





#### **ALIGNMENT CHART**

# British Columbia Career Education Curricular Competencies

- Second Step® Elementary Digital Program
- Second Step<sup>®</sup> 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. 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:

- 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.

<sup>1.</sup> 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

 $<sup>2. \</sup> Taylor, R. \ D., Oberle, E., Durlak, J. \ A., \\ \& \ Weissberg, R. \ P. (2017). \ Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. \\ Child Development, 88(4), 1156-1171. \\ \underline{https://doi.org/10.1111/cdev.12864}$ 



Kindergarten-Grade 3 British Columbia Career Education Curricular Competencies Second Step* Elementary Digital Program		(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	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Understand that the brain can grow and change	Recognize that skills improve with practice and effort	Make a practice plan	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize kindness helps them make friends and strengthen relationships	Manage strong emotions to feel calm before solving problems	Apply strategies to solve problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem	Explore possible outcomes of solutions	Pick the best solution	
_		Learning Standards																									
ı	mine	Identify and appreciate their personal attributes, skills, interests, and accomplishments						•	<b>/</b>		•	•															
ı	Еха	Demonstrate effective work habits and organizational skills appropriate to their level of development					<b>/</b>	•				<b>✓</b>															
ı	ract	Work respectfully and constructively with others to achieve common goals																			•	<b>/</b>	~	~	•	•	<b>✓</b>
	Inte	Identify and appreciate the roles and responsibilities of people in their schools, families, and communities															<b>~</b>										
Competencies	ience	Recognize the importance of positive relationships in their lives															~		•	•							
Comp	Exper	Recognize the importance of learning in their lives and future careers								~	~	~															
	Initiate	Set and achieve realistic learning goals for themselves										~															
	are	Share ideas, information, personal feelings, and knowledge with others	~			~							~		~		~	~		•	~	<b>~</b>	~	~	~	•	<b>✓</b>
	Sha	Recognize the basic skills required in a variety of jobs in the community																									

**Key Skills and Concepts** 

													Key Ski	lls and Co	oncepts										
eecond		Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving								
	Step								goals	Ø	ions make it hard	motions is s	Кбе	Apply planning ahead to manage recurring strong emotions	ıave different ne thing	them get along	strategies to	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	laming and from	II points of view	of solutions to a 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
	Grades 4-5								ard	ıre goal	g emot	ig emot	an nt strat	d to ma	e can h :he sam	thy and an help	ıking st 's	king st tter pla	ce of be	ce of sp	thout b	o take a	tcomes	s safe, r	and wi
	British Columbia Career Education Curricular Competencies		Attention	Working memory	nhibitory control	Cognitive flexibility	als	lans	Monitor progress tow	Reflect to inform future goals	Recognize that strong emoti to think clearly	Recognize that regulating em necessary to make decisions	Apply reappraisal as an emotion-management strategy	olanning ahead emotions	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective-taking can help them with others	Apply perspective-taking empathize with others	oerspective-ta	ı the importan n-solving	i the importan elf when solvii	State the problem without blaming all points of view	Generate solutions to take all points of into consideration	Evaluate possible outcomes of solutions problem based on all points of view	solution that is vork for everyo	/ when, where, would be bes
	Second Step <sup>®</sup> Elementary Digital Program			Workin	Inhibito	Cogniti	Set goals	Make plans	Monito	Reflect	Recogr to think	Recogr	Apply r emotio	Apply p strong	Recogr points	Recogr perspe with otl	Apply p empath	Apply p	Explain	Explain one's s	State tl all poin	Genera into col	Evaluat probler	Pick a s could w	ldentify think it
		Learning Standards																							
	Examine	Identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time					•	•	•	V															
	ract	Demonstrate respect for differences in the classroom													~	~	•	~			~	~	~	~	
	Inte	Appreciate the influence of peer relationships, family, and community on personal choices and goals						~							~	~	•	~			•	•	~	~	•
cies	ience	Use innovative thinking when solving problems																				<b>✓</b>	<b>✓</b>	•	
Competencies	Exper	Make connections between effective work habits and success							~	~															
Con	ø	Recognize the need for others who can support their learning and personal growth						~	~	~															
	Initiat	Set realistic short- and longer-term learning goals, define a path, and monitor progress					•	~	•	<b>v</b>															
		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**

can have both positive and negative consequences

									Key Skills ar	nd Concepts	;							
SECOND		Unit 1:	Mindsets &	Goals		Uni	t 2: Recogniz	zing Bullying	ı & Harassm	ent	Unit 3: -	Thoughts, En	notions & D	ecisions	Unit 4: Managing Relationships & Social Conflict			
Step		an	and persist after	te plans to	goals	: bullying	Understand the negative impacts of bullying and harassment	er strategy	nsibility to create	decision-making to be	eels a	nfluence and negative ways	unhelpful thoughts	t strategies across	alate	ectives of the	resolution process	s D
Grades 6-7	ıl challe e	brain o	ljust an	nd crea	vard go	types o	ative im	upstano	s' respo nate	cision-	ıy one fe	otions i	ne unhe	gemen	icts esc	nt persp conflict	conflict	e amends
British Columbia Career Education Curricular Competencies Second Step® Middle School Digital Program	Recognize that social challenge: and get better in time	Understand that the brain grow and change	Determine how to adjust making a mistake	personal goals and create ieve them	Monitor progress toward	Recognize common types of bullying and harassment	stand the nega irassment	Determine the best upstander for a situation	Understand students' responsibility a positive school climate	Apply responsible de an upstander	Assess when and why one feels strong emotion	Understand how emotions influence decision-making in positive and negative	Recognize and reframe	Apply emotion-management different contexts	Recognize how conflicts escalate	Describe the different perspe people involved in a conflict	the four-step c	y ways to make
	Recog and ge	Under grow a	Deterr making	Set pe achiev	Monito	Recog and ha	Under and ha	Deterr for a si	Under a posit	Apply an ups	Asses	Under	Recog	Apply differe	Recog	Descri	Apply	Identify
Learning Standards																		
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									•									
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																		
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																		
Set realistic short- and longer-term learning goals, define a path, and monitor progress				~	<b>V</b>													
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																		
Use entrepreneurial and innovative thinking to solve problems					<b>V</b>												<b>/</b>	<b>V</b>
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																		



	Grade 8  British Columbia Career Education Curricular Competencies  Second Step* Middle School Digital Program			Unit 1: Minds	sets & Goals		Unit 2	: Recognizing B	ullying & Haras	sment	Unit 3: Thou	ghts, Emotions	& Decisions		ionships t	
			ollow 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	ecognize the signs of stress and anxiety	ecognize 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	Щ	<u> </u>	<b>∢</b> ७	<b>₹</b> %	α.	<b>死</b> 海	₩ 15 17	모 流 도	α.	α.	∢	ж <u>ғ</u>	F 3	₫ %
	nine	Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills		<b>V</b>	V	<b>V</b>										
	Ехаг	Recognize the impact of personal public identity in the world of work														
	ct	Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices														
	Intera	Demonstrate respect, collaboration, and inclusivity in working with others to solve problems													~	~
		Question self and others about the role of family expectations and traditions, and of community needs in career choices														
encies	eor	Explore volunteer and other new learning experiences that stimulate entrepreneurial and innovative thinking														
mpete	perier	Apply decision-making strategies to a life, work, or community problem and adjust the strategies to adapt to new situations							~	~				~	~	<b>✓</b>
ပိ	<u></u>	Recognize the influence of curriculum choices and cocurricular activities on career paths														
		Set and achieve realistic learning goals with perseverance and resilience			<b>✓</b>	<b>✓</b>										
	Initiate	Apply a variety of research skills to expand their knowledge of diverse career possibilities and understand career clusters														
		Demonstrate safety skills and appreciate the importance of workplace safety														
	are	Appreciate the value of a network of resources and mentors to assist with career exploration														
	Sh	Recognize and explore diverse perspectives on how work contributes to our community and society														

**Key Skills and Concepts**