



ALIGNMENT CHART

Florida Standards for Health Education

- Second Step® Elementary Digital Program
- Second Step® Middle School Digital Program

This alignment chart illustrates how the Second Step Elementary and Second Step Middle School digital programs and the Florida Standards for Health Education complement and support each other across key social-emotional concepts.

The Importance of Social-Emotional Learning

Social-emotional learning (SEL) is recognized as a key ingredient for school and life success. In a 2011 meta-analysis of 213 school-based SEL programs, researchers found that students in an SEL intervention demonstrated significantly improved social-emotional skills, attitudes, and behavior, as well as an 11-percentile-point gain in academic performance, compared to students who didn't participate in an SEL program.¹

A related meta-analysis in 2017 showed that conduct problems were reduced and emotional distress and drug use were much lower for students who took part in an SEL program than those who didn't, even years later.² Researchers found that almost four years after

participating in an SEL program, students fared markedly better academically—by an average of 13 percentile points—than their peers who didn't participate in an SEL program. The meta-analysis also indicated that, regardless of race, socioeconomic background, or school location, students showed significant positive benefits one year after participating in an SEL program.

Educators across the nation acknowledge the benefits of SEL in schools and agree that teaching students social-emotional skills is a necessary and valuable component of their education.

About the Second Step® Elementary and Second Step® Middle School Digital 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 to help increase students' school success and decrease problem behaviors. They help students 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 the tools for students to develop 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.

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>



Second Step® Elementary Digital Program Alignment with Florida Standards for Health Education for Kindergarten

Key Skills and Concepts		
Brain Builders (Executive-Function Skills)		
Attention	Working memory	Inhibitory control

Key Skills and Concepts													
Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving			
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	Identify 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	Ask for what they want or need in order to solve a problem	Demonstrate apologizing, taking turns, and sharing as solutions to problems

Strand	Standard	Benchmark	Attention	Working memory	Inhibitory control
Character Education	Character	HE.K.CE.1.1 Define and give examples of kindness and caring.			
		HE.K.CE.1.2 Identify and recognize basic feelings.			
	Responsibility	HE.K.CE.2.1 Identify healthy decisions to improve personal health.			
	Success Skills	HE.K.CE.3.1 Identify personal strengths and things I can do independently.			
		HE.K.CE.3.2 Identify when help is needed and who to ask for help in completing a task.			
	Trustworthiness	HE.K.CE.4.1 Define and give examples of honesty.			
	Respect	HE.K.CE.5.1 Identify the benefits of sharing and cooperation.			
		HE.K.CE.5.2 Describe ways to be respectful to others.			
	Citizenship	HE.K.CE.6.1 Identify the importance of sharing thoughts and ideas as an individual and as part of a group.			
		HE.K.CE.6.2 Identify the roles and responsibilities of trusted adults.			

							✓	✓	✓	✓			✓
						✓	✓	✓					
✓	✓	✓	✓										
		✓	✓			✓						✓	
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✓			✓			✓	✓	✓	✓	✓	✓	✓	✓
											✓	✓	
													✓



Second Step® Elementary Digital Program Alignment with Florida Standards for Health Education for

Grade 1

Strand	Standard	Benchmark	Key Skills and Concepts		
			Brain Builders (Executive-Function Skills)		
			Attention	Working memory	Inhibitory control
Character Education	Character	HE.1.CE.1.1 Describe how my actions can impact others.			
	Responsibility	HE.1.CE.2.1 Identify my role and responsibilities in the school community.			
	Success Skills	HE.1.CE.3.1 Explore personal strengths and identify opportunities for growth.			
	Trustworthiness	HE.1.CE.4.1 Identify the difference between the truth and a lie.			
	Respect	HE.1.CE.5.1 Discuss ways to respect the privacy and personal space of others.			
	Citizenship	HE.1.CE.6.1 Identify characteristics of a leader.			

Key Skills and Concepts												
Unit 1: Growth Mindset & Goal-Setting			Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving			
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	Identify 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
	✓			✓	✓		✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		✓	✓									
							✓	✓		✓		



Second Step® Elementary Digital Program Alignment with Florida Standards for Health Education for

Grade 2

Strand	Standard	Benchmark	Key Skills and Concepts		
			Brain Builders (Executive-Function Skills)		
			Attention	Working memory	Inhibitory control
Character Education	Character	HE.2.CE.1.1 Identify the benefits of showing kindness and treating others with respect.			
	Responsibility	HE.2.CE.2.1 Discuss when students need to be compliant.			
	Success Skills	HE.2.CE.3.1 Explain the importance of setting goals.			
		HE.2.CE.3.2 Identify strategies to help persevere in difficult situations.			
	Trustworthiness	HE.2.CE.4.1 Describe the characteristics of trustworthiness.			
	Respect	HE.2.CE.5.1 Identify what a conflict is and how disagreements can happen.			
	Citizenship	HE.2.CE.6.1 Identify ways to make positive contributions to the well-being of the school and the community.			

Key Skills and Concepts														
Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving				
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
							✓	✓	✓					✓
✓	✓	✓	✓			✓				✓	✓	✓	✓	✓
										✓	✓			
									✓					



Second Step® Elementary Digital Program Alignment with Florida Standards for Health Education for

Grade 3

Strand	Standard	Benchmark	Key Skills and Concepts			
			Brain Builders (Executive-Function Skills)			
			Attention	Working memory	Inhibitory control	Cognitive flexibility
Character Education	Character	HE.3.CE.1.1 Identify opportunities to serve or help others in the school or community.				
	Responsibility	HE.3.CE.2.1 Identify the characteristics of a responsible decision-maker.				
	Success Skills	HE.3.CE.3.1 Discuss how abilities can be improved through work.				
		HE.3.CE.3.2 Describe ways to deal positively with failure and learn from adversity.				
	Trustworthiness	HE.3.CE.4.1 Identify strategies and describe ways to earn the trust of others.				
		HE.3.CE.4.2 Discuss ways to be loyal to friends and family.				
	Respect	HE.3.CE.5.1 Define conflict resolution and options on how disagreements can be settled.				
	Citizenship	HE.3.CE.6.1 Identify leadership opportunities within the classroom, school, and the community.				

Key Skills and Concepts													
Unit 1: Growth Mindset & Goal-Setting			Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving				
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	Identify 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 blaming 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
						✓		✓					
									✓	✓	✓	✓	✓
✓	✓	✓											
✓	✓	✓											
						✓	✓	✓					
									✓	✓	✓	✓	✓



**Second Step® Elementary
Digital Program Alignment
with Florida Standards for
Health Education for**

Grade 4

Strand	Standard	Benchmark	Attention	Working memory	Inhibitory control	Cognitive flexibility
Character Education	Character	HE.4.CE.1.1 Explain how attitudes and thoughts can influence your behavior and can impact others.				
	Responsibility	HE.4.CE.2.1 Discuss ways to take responsibility for one's actions.				
	Success Skills	HE.4.CE.3.1 Describe how perseverance leads to success.				
	Trustworthiness	HE.4.CE.4.1 Discuss ways that trustworthiness can lead to school and career success.				
	Respect	HE.4.CE.5.1 Describe how to agree to disagree with others to resolve conflicts.				
		HE.4.CE.5.2 Identify the benefits of treating others with respect.				
	Citizenship	HE.4.CE.6.1 Describe the importance of considering the perspective of others when communicating.				
HE.4.CE.6.2 Identify opportunities to actively participate as a responsible citizen in the school and the local community.						

Key Skills and Concepts			
Brain Builders (Executive-Function Skills)			
Attention	Working memory	Inhibitory control	Cognitive flexibility

Key Skills and Concepts														
Unit 1: Growth Mindset & Goal-Setting			Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving					
Identify what a goal is and what an effective plan includes	Identify a shared class goal and make a plan to reach that goal	Monitor progress and modify a plan to reach a goal	Recognize that strong emotions make it hard to think clearly	Recognize that managing emotions is necessary to make good decisions	Apply reappraisal as an emotion-management strategy	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to help empathize with others	Recognize that another person's point of view can change one's own thoughts or actions	Manage strong emotions to feel calm before solving problems	Demonstrate speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions that take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone
			✓	✓	✓	✓	✓	✓	✓					
		✓		✓					✓	✓				✓
		✓												
									✓	✓		✓	✓	✓
								✓	✓	✓		✓	✓	✓
	✓	✓												



Second Step® Elementary Digital Program Alignment with Florida Standards for Health Education for

Grade 5

Strand	Standard	Benchmark	Attention	Working memory	Inhibitory control	Cognitive flexibility
Character Education	Character	HE.5.CE.1.1 Explain how attitudes and thoughts can influence your behavior and can impact others.				
	Responsibility	HE.5.CE.2.1 Apply organizational strategies that support completing multiple tasks efficiently.				
	Success Skills	HE.5.CE.3.1 Identify strategies for adjusting to change.				
		HE.5.CE.3.2 Investigate a problem and formulate possible solutions.				
	Trustworthiness	HE.5.CE.4.1 Predict the potential outcomes of repeating and/or sharing fictional information.				
		HE.5.CE.4.2 Describe the benefits of having the moral courage to do the right thing even when it is difficult.				
	Respect	HE.5.CE.5.1 Compare conflict resolution methods to identify potential solutions.				
		HE.5.CE.5.2 Discuss how to participate in cooperative learning and communicate effectively.				
	Citizenship	HE.5.CE.6.1 Describe ways leaders can apply problem-solving strategies and tools in leadership situations.				
		HE.5.CE.6.2 Identify leadership skills that can encourage and empower others.				

Key Skills and Concepts			
Brain Builders (Executive-Function Skills)			
Attention	Working memory	Inhibitory control	Cognitive flexibility

Key Skills and Concepts														
Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness		Unit 4: Problem-Solving					
Identify a personal goal and make a plan to reach the goal	Monitor progress and identify roadblocks	Modify a plan to move or work around roadblocks	Reflect to inform future goals	Recognize the unique things that cause them to experience strong emotions	Identify emotion-management strategies they currently use that work well for them	Anticipate and plan for situations that cause strong emotions	Identify and analyze how individuals use empathy to make their community better	Use empathy and perspective-taking to identify a problem and a potential solution within their community	Manage strong emotions to feel calm before solving problems	State the problem without blaming and from the perspectives of all people involved	Generate solutions to take all people's perspectives into consideration	Evaluate possible outcomes of solutions to a problem based on others' 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
				✓		✓		✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓											
				✓	✓	✓								
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								✓	✓	✓	✓			
								✓	✓					



Second Step® Middle School Digital Program Alignment with Florida Standards for Health Education for

Grades 6-8

Strand	Standard	Benchmark	Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new
Character Education	Character	HE.68.CE.1.1 Describe the benefits of compassion when building and sustaining relationships.	✓				
		HE.68.CE.1.2 Discuss the impact of good and bad character on one's values and choices.					
	Responsibility	HE.68.CE.2.1 Analyze possible solutions to a problem to determine the best outcome for yourself and others.				✓	
		HE.68.CE.2.2 Construct a plan to organize and prioritize responsibilities while anticipating challenges.			✓	✓	✓
	Success Skills	HE.68.CE.3.1 Demonstrate empathy in a variety of contexts and situations.	✓				
		HE.68.CE.3.2 Identify how continuous learning leads to personal growth.		✓	✓	✓	✓
		HE.68.CE.3.3 Apply ethical and responsible decision-making that considers multiple perspectives.	✓				
	Trustworthiness	HE.68.CE.4.1 Describe the benefits of kindness and trust when building and sustaining relationships.	✓				
	Respect	HE.68.CE.5.1 Develop and apply conflict resolution skills in a variety of contexts.					
		HE.68.CE.5.2 Analyze ways to pursue common goals as a part of a team or group.					
Citizenship	HE.68.CE.6.1 Explain ways to apply leadership skills in the school and the community.	✓					
	HE.68.CE.6.2 Compare and contrast the benefits of abiding by and consequences of not abiding by school and community laws and rules.						
	HE.68.CE.6.3 Discuss ways a leader can build trust of individuals and groups.	✓					

Key Skills and Concepts														
Unit 2: Recognizing Bullying & Harassment						Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict				
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	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	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	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	Recognize the signs of healthy and unhealthy relationships
✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓
			✓		✓					✓	✓	✓	✓	
		✓	✓		✓	✓								
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Other Florida Standards for Health Education

Skills and concepts in the Second Step® Elementary and Second Step® Middle School digital programs closely align to the Florida Standards for Health Education's Character Education standards. Alignment to specific Character Education benchmarks is shown by grade in the previous charts. Additional skills and concepts in the Second Step® digital programs can help support students in meeting other Florida Standards for Health Education, as shown in the following table. A few grade-level examples are included.

Florida Standards for Health Education	Second Step® Elementary Digital Program Skills and Concepts	Second Step® Middle School Digital Program Skills and Concepts
Interpersonal Communication Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	All Grades <ul style="list-style-type: none"> Identify and label emotions Know how and when to ask for help Demonstrate skills to resolve interpersonal conflicts Kindergarten <ul style="list-style-type: none"> Recognize that paying attention helps them learn and stay safe Ask for what they want or need to solve a problem Grade 4 <ul style="list-style-type: none"> Demonstrate speaking up for themselves when solving a problem 	All Grades <ul style="list-style-type: none"> Recognize how conflicts escalate Describe the different perspectives of the people involved in a conflict Apply a multistep conflict-resolution process
Decision-Making Demonstrate the ability to use decision-making skills to enhance health.	All Grades <ul style="list-style-type: none"> Know strategies to help themselves feel calm and manage strong emotions Know how and when to ask for help Grades 3-5 <ul style="list-style-type: none"> Consider multiple points of view when solving interpersonal problems Evaluate possible outcomes of solutions to an interpersonal problem 	All Grades <ul style="list-style-type: none"> Understand how emotions influence decision-making in positive and negative ways Recognize and reframe unhelpful thoughts Recognize the signs of stress and anxiety

Florida Standards for Health Education	Second Step® Elementary Digital Program Skills and Concepts	Second Step® Middle School Digital Program Skills and Concepts
Goal-Setting Demonstrate the ability to use goal-setting skills to enhance health.	Grades 3-5 <ul style="list-style-type: none"> Set goals and make plans to reach them Grades 4-5 <ul style="list-style-type: none"> Monitor progress toward a goal 	All Grades <ul style="list-style-type: none"> Set personal goals and create plans to achieve them Determine how to adjust and persist after making a mistake Apply personal strengths to develop an interest or get better at something new
Internal and External Influence Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	Grade 2 <ul style="list-style-type: none"> Recognize their experiences affect how they feel Grade 4 <ul style="list-style-type: none"> Recognize that different experiences can lead to different points of view 	All Grades <ul style="list-style-type: none"> Identify the underlying emotions that influence unhelpful thoughts Recognize and reframe unhelpful thoughts Recognize common types of bullying and harassment
Self-Management Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.	All Grades <ul style="list-style-type: none"> Know strategies to help themselves feel calm and manage strong emotions 	All Grades <ul style="list-style-type: none"> Recognize the signs of stress and anxiety Apply stress- and emotion-management strategies
Advocacy Demonstrate the ability to advocate for individual, peer, school, family, and community health.	All Grades <ul style="list-style-type: none"> Know how and when to ask for help 	All Grades <ul style="list-style-type: none"> Determine the best upstander strategy for a situation Understand students' responsibility to create a positive school climate