop relationships based on interests, strengths, and personal values● identify different roles in group work and advocate for their role as well as for the inclusion of others● demonstrate positive and respectful communication through word choice, and body language● demonstrate positive communication skills, including using technology, and understand the potential impact of words and actions on relationships● practice resolving conflicts with peers independently and/or with adult support● approach conflict resolution with an open mind
<p>Responsible Decision-Making</p>  <p><i>Making caring, constructive and responsible decisions about personal behavior and social interactions based on ethical standards, social norms and safety concerns.</i></p>	<ul style="list-style-type: none">● determine what is within and outside of their control and influence when facing a problem or challenge● use a decision-making process to generate both short- and long-term solutions to a challenge or situation● explore the possible outcomes of a variety of choices and decisions● reflect on personal behaviors and choices and identify what was helpful versus harmful● describe what they have learned about themselves when helping others in our school, home, and community● recognize social norms with respect to safety self and others and reflect on the impact that personal choices have on academic, physical, and emotional well-being

Grade Band 6-8

In our classrooms and school community we foster learning experiences where students can...

<p>Self-Awareness</p>  <p><i>Identifying one's thoughts, emotions and strengths, and recognizing how they influence one's choices and behavior.</i></p>	<ul style="list-style-type: none"> ● recognize a range of emotions that impact self and others (VDOE Emotions Wheel Guide) ● describe how emotions impact their thoughts, behaviors, and relationships ● identify how interests, strengths, and values influence their academic and social opportunities ● identify and utilize strategies for persevering through challenges and setbacks ● use optimism and a growth mindset to recognize strengths and identify skills they want to develop
<p>Self-Management</p>  <p><i>Managing one's emotions, thoughts and behaviors effectively in different situations to achieve short- and long-term goals and aspirations.</i></p>	<ul style="list-style-type: none"> ● recognize that how they choose to express emotions can have positive and negative consequences for myself and others ● practice various coping skills to process thoughts and manage stressful situations ● recognize the importance of long- and short-term goals for success in school and in life and plan steps to achieve their goals ● reflect on progress toward a goal and evaluate the steps needed to achieve this goal ● reframe a challenging situation into a positive learning opportunity for growth
<p>Social Awareness</p>  <p><i>Identifying and understanding others' thoughts, emotions and strengths; respecting their rights; and appreciating diversity.</i></p>	<ul style="list-style-type: none"> ● respectfully ask questions to learn about the cultures, traditions, and beliefs of others ● identify when the viewpoints or perceptions of others might be different ● define stereotyping, discrimination, and prejudice and understand how they can be harmful ● empathize with others' thoughts, perspectives, and emotions ● independently express gratitude in multiple settings ● contribute in our school community and participate in opportunities that contribute to the well-being of self and others

Grade Band 6-8

In our classrooms and school community we foster learning experiences where students can...

<p>Relationship Skills</p>  <p><i>Establishing and maintaining healthy and rewarding connections with individuals and groups through communicating, listening and collaborating.</i></p>	<ul style="list-style-type: none">● participate in positive relationships and demonstrate inclusiveness in relationship building● perform different roles in a collaborative group and contribute to achieving personal and collective goals● demonstrate the ability to give and receive feedback in a respectful way● demonstrate positive communication skills, including interactions on social and digital media, and reflect on the potential impact on their reputation and relationships● identify the roles of individuals in conflict and activate the steps of a conflict resolution process to manage disagreements and maintain safety and seek support when needed
<p>Responsible Decision-Making</p>  <p><i>Making caring, constructive and responsible decisions about personal behavior and social interactions based on ethical standards, social norms and safety concerns.</i></p>	<ul style="list-style-type: none">● show curiosity about a personal or social problem by asking questions and gathering information to identify potential solutions● utilize the steps of a decision-making model● gather evidence to support and solve academic and social challenges● make choices about personal behaviors and social interactions and reflect on how the actions they take impact academic, physical, and/or emotional well-being● explain how behavior and choices impact the well-being of our class, school, home, and community● identify the impact of decisions on relationships and academic, physical, and emotional well-being

Grade Bands 9-10

In our classrooms and school community we foster learning experiences where students can...

<p>Self-Awareness</p>  <p><i>Identifying one's thoughts, emotions and strengths, and recognizing how they influence one's choices and behavior.</i></p>	<ul style="list-style-type: none"> ● recognize a complex range of emotions and describe how events or thoughts can prompt emotions (VDOE Emotions Wheel Guide) ● explain how others' responses to situations can impact their emotions and behaviors ● identify interests and demonstrate strengths that inform decision-making toward accomplishing an academic or social goal ● reframe a challenge or setback into a positive opportunity ● set priorities to leverage personal strengths to meet a need or address a personal or community challenge
<p>Self-Management</p>  <p><i>Managing one's emotions, thoughts and behaviors effectively in different situations to achieve short- and long-term goals and aspirations.</i></p>	<ul style="list-style-type: none"> ● consider possible consequences, both positive and negative, before expressing an emotion or taking action ● examine available support systems and coping skills to identify those that can help process thoughts and manage emotions and stress ● develop a plan and identify school, family, and community resources that may assist in achieving a goal ● monitor progress toward a specific goal by developing check-points or adjusting the plan as needed ● demonstrate basic self-advocacy academically and socially ● demonstrate the ability to persevere and maintain confidence through challenges
<p>Social Awareness</p>  <p><i>Identifying and understanding others' thoughts, emotions and strengths; respecting their rights; and appreciating diversity.</i></p>	<ul style="list-style-type: none"> ● explain and understand the inherent value of different cultures and social groups ● acknowledge when the viewpoints or perceptions of others are different and treat differences with respect ● recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, policies, practices, and laws ● practice empathizing with others' thoughts, perspectives, and emotions, even when they are different from their own ● express gratitude for others, including those with different perspectives ● be a contributor in our school community and encourage others to participate in contributing to the well-being of self and others

Grade Bands 9-10

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<p>Relationship Skills</p>  <p><i>Establishing and maintaining healthy and rewarding connections with individuals and groups through communicating, listening and collaborating.</i></p>	<ul style="list-style-type: none">● participate in positive personal and school relationships● develop strategies for collaborating with others by valuing and encouraging different and diverse perspectives and abilities● offer and acknowledge constructive feedback to strengthen connections and improve communication outcomes with others● interact on social and digital media responsibly and understand the potential impact on reputation and relationships● demonstrate personal responsibility in reaching resolution and identify and access positive support when needed in a conflict situation or crisis (i.e. counselor, trusted adults, security)
<p>Responsible Decision-Making</p>  <p><i>Making caring, constructive and responsible decisions about personal behavior and social interactions based on ethical standards, social norms and safety concerns.</i></p>	<ul style="list-style-type: none">● identify the impact of personal decisions on relationships and academic, physical, and emotional well-being● gather evidence and apply the steps of a decision-making process to support and solve academic, physical, and/or emotional challenges● identify the pros and cons of the decision(s) made or options considered● use what they have learned from past experiences to help guide future decisions● take the perspective of those they want to help and consider their feelings and needs● use negotiation and refusal skills to resist unwanted pressures and maintain well-being (academic, physical, and emotional) and personal safety

Grade Bands 11-12

In our classrooms and school community we foster learning experiences where students can...

<p>Self-Awareness</p>  <p><i>Identifying one's thoughts, emotions and strengths, and recognizing how they influence one's choices and behavior.</i></p>	<ul style="list-style-type: none"> ● Identify and label a range of complex emotions and describe how personal factors influence emotions (VDOE Emotions Wheel Guide) ● explain how others' responses to situations can impact their emotions and identify ways to regulate their response ● compare how personal strengths, challenges, interests, and values have developed and changed over time in order to revise post-secondary plans as needed ● reframe a current challenge or setback by reflecting on past successes ● maintain a growth mindset about abilities to succeed, grow and persist through challenges
<p>Self-Management</p>  <p><i>Managing one's emotions, thoughts and behaviors effectively in different situations to achieve short- and long-term goals and aspirations.</i></p>	<ul style="list-style-type: none"> ● evaluate how thoughts and emotions impact decision-making and responsible behavior ● consistently use coping skills and calming strategies to process emotions, reframe thoughts, and respond to stressful situations ● develop and monitor a plan, utilizing school, family and community resources, that demonstrates an understanding of how to set and reach goals that contribute to life-long success ● evaluate progress toward achieving a specified goal and re-evaluate or adapt the plan or action steps as needed ● analyze the level of control they have over situations in academic and social life ● demonstrate the ability to reframe difficult situations into opportunities that promote resilience and optimism
<p>Social Awareness</p>  <p><i>Identifying and understanding others' thoughts, emotions and strengths; respecting their rights; and appreciating diversity.</i></p>	<ul style="list-style-type: none"> ● relate to other people by practicing empathy and compassion by highlighting and honoring differing perspectives, abilities, backgrounds, cultures or social groups ● demonstrate ways to model respect across settings when viewpoints or perceptions differ ● reflect on and implement strategies to model inclusivity and build community ● demonstrate empathy by being compassionate and encouraging others ● identify things and people they are grateful for, even in challenging or stressful life experiences ● be a contributing citizen in our school community and create opportunities to contribute to the well-being of self and others

Grade Bands 11-12

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<p>Relationship Skills</p>  <p><i>Establishing and maintaining healthy and rewarding connections with individuals and groups through communicating, listening and collaborating.</i></p>	<ul style="list-style-type: none">● establish and practice strategies to build and maintain positive personal, school and community relationships● demonstrate collaboration in a group setting and work toward a common goal by valuing different and diverse perspectives, abilities, backgrounds, and cultures● apply constructive feedback to strengthen connections and achieve common goals● demonstrate responsible use of social and digital media and understand the potential impact on post-secondary goals● independently use conflict resolution skills to defuse disagreements, honor differences, and solve problems peacefully, recognizing that seeking help is a strength
<p>Responsible Decision-Making</p>  <p><i>Making caring, constructive and responsible decisions about personal behavior and social interactions based on ethical standards, social norms and safety concerns.</i></p>	<ul style="list-style-type: none">● make reasoned judgments after analyzing ideas, information, data and facts for both personal and social problems● demonstrate critical thinking skills to select and implement an appropriate decision-making process to solve complex problems and challenges● evaluate how external factors (i.e. media, peers, social and cultural norms and expectations of authority) impact personal decision making● reflect on lessons learned from actual experiences to inform future practices● take the perspective of those they want to help, empathize with their experience, and understand how best to help in a way that is respectful and responsive to their feelings and needs● evaluate factors that impact personal and community well-being, and apply appropriate preventative and protective strategies (e.g., health and wellness, sleep, healthy relationships)