



ALIGNMENT CHART

Mississippi K-12 Social-Emotional Learning Standards

- 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 Mississippi Standards

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 Mississippi K-12 Social-Emotional Learning (SEL) Standards. Boxes are checked to indicate that the Second Step digital programs meet a given state standard 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>



Kindergarten-Grade 2

Mississippi K-12 SEL Standards

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	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	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 that empathy can lead to kind acts	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		
Standards																							
Core Competencies	Self-Awareness	1.A.1. With prompting, identify positive and negative emotions (i.e., happy, sad, mad, angry, surprised, loved, embarrassed, anxious, afraid, proud) based on characteristics associated with each emotion.							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
		1.A.2. With prompting, determine the antecedents to own emotions.							✓		✓	✓	✓										
		1.A.3. Utilize words or gestures to communicate own feelings.							✓		✓	✓	✓				✓	✓			✓		
		1.B.1. Distinguish between own likes and dislikes.																					
		1.B.2. Describe skills and special abilities.					✓	✓	✓														
		1.B.3. Identify personal qualities that assist in making good choices.																					
		1.C.1. Identify instances of strength.																					
		1.C.2. Describe areas where help is needed.						✓	✓			✓					✓	✓					
		1.C.3. With support, develop connections between personal strengths and corresponding skills and talents.																					
		1.D.1. With support, identify responsibility as it relates to schoolwide expectations and rules.																					
		1.D.2. Distinguish differences in good choices and bad choices.																					
		1.D.3. Identify the importance of taking ownership of bad choices.																					
		1.D.4. Take care of own and others' belongings.																					
Core Competencies	Self-Management	2.A.1. With support, describe connections among thoughts, emotions (i.e., feelings), and behaviors (e.g., if my sister makes me mad, I might want to yell at her).					✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓		
		2.A.2. Use simple, developmentally appropriate words to express thoughts and emotions (i.e., feelings—e.g., mad, sad, happy).					✓	✓	✓	✓	✓	✓	✓						✓	✓	✓		
		2.A.3. Begin to develop the ability to self-regulate when experiencing negative emotions.										✓				✓	✓				✓		
		2.A.4. Demonstrate the ability to wait (e.g., for a turn, for a response, for an item).														✓		✓					
		2.B.1. Demonstrate frequent participation with minimal teacher prompting.	✓	✓	✓	✓																	
		2.B.2. With encouragement, demonstrate the ability to complete a task and/or work toward a goal over time.				✓			✓														



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Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	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 that empathy can lead to kind acts	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

Standards

Core Competencies	Standards																						
	Standards	Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	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 that empathy can lead to kind acts	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		
Self-Management	2.B.3. Identify multiple ways to stay organized in different aspects of life (e.g., keeping things tidy, labeling where items go, using lists, having a daily schedule).																						
	2.B.4. With reminders, participate in cleaning up own space and items used at home and at school.																						
	2.C.1. Determine tasks and goals that need accomplishing in daily routines.																						
	2.C.2. Complete small tasks and/or simple goals independently, with few requests for assistance (e.g., assignment, brush teeth, feed pet).																						
	2.C.3. Seek assistance from trusted adults for steps in a task or objectives of a goal that are difficult to complete.																						
Social Awareness	3.A.1. Identify behaviors associated with emotions (e.g., sad-crying, mad-yelling and grimacing, happy-smiling, angry-tantruming and physical aggression, excited-squealing and jumping).								✓	✓	✓	✓	✓	✓	✓	✓	✓				✓		
	3.A.2. Recognize the emotions of others by the behaviors they display.						✓			✓	✓	✓	✓	✓	✓	✓					✓		
	3.A.3. Determine whether/how to approach others based on their current emotion(s).												✓	✓	✓	✓		✓	✓			✓	
	3.A.4. Make connections between own words and actions and others' emotions.												✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	3.A.5. Recognize that another person can think differently than self about the situation (e.g., that the Lego structure needs to be wider to build the airport instead of taller or that playing basketball is a fun thing to do).										✓			✓	✓	✓		✓	✓	✓	✓	✓	
	3.B.1. Participate in the study of cultures (e.g., learning facts, celebrations).																						
	3.B.2. With prompting, identify commonalities between self and other(s) (e.g., physical characteristics, likes/dislikes, family members).								✓	✓													
	3.B.3. Identify differences between self and other(s).								✓	✓													
	3.B.4. Determine whether own actions result in fair and safe treatment of others.																						
	3.C.1. Distinguish the differences among rules at school, rules at home, and rules in various community settings.																						



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Standards

Core Competencies	Standards																					
	Social Awareness	Relationship Skills	Self-Awareness	Self-Management	Social Skills	Responsible Decision-Making	Brain Builders	Unit 1	Unit 2	Unit 3	Unit 4	Unit 4	Unit 4	Unit 4	Unit 4	Unit 4	Unit 4	Unit 4	Unit 4	Unit 4		
	3.C.2. Identify ways to help others in multiple settings.										✓	✓	✓	✓								
	3.C.3. Use words, drawings, or other means to show why helping others is important.										✓											
	3.C.4. Differentiate between safe and unsafe behaviors.																					
Relationship Skills	4.A.1. Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others.															✓	✓	✓	✓			
	4.A.2. Share, take turns, and engage cooperatively with others, especially when encouraged by trusted adults.															✓	✓	✓	✓			
	4.A.3. Determine how to identify when someone is in need of assistance, and provide needed assistance, as age appropriate.															✓	✓	✓	✓			
	4.A.4. With encouragement from trusted adults, identify and practice ways to put others' wants, needs, opinions, choices, etc., before own.																					
	4.B.1. Initiate interactions with others appropriately (e.g., tapping them on shoulder, using words to communicate the desire to join in).																			✓		
	4.B.2. Identify reasons why people befriend one another.																					
	4.B.3. Engage in behaviors that promote positive relationships with others (e.g., using kind words, following others' interests, helping others).																✓	✓	✓	✓	✓	✓
	4.B.4. Identify helpful and harmful behaviors in relationships.																					
	4.B.5. Use words and/or illustrations to define peer pressure.																					
	4.C.1. Identify examples of conflict that occur in relationships at school and at home (e.g., not sharing or taking turns with others, using harsh words, lying, misunderstanding/miscommunicating, bullying, gossiping).																✓	✓	✓	✓	✓	✓
	4.C.2. Recognize emotions and behaviors that result in relational conflict.																✓	✓	✓	✓	✓	✓
	4.C.3. With supports from a trusted adult, determine and utilize appropriate solutions in order to resolve conflicts with others.																	✓	✓			✓
4.C.4. Recognize that peer pressure can either be helpful or harmful.																		✓			✓	



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		Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	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 that empathy can lead to kind acts	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	
Standards																						
Core Competencies	Responsible Decision-Making	5.A.1. Determine instances where the problem-solving process should be used.															✓	✓	✓	✓	✓	
		5.A.2. Identify the steps of the problem-solving process: A. Identify the problem. B. Think of possible solutions. C. Analyze solutions. D. Choose a solution and try it.															✓	✓	✓	✓	✓	
		5.A.3. With support, develop more than one solution to a problem and appropriately communicate the chosen solution to others.																				✓
		5.A.4. For relational problems, appropriately communicate the chosen solution to others.																	✓	✓		✓
		5.B.1. Reflect on whether solutions to similar past problems were appropriate or inappropriate when considering solutions to current problems (e.g., I really want the red marker he has. Last time I snatched something from him, it broke. This time a good solution would be to ...).																				
		5.B.2. Determine whether possible solutions to problems are safe.																	✓			✓
		5.B.3. For relational problems, identify the feelings others might have as a result of each possible solution.																✓	✓			✓
	5.B.4. With prompting, use reflection practices to determine if a recent decision was a good or bad choice.																					



Grades 3-5

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		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	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	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 kindness helps them make friends and strengthen relationships	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	Applying perspective-taking strategies to empathize with others	Applying 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		
Standards																														
Core Competencies	Self-Awareness	1.A.4. Identify range of emotions experienced.										✓	✓	✓	✓		✓			✓	✓	✓		✓	✓	✓	✓			
		1.A.5. Describe situations that cause range of emotions.											✓	✓	✓	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓	✓
		1.A.6. Identify physical responses to intense emotions.											✓																	
		1.A.7. Communicate emotions through appropriate means (i.e., appropriate words, gestures, tone, facial expressions). Describe how emotions impact behavior.											✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓				
		1.B.4. Identify personal qualities and characteristics one possesses.																												
		1.B.5. Describe benefits of personal qualities and characteristics.																												
		1.B.6. Describe how personal qualities and interests impact decision-making.																												
		1.B.7. Compare and contrast qualities and interests of self.						✓	✓	✓																				
		1.C.4. Identify strengths and areas for growth.					✓	✓	✓	✓	✓	✓																		
		1.C.5. Describe personal skills in need of further development.						✓	✓	✓	✓	✓																		
		1.C.6. Describe how personal strengths impact choices.							✓																					
		1.D.5. Define personal responsibility and identify ways to exhibit it in daily life.																												
		1.D.6. Identify how personal choices affect self and others.																	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓
		1.D.7. Describe benefits of personal responsibility.																												
		1.D.8. Demonstrate responsible behaviors.																	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Core Competencies	Self-Management	2.A.5. Identify the relationship between thoughts, stress, emotions (i.e., feelings), and behavior.										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓								
		2.A.6. Identify situations that cause self to experience negative emotions (e.g., sadness, anger, anxiety, disappointment).											✓	✓	✓	✓	✓						✓							
		2.A.7. Demonstrate ability to appropriately express emotions.											✓		✓	✓	✓						✓	✓	✓					
		2.A.8. Develop strategies to use when angry or stressed (e.g., walk away, count to 10, seek help).											✓	✓	✓	✓	✓													
		2.A.9. Identify strategies for controlling impulses and demonstrate the utilization of at least one (e.g., deep breathing, self-talk, seek help).											✓	✓	✓	✓	✓							✓		✓				
		2.B.5. Demonstrate the ability to stay on task with limited distractions.	✓																											



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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	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	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 kindness helps them make friends and strengthen relationships	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	Applying perspective-taking strategies to empathize with others	Applying 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

Standards

Core Competencies	Standards	Key Skills and Concepts																										
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Self-Management	2.B.6. Develop willingness to attempt new tasks and share ideas with others.				✓	✓	✓	✓	✓	✓																		
	2.B.7. Identify strategies for persevering through difficult situations or tasks.				✓	✓	✓	✓	✓	✓																		
	2.B.8. Determine supports needed to organize aspects of home and school life.					✓		✓	✓																			
	2.C.4. Describe steps necessary for setting and achieving tasks and goals.						✓	✓	✓	✓																		
	2.C.5. Differentiate between short- and long-term goals.						✓		✓	✓																		
	2.C.6. Complete short- or long-term goal with minimal assistance.						✓	✓	✓	✓																		
	2.C.7. Monitor progress toward achieving personal or academic goals.								✓	✓																		
	2.C.8. Determine home and school supports or resources needed to complete tasks or goals.						✓	✓	✓	✓																		
Social Awareness	3.A.6. Recognize the emotions of others using verbal and visual cues.									✓	✓	✓	✓	✓	✓				✓	✓	✓		✓	✓	✓	✓		
	3.A.7. Recognize non-verbal social cues from others and their impact on emotions.											✓																
	3.A.8. Identify how one's own behavior impacts others' emotions.																	✓	✓				✓		✓			
	3.A.9. Identify multiple perspectives or viewpoints in different situations.																	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	3.B.5. Recognize the existence of various groups based on social and cultural factors (e.g., race, gender, age, religion, disability).																											
	3.B.6. Identify similarities between various social and cultural groups.																											
	3.B.7. Develop strategies for building relationships with individuals who are different from self.																	✓	✓	✓	✓		✓	✓	✓	✓	✓	
	3.B.8. Explain the definition of stereotyping, prejudice, and discrimination.																											
	3.B.9. Identify bullying behaviors and their impact on others.																											
	3.C.5. Identify different social norms in the school and community.																											
3.C.6. Recognize ways to help peers complete tasks, goals, or address needs.																		✓		✓	✓	✓						
3.C.7. Identify how helping behaviors impact self and others.																		✓		✓	✓	✓						



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Standards																													
Core Competencies	Relationship Skills	4.A.5. Utilize appropriate verbal and nonverbal communication with others (e.g., words, tone, facial expressions, gestures).	✓	✓	✓	✓																				✓	✓		
		4.A.6. Determine cooperative group behaviors (e.g., listening, encouraging, acknowledging others' perspectives, compromising, and reaching agreement).																											
		4.A.7. Identify ways to encourage and support others and their contributions.														✓		✓	✓	✓									
		4.A.8. Demonstrate good sportsmanship by playing fairly and being gracious in winning and losing.																											
		4.A.9. Demonstrate ability to give and receive compliments appropriately.																											
		4.B.6. Determine and demonstrate qualities of good friends.															✓	✓	✓	✓							✓	✓	✓
		4.B.7. Describe and utilize more than one strategy to build positive relationships with peers, family, and others.															✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
		4.B.8. Differentiate among safe and unsafe behaviors in relationships with others.																											
		4.B.9. Identify the six types of peer pressure (e.g., spoken, unspoken, direct, indirect, negative, and positive).																											
		4.B.10. Develop strategies for resisting negative peer pressure.																											
		4.C.5. Recognize that conflict occurs as a natural part of life.																					✓	✓	✓	✓	✓	✓	✓
		4.C.6. Identify causes and effects of conflict and how one's response impacts self and others.																					✓	✓	✓	✓	✓	✓	✓
		4.C.7. Utilize steps of a simple conflict resolution/problem-solving process such as identifying problems, active listening, expressing emotions, brainstorming solutions, evaluating solutions, etc.																					✓	✓	✓	✓	✓	✓	✓
4.C.8. Describe proactive ways to prevent conflict.																													
4.C.9. Recognize the difference between constructive and destructive ways of handling conflict and peer pressure.																													



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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	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	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 kindness helps them make friends and strengthen relationships	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	Applying perspective-taking strategies to empathize with others	Applying 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

Core Competencies	Standards																											
	Responsible Decision-Making																											
	5.A.5. Describe steps of decision-making process and utilize more than one.																					✓	✓	✓	✓	✓	✓	✓
	5.A.6. Identify choices or solutions to various situations at home, school, or in community and demonstrate ability to make appropriate selections.																											
	5.A.7. Develop criteria for evaluating decisions and consequences for self and others.																											
	5.B.5. Identify examples of ethical behaviors (e.g., fairness, honesty, respect) in decision-making and demonstrate more than one.																											
	5.B.6. Demonstrate knowledge of social norms and how they affect decision-making.																					✓	✓	✓	✓	✓	✓	✓
5.B.7. Explain why safety and ethical considerations are important in making decisions.																												
5.B.8. Evaluate impact of past and present choices and decisions on self and others.																				✓	✓	✓	✓	✓	✓	✓	✓	



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		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 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	Recognize common types of bullying and harassment	Understand the negative impact 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
Standards																				
Self-Awareness	1.A.8. Identify and label a variety of emotional states.											✓	✓	✓	✓	✓	✓	✓	✓	
	1.A.9. Describe emotional states associated with different situations (e.g., stressful, sad, exciting, frustrating, disappointing).	✓		✓									✓	✓	✓	✓				✓
	1.A.10. Determine typical physical responses to a variety of emotions.													✓	✓					
	1.A.11. Describe ways to communicate one's emotions in a socially acceptable manner.												✓		✓				✓	
	1.A.12. Identify how different emotional states impact one's ability to problem-solve.											✓	✓		✓	✓	✓	✓	✓	
	1.B.8. Identify positive attributes and qualities about oneself including talents, interests, physical characteristics.		✓			✓														
	1.B.9. Describe characteristics that are important to oneself (i.e., loyalty, honesty).					✓														✓
	1.B.10. Describe how one's personal qualities, interests, beliefs, and academic/career goals impact decision-making.					✓														✓
	1.C.7. Inventory personal strengths and areas for growth.		✓	✓		✓														
	1.C.8. Identify ways to utilize strengths to build skills in an area for growth.					✓														
	1.C.9. Identify how individual strengths and areas of growth impact success in specific activities.			✓		✓														
	1.D.9. Define personal responsibility and apply in different scenarios.																			
	1.D.10. Identify outcomes of responsible and safe behaviors versus risky, unsafe behaviors.																			
	1.D.11. Analyze areas of one's life that are within one's control.		✓	✓	✓	✓			✓	✓		✓			✓					
1.D.12. Demonstrate ability to set and adhere to personal boundaries.								✓	✓	✓	✓						✓	✓	✓	
Self-Management	2.A.10. Analyze the connection between one's thoughts, emotions, and behavior.	✓		✓								✓	✓	✓	✓	✓		✓	✓	
	2.A.11. Utilize strategies to monitor one's emotions, stress level, and behavior.												✓	✓	✓	✓		✓		
	2.A.12. Identify how appropriately and inappropriately expressing one's emotions affects others.											✓			✓	✓				
	2.A.13. Demonstrate the ability to use self-regulation skills to reduce anger, stress, or anxiety.												✓	✓	✓	✓		✓		



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Core Competencies	Standards																				
	Self-Management	2.A.14. Demonstrate ability to control impulses through use of self-control strategies (e.g., self-talk; Stop, Think, Go technique; counting to three; controlled breathing; setting a goal; self-reinforcement).													✓	✓	✓			✓	✓
		2.B.9. Demonstrate the ability to maintain focus and use time wisely to complete a task.																			
		2.B.10. Demonstrate the ability to break a large assignment into smaller parts.			✓																
		2.B.11. Utilize strategies for persevering through challenges and setbacks.		✓	✓	✓	✓														
		2.B.12. Identify and utilize a variety of organizational strategies (e.g., planner, graphic organizers, checklists, time limits).																			
		2.C.9. Set a short-term goal and develop a plan to achieve it.			✓																
		2.C.10. Set a long-term goal with assistance from teacher and develop a plan to achieve it.			✓																
		2.C.11. Determine how to evaluate progress toward a goal and modify accordingly.			✓	✓	✓														
	2.C.12. Identify factors that influenced whether a goal was achieved.			✓		✓															
	2.C.13. Determine supports that are available within the family, school, or community.			✓	✓	✓		✓	✓	✓		✓			✓			✓		✓	
	Social Awareness	3.A.10. Recognize and respond to social cues in an appropriate manner.																			
		3.A.11. Analyze ways one's behavior may affect the feelings of others.															✓	✓	✓	✓	✓
		3.A.12. Demonstrate respect for other people's opinions.																✓	✓	✓	
3.A.13. Identify ways to provide support and encouragement to others in need.		✓							✓	✓	✓	✓									
3.B.10. Demonstrate respect for the values, traditions, and practices of different cultures or social groups.																					
3.B.11. Recognize the value of perspectives, cultures, or social groups different from one's own.																	✓	✓			
3.B.12. Identify examples of stereotyping, discrimination, and prejudice and the negative impact they have on others.							✓	✓													
3.B.13. Develop strategies to prevent or stop bullying.							✓	✓	✓	✓	✓										
3.C.8. Explain why societal norms are important in school and community.																					



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		Key Skills and Concepts																				
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Core Competencies	Social Awareness	3.C.9. Recognize the importance of helping others in one's family, school, and community.	✓					✓	✓	✓	✓	✓										
	3.C.10. Explore a school, community, or global need and generate possible solutions.											✓										
		3.C.11. Explain how individual decisions and behaviors positively and negatively affect the well-being of one's school and community.							✓	✓	✓											
		4.A.10. Determine the positive and negative impact of one's verbal and nonverbal communication on other people when interacting with them.															✓		✓	✓		
		4.A.11. Demonstrate the ability to determine roles in a cooperative group.																				
		4.A.12. Demonstrate the ability to encourage and support peers.	✓					✓	✓	✓	✓	✓										
		4.A.13. Identify appropriate and inappropriate posts on social media and the potential consequences.																				
		4.A.14. Exhibit the ability to respond nondefensively to constructive criticism.																				
		4.B.11. Demonstrate ability to maintain positive relationships (e.g., participating in shared interests/activities, spending time together, helping one another, and practicing forgiveness).															✓	✓	✓	✓	✓	
		4.B.12. Determine the difference between behaviors of healthy relationships versus behaviors of unhealthy relationships (e.g., adult-child relationships, peer-peer relationships, and romantic relationships).																				✓
		4.B.13. Distinguish impact of positive and negative peer pressure on self and others.									✓											
		4.B.14. Demonstrate different strategies to resist negative peer pressure (i.e., say no, the delay tactic, offer an alternative, code word with parents).						✓	✓	✓	✓											
		4.C.10. Demonstrate an understanding of the conflict cycle (e.g., event-emotion-reaction-outcome) and which part one has control over to shape the outcome of the conflict.															✓	✓	✓	✓		



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Standards

Core Competencies	Standards																					
	Relationship Skills	Responsible Decision-Making																				
Core Competencies	4.C.11. Identify behaviors that create conflict (e.g., spreading rumors, inappropriate posts or texts on social media, wrongful accusations, and insults or put-downs).																	✓	✓	✓	✓	
	4.C.12. Apply conflict resolution skills in order to de-escalate, defuse, and resolve a conflict.																		✓	✓	✓	✓
	4.C.13. Determine strategies for avoiding or resolving conflicts related to destructive peer pressure.																					
	5.A.8. Identify and apply the five-step decision-making process (identify problem or goal, gather information, weigh consequences, make the decision, and evaluate the decision) for a school-based decision.																				✓	
	5.A.9. Analyze how decision-making skills regarding study habits at home affect academic performance.																					
	5.A.10. Apply the decision-making process to a community issue considering ethical, safety, and societal norms.																					
	5.A.11. Model appropriate decision-making at school (i.e., choosing to follow the school rules, choosing not to follow peer pressure to bully, choosing to answer questions in class instead of talking with a peer).									✓	✓		✓						✓	✓	✓	✓
	5.A.12. Demonstrate the ability to take personal responsibility for the decisions and choices one makes.										✓									✓	✓	
	5.B.9. Demonstrate the ability to gather information from different sources (i.e., news sources, respected adults, medical websites, community leaders, teachers, church leaders) that can be used to make safe, ethical, and socially appropriate decisions.																					
	5.B.10. Identify different influences on one's personal decisions or choices.											✓							✓			
	5.B.11. Analyze how standing up for others when they are teased, insulted, or left out impacts that person as well as others.																					
	5.B.12. Determine the effectiveness of a previous choice or decision in solving a problem or meeting a short-term goal.																				✓	