



ALIGNMENT CHART

Arizona Social and Emotional Learning 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.^{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 Arizona’s Social and Emotional Learning 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 Arizona social and emotional learning competencies and equity elaborations.

Boxes are checked to indicate that the Second Step digital programs meet a given state 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 standard through discussion, writing, drawing, or other related activities.
2. There are opportunities for teachers to gather evidence of student learning in relation to the standards.

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 K-5

Arizona Social and Emotional Learning Competencies

Second Step® Elementary Digital Program

Competency		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	Focus attention and ignore distractions	Persevere through challenges	Understand that the brain can grow and change	Improve skills through practice and effort	Set goals and make plans to reach a goal	Identify and understand 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	Develop empathy for others	Take others' perspectives	Act with empathy	Manage strong emotions to feel calm before solving problems	Describe the problem	Identify the wants and needs of those involved	Think of many solutions	Explore the outcomes of the solutions	Pick the best solution	
Self-Awareness (Identity)	Identify and label one's feelings									✓	✓	✓	✓												
	Relating feelings and thoughts to behavior						✓		✓	✓	✓	✓						✓							
	Accurate self-assessment of strengths and challenges																								
	Self-efficacy					✓	✓	✓	✓	✓			✓	✓			✓	✓						✓	
	Optimism						✓	✓	✓	✓			✓	✓											
Self-Management (Agency and Efficacy)	Regulating one's emotions									✓	✓	✓	✓					✓							
	Managing stress											✓	✓					✓							
	Self-control	✓		✓		✓							✓					✓							
	Self-motivation					✓	✓	✓	✓	✓															
	Setting and achieving goals							✓	✓																
Social Awareness (Belonging and Engagement)	Perspective-taking													✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Empathy													✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Respect for diversity											✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Understanding social and ethical norms													✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Recognizing family, school, and community supports						✓	✓	✓	✓	✓	✓	✓					✓				✓		✓	
Relationship Skills (Agency and Efficacy)	Building relationships with diverse individuals and groups													✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Communicating clearly																		✓	✓	✓	✓	✓	✓	
	Working cooperatively																✓		✓	✓	✓	✓	✓	✓	
	Resolving conflicts																	✓	✓	✓	✓	✓	✓	✓	
	Seeking help						✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	
Responsible Decision-Making (Belonging and Engagement)	Identifying problems														✓	✓		✓	✓	✓	✓	✓	✓	✓	
	Analyzing situations					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Solving problems														✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Evaluating					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Reflecting						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Ethical responsibility													✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		



Grade 6

Arizona Social and Emotional Learning 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	Set and create plans to achieve personal goals	Monitor progress toward goals	Recognize common types of bullying	Understand the negative impacts of bullying	Determine the best upstander strategy for a situation	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	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	
Core Competency	Competency																
	Self-Awareness (Identity)	Identify and label one's feelings	✓							✓	✓	✓					
		Relating feelings and thoughts to behavior	✓				✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
		Accurate self-assessment of strengths and challenges		✓		✓											
		Self-efficacy		✓	✓	✓			✓	✓		✓			✓	✓	✓
		Optimism	✓	✓	✓	✓											
	Self-Management (Agency and Efficacy)	Regulating one's emotions										✓					
		Managing stress															
		Self-control								✓	✓	✓	✓	✓	✓	✓	✓
		Self-motivation		✓	✓	✓											
		Setting and achieving goals			✓	✓											
	Social Awareness (Belonging and Engagement)	Perspective-taking												✓	✓	✓	✓
		Empathy	✓				✓	✓	✓	✓				✓	✓	✓	✓
		Respect for diversity							✓	✓	✓			✓	✓	✓	✓
		Understanding social and ethical norms	✓				✓	✓	✓	✓			✓	✓	✓	✓	✓
		Recognizing family, school, and community supports	✓		✓			✓	✓	✓							
	Relationship Skills (Agency and Efficacy)	Building relationships with diverse individuals and groups											✓	✓	✓	✓	✓
		Communicating clearly													✓	✓	✓
		Working cooperatively								✓		✓			✓	✓	✓
		Resolving conflicts											✓	✓	✓	✓	✓
Seeking help		✓		✓			✓	✓	✓								
Responsible Decision-Making (Belonging and Engagement)	Identifying problems											✓	✓	✓	✓	✓	
	Analyzing situations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Solving problems											✓	✓	✓	✓	✓	
	Evaluating	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Reflecting	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
Ethical responsibility							✓	✓					✓	✓	✓		



Grades 7-8

Arizona Social and Emotional Learning Competencies

Second Step® Middle School Digital Program

Competency		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	Interpret mistakes as learning opportunities	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	Understand students' rights to be protected from harassment	Understand students' responsibility to create a positive school climate	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	Identify the underlying emotions that influence unhelpful thoughts	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Recognize that some stress can be positive	Apply stress- and emotion-management strategies across contexts	Identify the actions that contribute to an escalating conflict	Apply the four-step conflict resolution process	Take responsibility and make amends	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	
Core Competency	Self-Awareness (Identity)	Identify and label one's feelings										✓	✓	✓	✓	✓		✓						
		Relating feelings and thoughts to behavior					✓					✓	✓	✓	✓	✓	✓		✓			✓	✓	
		Accurate self-assessment of strengths and challenges				✓	✓	✓																
		Self-efficacy	✓	✓	✓	✓	✓	✓			✓		✓				✓	✓		✓				✓
		Optimism	✓	✓	✓	✓	✓	✓									✓	✓		✓				✓
	Self-Management (Agency and Efficacy)	Regulating one's emotions															✓	✓						
		Managing stress															✓	✓						
		Self-control										✓	✓				✓	✓		✓				✓
		Self-motivation		✓	✓	✓	✓	✓																
		Setting and achieving goals					✓	✓																
	Social Awareness (Belonging and Engagement)	Perspective-taking							✓	✓	✓												✓	✓
		Empathy							✓	✓	✓										✓	✓	✓	✓
		Respect for diversity																					✓	✓
		Understanding social and ethical norms	✓						✓	✓	✓	✓									✓	✓	✓	✓
		Recognizing family, school, and community supports	✓			✓	✓	✓	✓			✓					✓				✓	✓	✓	✓
	Relationship Skills (Agency and Efficacy)	Building relationships with diverse individuals and groups																	✓	✓	✓	✓	✓	✓
		Communicating clearly																					✓	✓
		Working cooperatively	✓																				✓	✓
		Resolving conflicts																					✓	✓
		Seeking help	✓				✓	✓	✓			✓					✓				✓	✓	✓	✓
Responsible Decision-Making (Belonging and Engagement)	Identifying problems																					✓	✓	
	Analyzing situations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Solving problems																					✓	✓	
	Evaluating	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Reflecting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Ethical responsibility							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		