



**ALIGNMENT CHART**

# British Columbia Career Education Curricular Competencies

- 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.<sup>1,2</sup> 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 British Columbia Career Education Curricular Competencies

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 British Columbia Career Education Curricular Competencies. Boxes are checked to indicate that the Second Step digital programs meet a given competency within the identified grade or grade-band (for instance, Grades K–5) when:

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

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: 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>





## Grades 4-5

### British Columbia Career Education Curricular Competencies

Second Step® Elementary Digital Program

		Key Skills and Concepts																							
		Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving							
		Attention	Working memory	Inhibitory control	Cognitive flexibility	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Recognize that regulating emotions is necessary to make decisions	Apply reappraisal as an emotion-management strategy	Apply planning ahead to manage recurring strong emotions	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to empathize with others	Apply perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all points of view	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	
Competencies	Examine	Identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time				✓	✓	✓	✓																
	Interact	Demonstrate respect for differences in the classroom													✓	✓	✓	✓			✓	✓	✓	✓	
		Appreciate the influence of peer relationships, family, and community on personal choices and goals						✓							✓	✓	✓	✓			✓	✓	✓	✓	✓
	Experience	Use innovative thinking when solving problems																				✓	✓	✓	
		Make connections between effective work habits and success							✓	✓															
	Initiate	Recognize the need for others who can support their learning and personal growth						✓	✓	✓															
		Set realistic short- and longer-term learning goals, define a path, and monitor progress					✓	✓	✓	✓															
		Demonstrate safe behaviours in a variety of environments																							
	Share	Recognize the intersection of their personal and public digital identities and the potential for both positive and negative consequences																							
		Question self and others about the role of technology in the changing workplace																							



## Grades 6-7

### British Columbia Career Education Curricular Competencies

Second Step® Middle School Digital Program

Key Skills and Concepts																	
Unit 1: Mindsets & Goals					Unit 2: Recognizing Bullying & Harassment					Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict			
Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Determine how to adjust and persist after making a mistake	Set personal goals and create plans to achieve them	Monitor progress toward goals	Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	Apply responsible decision-making to be an upstander	Assess when and why one feels a strong emotion	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Apply emotion-management strategies across different contexts	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends

Learning Standards																		
Competencies	Examine	Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices																
		Question self and others about the reciprocal relationship between self and community							✓									
	Interact	Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments	✓						✓	✓	✓	✓					✓	✓
		Recognize the influence of peers, family, and communities on career choices and attitudes toward work																
	Experience	Appreciate the value of new experiences, innovative thinking, and risk-taking in broadening their career options																
		Explore volunteer opportunities and other new experiences outside school and recognize their value in career development																
	Initiate	Set realistic short- and longer-term learning goals, define a path, and monitor progress																
		Apply project management skills to support career development																
		Demonstrate leadership skills through collaborative activities in the school and community																
		Demonstrate safety skills in an experiential learning environment																
	Share	Use entrepreneurial and innovative thinking to solve problems															✓	✓
		Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world																
Question self and others about how their personal public identity can have both positive and negative consequences																		



## Grade 8

### British Columbia Career Education Curricular Competencies

Second Step® Middle School Digital Program

Key Skills and Concepts													
Unit 1: Mindsets & Goals				Unit 2: Recognizing Bullying & Harassment				Unit 3: Thoughts, Emotions & Decisions			Unit 4: Managing Relationships & Social Conflict		
Follow norms when discussing sensitive topics	Identify important aspects of their identity, including interests	Apply personal strengths to develop an interest	Anticipate roadblocks to success and plan strategies to overcome them	Recognize bullying and harassment	Recognize that social and environmental factors contribute to bullying and harassment	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school	Recognize the signs of stress and anxiety	Recognize that some stress can be positive	Apply stress-management strategies to cope	Recognize the signs of healthy and unhealthy relationships	Treat others with respect despite differing values and opinions	Apply conflict-management strategies when values and perspectives differ

#### Learning Standards

Competencies	Learning Standards												
	Examine	Interact	Experience	Initiate	Share	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Examine	Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills		✓	✓	✓								
	Recognize the impact of personal public identity in the world of work												
Interact	Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices												
	Demonstrate respect, collaboration, and inclusivity in working with others to solve problems											✓	✓
Experience	Question self and others about the role of family expectations and traditions, and of community needs in career choices												
	Explore volunteer and other new learning experiences that stimulate entrepreneurial and innovative thinking												
Experience	Apply decision-making strategies to a life, work, or community problem and adjust the strategies to adapt to new situations							✓	✓			✓	✓
	Recognize the influence of curriculum choices and cocurricular activities on career paths												
Initiate	Set and achieve realistic learning goals with perseverance and resilience			✓	✓								
	Apply a variety of research skills to expand their knowledge of diverse career possibilities and understand career clusters												
Share	Demonstrate safety skills and appreciate the importance of workplace safety												
	Appreciate the value of a network of resources and mentors to assist with career exploration												
Share	Recognize and explore diverse perspectives on how work contributes to our community and society												