



ALIGNMENT CHART

Alberta, Canada, Physical Education and Wellness Curriculum

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 handle 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 Alberta, Canada, Physical Education and Wellness Curriculum

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 Alberta Physical Education and Wellness Curriculum learning outcomes. Boxes are checked to indicate that the Second Step digital programs meet a given Alberta learning outcome within the identified grade or grade-band (for instance, Grades K–5) when:

- Students have clear opportunities to actively process the knowledge or practice the skills described in the learning outcome through discussion, writing, drawing, or other related activities.
- 2. There are opportunities for teachers to gather evidence of student learning in relation to the learning outcomes.

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

^{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:

										Key Skills and	d Concepts							
_ <u>0</u>	OND			Brain Builders tive-Function		Unit 1	: Growth Mind	set & Goal-S	etting	Unit 2: Ei	motion Mana	gement	Unit 3:	Empathy & Ki	ndness	Unit 4	l: Problem-Sc	olving
Alberta and We	Kindergarten Alberta, Canada, Physical Education and Wellness Curriculum Second Step° Elementary Digital Program			Working memory	Inhibitory control	Focus attention	Recognize that attention helps them learn and stay safe	Recognize that skills improve with practice and effort	Understand that mistakes are part of learning	ldentify familiar feelings from contextual and behavioral cues	Name and apply slow breathing as an emotion-management strategy	Name and apply asking an adult for help as an emotion-management strategy	Recognize the kind acts of others	Recognize their own kind acts	Demonstrate things they can say or do to show kindness to others	Manage strong emotions to feel calm before solving problems	State the problem	Demonstrate apologizing, taking turns, and sharing as solutions to problems
Organizing Idea	Guiding Question	Learning Outcome																
Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.	How can personal characteristics influence feelings and emotions?	Children describe personal characteristics and explore feelings and emotions.								~	•	~	~	~	~	~	~	~
Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.	What might boundaries look like in different situations?	Children recognize boundaries in various situations.			~	V	•					~	•	~	V	~	•	V
Healthy Relationships: Personal well- being is supported through positive relationships built on communication, collaboration, empathy, and respect.	What are healthy relationships?	Children examine healthy relationships in learning and playing environments.											~	~	~	~	~	~

										Key Skills ar	nd Concepts							
_ <u>P</u> <u>Q</u>	OND			Brain Builders tive-Function		Unit 1	: Growth Mind	lset & Goal-S	etting	Unit 2: E	Emotion Mana	gement	Unit 3:	Empathy & Ki	indness	Unit 4	l: Problem-So	olving
Grade 1 Alberta, Canada, Physical Education and Wellness Curriculum Second Step° Elementary Digital Program			Attention	Working memory	Inhibitory control	Focus attention	Manage distractions	Recognize that skills improve with practice and effort	Use growth mindset language	Identify feelings from contextual and behavioral cues	Infer a likely emotion that would arise from a particular situation	Apply emotion-management strategies of slow counting and asking an adult for help	ldentify how someone else might feel when shown or not shown kindness	Apply ways to be kind in response to scenarios	Recognize that some kind acts are better than others in certain situations	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Demonstrate how to recognize accidents and make amends
Organizing Idea	Guiding Question	Learning Outcome																
Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.	How can personal characteristics contribute to self-understanding?	Students examine personal characteristics, feelings, and emotions and explore understanding of self.						4	V	~	~	~	~	~	~	~	~	
Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.	afety: A lifetime of ptimal well-being supported by rioritizing health and How can boundaries contribute to safety? Students explain how boundaries connect to safety.					V											•	V
Healthy Relationships: Personal well- being is supported through positive relationships built on communication, collaboration, empathy, and respect.									~	•	~	~	~	~	~	~	~	

											Key Skills an	d Concepts	;							
660	Second			Brain Builder tive-Functio		Unit 1:	Growth Minc	lset & Goal-	Setting	Unit 2: E	motion Mana	agement	Unit 3: E	mpathy & I	(indness		Unit 4	: Problem-S	olving	
Grade 2 Alberta, Canada, Physical Education and Wellness Curriculum Second Step [®] Elementary Digital Program			Attention	Working memory	Inhibitory control	Use growth mindset language	Replace unhelpful thoughts with helpful thoughts	Persevere through challenges while recognizing that mistakes are part of learning	Recognize that skills improve with practice, effort, and asking for help	Identify complex feelings from contextual and behavioral cues	Recognize that people can feel differently about the same situation	Apply using helpful thoughts as an emotion-management strategy	Define empathy	Recognize how empathy helps them identify when and how to show others kindness	Apply empathy and perform kind acts for others	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Generate their own solutions to a given problem	Recognize that some solutions work better than others in a given situation	Apply ways to make amends
Organizing Idea	Guiding Question	Learning Outcome																		
Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.	How are roles connected to character development?	Students examine roles, responsibilities, and self-regulation and their connections to self- understanding.				V	V	~	~	V	~	~				V				
Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.	How can safety be promoted in various contexts?	Students examine and apply personal safety in a variety of situations.										~				~	V	V	~	V
Healthy Relationships: Personal well- being is supported through positive relationships built on communication, collaboration, empathy, and respect.	How can healthy relationships be portrayed in various contexts?	Students connect healthy relationships to a variety of learning and playing contexts.									~		~	V	V	V	V	V	~	~

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6 80	OND		Brain Bu	ilders (Exec	utive-Functio	on Skills)		: Growth Mi Goal-Settin		Unit 2: I	Emotion Man	agement	Unit 3: E	Empathy & k	Kindness		Unit 4	: Problem-S	olving	
Grade 3 Alberta, Canada, Physical Education and Wellness Curriculum Second Step [®] Elementary Digital Program			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	Make an effective plan for how to get better at a skill	Describe the role and purpose of emotions	Identify and label similar emotions with different intensity levels	Recognize taking a break as an emotion- management strategy	dentify how kindness helps them make friends and strengthen relationships	Recognize that different people may prefer to be shown kindness in different ways	Demonstrate kind acts that recognize that people like to receive kindness in different ways	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Restate the wants and needs of each person in a problem situation	Generate their own solutions to a problem	Pick the best solution
Organizing Idea	Guiding Question	Learning Outcome			_	0	_ w				_ 0		_ _ _		040	2 0	0, 5	L=	U	
Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.	How are roles connected to character development?	Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience.						~	V	~	~	~	V	V	V	V	V	V	~	~
Healthy Relationships: Personal well- being is supported through positive relationships built on communication, collaboration, empathy, and respect.	How can problem- solving support healthy relationships?	Students investigate and describe how problem solving can affect healthy relationships.											V	V	~	V	V	V	~	~
Growth and Development: Decision-making that optimizes personal health and well- being is informed by understanding growth and development.	How can development evolve throughout growth?	Students examine and describe development related to personal growth.					V	V	V											

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35	TEP ®						and what an effective	and make a plan to	y a plan to	ons make it hard	notions is sisions	tion -	l perspective- ng with others	ategies to help	Recognize that another person's point of view can change one's own thoughts or actions	to feel calm before	r one's self when	blame and from all	Generate solutions that take all points of view into consideration	of solutions to a ints of view	sspectful, and
Grade	• 4						s and w	is goal a	d modify	g emotions	ging en ood dec	an emotion y	thy and get alo	king str s	ier pers n thoug	S	dn bl	ithout bl	nat take	comes rers' po	s safe, re one
Alberta, Canada, Physical Education and Wellness Curriculum Second Step [®] Elementary Digital Program		intion	Working memory	iibitory control	Cognitive flexibility	ldentify what a goal is plan includes	ldentify a shared clas reach that goal	Monitor progress and reach a goal	Recognize that strong to think clearly	Recognize that managing emotions is necessary to make good decisions	Apply reappraisal as an management strategy	Recognize that empathy and perspective- taking can help them get along with others	Apply perspective-taking strategies to help empathize with others	ognize that anoth change one's ow	Manage strong emotion solving problems	Demonstrate speaking up for one's solving a problem	State the problem wi	ierate solutions th consideration	Evaluate possible outcomes of solutions to a problem based on others' points of view	Pick a solution that is safe, could work for everyone	
Organizing Idea	Guiding Question	Learning Outcome	Atte	Wor	Inhii	Cog	lder plan	Ider	Mor read	Rec to th	Rec	App mar	Rec taki	App emp	Rec can	Mar solv	Den solv	Stat	Gen into	Eval prok	Pick coul
Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.	How can a variety of life experiences influence resilience and perseverance?	Students interpret how resilience and perseverance can be influenced by a variety of life experiences.					~	v	V		~	~									
Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.	How can taking responsibility impact safety?	Students analyze and explain responsibility and how it can impact personal and group safety.								V	•		V	~	V	~	~	~	~	~	~
Healthy Relationships: Personal well- being is supported through positive relationships built on communication, collaboration, empathy, and respect.	How can resolving conflict and healthy relationships be mutually supportive?	Students reflect on resolution and explain connections to healthy relationships.											V	~	V	~	V	V	V	~	4
Growth and Development: Decision-making that optimizes personal health and well- being is informed by understanding growth and development.	How is change reflected through development?	Students explore various areas of development.			~	~			V			~	V	V	V	~	~	V	V	~	•

											Key Sk	tills and Co	ncepts								
<u></u>	COND		Brain Bui	ilders (Exec	utive-Funct	ion Skills)	Unit 1: G	arowth Min	dset & Goal	-Setting	Unit 2: Ei	motion Man	agement		Empathy dness		ι	Jnit 4: Prob	lem-Solvino	9	
35	Step [®] Grade 5						d make a plan to	ntify roadblocks	wark	goals	unique things that cause them strong emotions	iagement strategies they rk well for them	situations that cause	analyze how individuals use make their community better	ective-taking to I potential solution	to feel calm before	blame and from the involved	all people's ation	outcomes of solutions to a 1 others' points of view	respectful, and	vith whom they ork on the problem
Grade	2 5						goal and	d ide	-D		e thing I emot	nanagen work we		how ir eir con	perspec and a po nunity	tions t	ithout eople i	o take nsider	tcome hers' p	s safe, one	, and v it to we
and We	a, Canada, Physic Ilness Curriculu o° Elementary Digital Progr	m	Attention	Working memory	Inhibitory control	Cognitive flexibility	ldentify a personal g reach the goal	Monitor progress an	Modify a plan to move around roadblocks	Reflect to inform future	Recognize the uniqu to experience strong	Identify emotion-ma currently use that wo	Anticipate and plan for strong emotions	Identify and analyze empathy to make the	Use empathy and pe identify a problem ar within their commun	Manage strong emotions solving problems	State the problem without blame perspectives of all people involve	Generate solutions to take all people' perspectives into consideration	Evaluate possible ou problem based on ot	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
Organizing Idea	Guiding Question	Learning Outcome																			
Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.	How can a variety of life experiences influence resilience and perseverance?	Students reflect and relate life experiences to perseverance and well-being.					~	v	v	~		V	~	~	~	~				r	•
Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.	How can responsibility lead to a desired outcome?	Students analyze responsibility and consider the impact on well-being.									~	V	~	~	~	~	~	~	~	~	
Healthy Relationships: Personal well- being is supported through positive relationships built on communication, collaboration, empathy, and respect.	How might healthy relationships support understanding in various social contexts?	Students acknowledge and connect perspectives of self and others through communication and listening skills.												~	V		~	~	V	V	~

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									Key	Skills and Cor	icepts	
				Unit 1: Mind	lsets & Goals		Unit 2:	Recognizing B	ullying & Hara	assment	Unit 3: Thou	ghts, Emotions
Grade	BAND BAND BAND BAND BAND BAND BAND BAND	challenges are common	rain can grow and change	o achieve personal goals	ard goals	pes of bullying	Understand the negative impacts of bullying	best upstander strategy	ision-making to be	one feels a strong emotion	emotions influence decision- e and negative ways	
and We	, Canada, Physic Ilness Curricului Middle School Digital Pro	Recognize that social challenges and get better in time	Understand that the brain can	Set and create plans to	Monitor progress toward	Recognize common types of bullying	Inderstand the negati	Determine the best up for a situation	Apply responsible decision-making to be an upstander	Assess when and why	Understand how emotions influence or making in positive and negative ways	
Organizing Idea	Guiding Question	Learning Outcome	ш с		05	2	Ľ.			ৰ ত	4	
Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.	How can lifelong learning be supported?	Students connect strategies for well-being to life opportunities and lifelong learning.	۲	~	~	~						
Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.	In what ways might risk influence the outcome of an action?	Students examine risk and identify the factors that influence action.					•	~	~	~		•
Healthy Relationships: Personal well- being is supported through positive relationships built on communication, collaboration, empathy, and respect.	How can perspectives influence healthy relationships?	Students consider and describe a variety of perspectives that support the development of healthy relationships.					~	~				
Growth and Development: Decision-making that optimizes personal health and well- being is informed by understanding growth and development.	How can decision- making support change during maturation?	Students examine physical, social, personal, and environmental factors connected to maturation during adolescence.	~								~	~

ons	& Decisions	Unit 4: Ma	anaging Relatio	onships & Soci	al Conflict
	Apply emotion-management strategies across different contexts	Recognize the difference between minor and major social conflicts	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends after a social conflict
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