





ALIGNMENT CHART

Maryland Comprehensive Health Education Framework

- Second Step® Early Learning
- Second Step[®] Elementary Digital Program
- Second Step[®] Middle School Digital Program

About Second Step® Programs

Second Step Early Learning and the Second Step Elementary and Middle School digital programs are research-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. Weekly Themes and 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 Maryland 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 standards in the Maryland Comprehensive Health Education Framework. Boxes are checked to indicate that the Second Step digital programs meet a given standard 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 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

 $^{2. \ \, \}text{Taylor}, R. \, D_{\text{u}} \, \text{Oberle}, E_{\text{u}} \, \text{Durlak}, J. \, A_{\text{u}} \, \text{Weissberg}, R. \, P. \, (2017). \, \text{Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. \, Child Development, 88(4), 1156-1171. \, \text{https://ldoi.org/10.1111/cdev.12864}$



	PRCOND			Skills	for Lea	rning					Emp	athy				Emotio	n Mana(gement			riendsh	iip Skills		Prob	lem Sol	ving	Fun	ction Sk	tills
	Early Learning Maryland Comprehensive Health Education Framework Second Step* Early Learning	Focus attention	Listen with attention	Use self-talk	Be assertive	Remember directions	Stay on task	Ignore distractions	Identify and understand their own and others' feelings	Build a vocabulary of feelings words	Begin to take others' perspectives	Listen to others	Have empathy	Express compassion	Understand strong feelings	Recognize strong feelings	Calm strong feelings down	Use the Calming-Down Steps	Communication and language skills	Play fair	Invite others to play	Ask to join in play	Choose to have fun over getting their way	Calm down before solving problems	Describe the problem	Think of multiple solutions to a problem	Flexible attention	Working memory	Inhibitory control
Торіс	Standard																												
ons	1a.P.1 Identify different emotions.	~		~	~	•	~	~	~	•	~	•	~	~	•	•	~	~	•	~	~	~	~	~	•	~			
Emotions	1a.P.2 State that anger and other big or strong emotions are common.																												
pc less	1a.P.3 Demonstrate awareness of personal emotions.				•				~	•					•	V	/	/						~					
Self and Social Awareness	1a.P.4 Recognize the feelings of another child.	~		~	~	~	~	~	/	~	~	•	~	~	~	~	~	~						~					
A S	1a.P.5 Recognize personal strengths.																												
Relationships	1a.P.6 Identify the characteristics of a friend.																												
Teasing, Bullying, and Harassment	1a.P.7 Describe how people are unique.																												
Trusted Adult	1a.P.8 Identify trusted adults who can help with emotions.														V														
ng Ses	2.E1.a Identify how the family influences personal health practices and behaviors.																												
Analyzing Influences	2.E1.b Identify what the school can do to support personal health practices and behaviors.																												
\ =	2.E1.c Describe how the media can influence health behaviors.																												



	Early Learning Maryland Comprehensive Health Education Framework Second Step* Early Learning	Focus attention	Listen with attention	Use self-talk	Be assertive	Remember directions	Stay on task	Ignore distractions	Identify and understand their own and others' feelings	Build a vocabulary of feelings words	Begin to take others' perspectives	Listen to others	Have empathy	Express compassion	Understand strong feelings	Recognize strong feelings	Calm strong feelings down	Use the Calming-Down Steps	Communication and language skills	Play fair	Invite others to play	Ask to join in play	Choose to have fun over getting their way	Calm down before solving problems	Describe the problem	Think of multiple solutions to a problem	Flexible attention	Working memory	Inhibitory control
Topic	Standard																												
Accessing Information	3.E1.a Identify trusted adults and professionals who can help promote health.														•														
Acce	3.E1.b Identify ways to locate school and community health helpers.																												
onal ation	4.E1.a Demonstrate healthy ways to express needs, wants, and feelings.				•										•	•	~	~	~	~	~	~		~	~				
Interpersonal Communication	4.E1.b Demonstrate listening skills to enhance health.	~	~			~	•	•				•															•		
Com	4.E1.c Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.																							✓	•	~			
Decision- Making	4.E1.d Demonstrate ways to tell a trusted adult if one is threatened, or harmed.																												
Deci	5.E1.a Identify situations when a health-related decision is needed.																												
Goal- Setting	5.E1.b Differentiate between situations when a health-related decision can be made individually and when assistance is needed.																												
Set G	6.E1.a Identify a short-term personal health goal and take action toward achieving the goal.																												
elf- gement	6.E1.b Identify who can help when assistance is needed to achieve a personal health goal.																												
Sel	7.E1.a Demonstrate healthy practices and behaviors to maintain or improve personal health.	•	•	•	•	•	•	•	~	•	•	•	•	~	•	•	•	•	•	•	•	•	•	•	•	•	~	~	•
acy	7.E1.b Demonstrate behaviors that avoid or reduce health risks.	~	~			~	~	/							~	~	~	~	~					~			/		/
Advocacy	8.E1.a Make requests to promote personal health.				~										~				~										
ď	8.E1.b Encourage peers to make positive health choices.																												

Executive-Function Skills



	Kindergarten-Grade 2 Maryland Comprehensive Health Education Framework Second Step* Elementary Digital Program	Attention	Working memory	Inhibitory control	Focus attention and ignore dist	Persevere through challenges recognizing mistakes are part c	Recognize unhelpful thoughts : with helpful thoughts	Recognize that skills improve w practice and effort	Identify and name one's own er	Recognize and identify emotior	Recognize strong emotions	Manage strong emotions by us to feel calm	Recognize kindness and act kir toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can le	Manage strong emotions to fee solving problems	Apply strategies to solve proble	Recognize accidents and make	State the problem without blan name-calling	Think of many solutions to a pr
Topic	Standard																				
	1a.K.1 Identify appropriate ways to express emotions.										V										
દા	1a.K.2 Identify big or strong emotions and safe and unsafe ways of expressing one's emotions.										~						/				
Emotions	1a.1.1 Explain the relationship between emotions and behavior.						✓		~	✓	✓	~					V	~	V	✓	~
Ē	1a.1.2 Describe appropriate ways to express one's emotions and practice positive coping skills.										~	~					~			~	
	1a.2.1 Demonstrate a variety of strategies to express and manage emotions.											~					~			~	
	1a.K.3 Demonstrate awareness of personal emotions and how they may be the same or different from others.								~	~	~	~	~	•	~	•	~	~	~	~	✓
	1a.K.4 Recognize the feelings of another child and how to respond in a healthy way.									•	•	~	~	•	•	•	~	•	•	~	~
ess	1a.K.5 Identify personal strengths.						~	~													
waren	1a.1.3 Identify a variety of own emotions and ways the body signals these emotions.								~		•	~					~	~			
cial A	1a.1.4 Identify how others may be feeling based on verbal and nonverbal cues and respond in a healthy way.									~	✓		~	•	✓	•	~	~	•	~	✓
and Social Awar	1a.1.5 Identify and describe skills and activities that are done well and those that require help.					~		•													
Self	1a.2.2 Describe a variety of personal emotions and the ways the body signals these emotions.								•		•	~					~	~			
	1a.2.3 Describe how others may be feeling based on verbal and nonverbal cues and respond in a healthy way.									•	•		~	•	•	•	~	~	•	~	~
	1a.2.4 Recognize personal strengths in the context of different roles or relationships.																				
sdi	1a.K.6 Identify a variety of relationships.																				
Relationships	1a.1.6 Describe healthy ways to express affection, love, friendship, and concern.												~	~	•	~					
Re	1a.2.5 Describe healthy and rewarding social interactions.												~	•	•	~					

Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts



	Kindergarten-Grade 2 Maryland Comprehensive Health Education Framework Second Step* Elementary Digital Program	Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replac with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in other	Recognize strong emotions	Manage strong emotions by using strate, to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind	Manage strong emotions to feel calm bef 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
Topic	Standard																				
g, and ent	1a.K.7 Identify the benefits of people's uniqueness.																				
asinę ing, a	1a.1.7 Identify why it is hurtful to tease or bully others.																				
Teasing, Bullying, and Harassment	1a.2.6 Explain why it is hurtful to tease or bully others and what to do if someone is bullied.																				
dult	1a.K.8 Identify the importance of talking with parents and other trusted adults about emotions.																				
Trusted Adult	1a.1.8 Describe the importance of talking with trusted adults about emotions and concerns.																				
Trus	1a.2.7 Explain the importance of talking with trusted adults about emotions and concerns.																				
ing	2.E1.a Identify how the family influences personal health practices and behaviors.																				
Analyzing Influences	2.E1.b Identify what the school can do to support personal health practices and behaviors.																				
	2.E1.c Describe how the media can influence health behaviors.																				
Accessing Information	3.E1.a Identify trusted adults and professionals who can help promote health.																				
Acce	3.E1.b Identify ways to locate school and community health helpers.																				
ial ion	4.E1.a Demonstrate healthy ways to express needs, wants, and feelings.											•					~			•	
rson	4.E1.b Demonstrate listening skills to enhance health.				/																
Interpersonal Communicatior	4.E1.c Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.																•	•	•	•	~
కి	4.E1.d Demonstrate ways to tell a trusted adult if one is threatened or harmed.																				
Decision- Making	5.E1.a Identify situations when a health-related decision is needed.																				
Deci	5.E1.b Differentiate between situations when a health-related decision can be made individually and when assistance is needed.																				



	Kindergarten-Grade 2 Maryland Comprehensive Health Education Framework Second Step* Elementary Digital Program	Attention	Working memory	Inhibitory control	Focus attention and ignore di	Persevere through challenges recognizing mistakes are part	Recognize unhelpful thoughts with helpful thoughts	Recognize that skills improve practice and effort	Identify and name one's own e	Recognize and identify emotic	Recognize strong emotions	Manage strong emotions by u	Recognize kindness and act k toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can l	Manage strong emotions to fe solving problems	Apply strategies to solve prob	Recognize accidents and mak	State the problem without bla name-calling	Think of many solutions to a p
Topic	Standard																				
al- ing	6.E1.a Identify a short-term personal health goal and take action toward achieving the goal.																				
Goal- Setting	6.E1.b Identify who can help when assistance is needed to achieve a personal health goal.																				
Self- iagement	7.E1.a Demonstrate healthy practices and behaviors to maintain or improve personal health.	~	•	•	•	~	~	~	•	~	•	•	~	•	~	•	~	~	•	~	•
Se Manag	7.E1.b Demonstrate behaviors that avoid or reduce health risks.	~		•	•				•		•	✓					~				
cacy	8.E1.a Make requests to promote personal health.																				
Advo	8.E1.b Encourage peers to make positive health choices.																				

Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts

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calm before



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	Grades 3-5 Maryland Comprehensive Health		ىك	lo	ility	that the brain can lange	skills improve with practice, n others, and trying a new way			ss toward goals	m future goals	strong emotions make it hard	el similar emotions with ity levels	regulating emotions is ake decisions	sal as an emotion-management	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	people can have different bout the same thing	tecognize that empathy and perspective- aking can help them get along with others	ing strategies	/ perspective-taking strategies to make community a better place	he importance of being calm before solving	importance of speaking up for en solving a problem	State the problem without blaming and from all points of view	enerate solutions to take all points of view to consideration	ole outcomes of solutions to a on all points of view	s solution that is safe, respectful, and work for everyone	dentify when, where, and with whom they think it would be best to work on the problem
	Education Framework		nemo	contr	flexibility	ıd tha	that		w	progress	to inform 1	that	d lab	that to m	prais	ning otion	kind Ithen	that iew a	that help	pect	pect	e imp	e imp	oroblo of viev	soluti derati	ossik ased	rtion x	uld b
	Second Step [®] Elementary Digital Program	Attention	Working m	Inhibitory o	Cognitive	Understand grow and cha	Recognize that effort, help fror	Set goals	Make plans	Monitor pr	Reflect to	Recognize that s to think clearly	Identify and label a	Recognize that regunecessary to make	Apply reappraisal a strategy	Apply plan strong em	Recognize and streng	Recognize that people points of view about th	Recognize taking can	Apply perspective-tak empathize with others	Apply pers their comr	Explain the problem-sol	Explain the ir oneself wher	State the pall points o	Generate sinto consid	Evaluate possible o problem based on a	Pick a solu could work	Identify wh think it wo
Topic	Standard																											
	1a.3.1 Identify characteristics of positive emotional health.																											
	1a.3.2 Practice appropriate ways to express emotions.																						/	/				
	1a.3.3 Describe your physical responses to strong emotions.											V																
Emotions	1a.4.1 Identify role models who demonstrate positive emotional health.																											
Emo	1a.4.2 Describe situations that trigger strong emotions and safe and unsafe ways to respond.											•	/	/	/	~						/	/	/	~	~	•	•
	1a.5.1 Explain what it means to be emotionally healthy.																											
	1a.5.2 Evaluate appropriate ways to express emotions.											V												/				
	1a.5.3 Demonstrate helpful ways to manage strong emotions.														/	~						/						
(0	1a.3.4 Recognize and label a variety of complex emotions in self and others.											v	~	~	/	/	/	•	•	•	~	•	'	~	•	~	•	•
reness	1a.3.5 Identify how personal choices and behaviors impact self-worth.																											
Awar	1a.4.3 Identify respectful ways to show empathy to others.																		~	/	/						/	~
Social	1a.4.4 Describe how personal choices and behaviors impact self-worth.																											
3 pu	1a.4.5 Identify how to recognize and build on personal strengths.																											
Self a	1a.5.4 Demonstrate respectful ways to show empathy to others.																		~	/	~							
S	1a.5.5 Describe how to recognize and build on personal strengths.						/																					
	1a.5.6 Identify reasons for making positive contributions to others.																/		~	/	~							
	1a.3.6 Identify characteristics of healthy relationships.																V											
sd	1a.3.7 Identify how relationships and interactions with others affect emotions.																		•			/	/	✓	✓	~	•	
Ishi	1a.4.6 Describe the benefits of healthy peer relationships.																											
Relationships	1a.4.7 Describe how relationships and interactions with others affect emotions.																					'	~	~	~	•	~	
~ ~	1a.5.7 Describe the value of others' talents and strengths.																											
	1a.5.8 Describe the characteristics of healthy and unhealthy relationships among friends and with family members.																											

Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts

Unit 3: Empathy & Kindness

Unit 2: Emotion Management



	Grades 3-5 Maryland Comprehensive Health Education Framework Second Step* Elementary Digital Program	Attention	Working memory	Inhibitory control	Cognitive flexibility	Understand that the brain can grow and change	Recognize that skills improve with preffort, help from others, and trying a	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make to think clearly	Identify and label similar emotions w different intensity levels	Recognize that regulating emotions necessary to make decisions	Apply reappraisal as an emotion-ma strategy	Apply planning ahead to manage rec strong emotions	Recognize kindness helps them mak and strengthen relationships	Recognize that people can have diffe points of view about the same thing	Recognize that empathy and perspe taking can help them get along with	Apply perspective-taking strategies empathize with others	Apply perspective-taking strategies their community a better place	Explain the importance of being caln problem-solving	Explain the importance of speaking uoneself when solving a problem	State the problem without blaming a all points of view	Generate solutions to take all points into consideration	Evaluate possible outcomes of soluti problem based on all points of view	Pick a solution that is safe, respectfu could work for everyone	Identify when, where, and with whom think it would be best to work on the
Topic	Standard																											
ults	1a.3.8 Identify the benefits of talking with trusted adults about emotions.																											
Trusted Adults	1a.4.8 Identify ways trusted adults can help you or someone else deal with difficult emotions or situations.																											
Trus	1a.5.9 Explain how a trusted adult can support you or someone else with difficult emotions or situations.																											
pu s	1a.3.9 Identify personal stressors.											/				/												
ss a	1a.4.9 Explain physical and emotional reactions to stress.											/				/												
Stress and Anxiety	1a.5.10 Differentiate between positive and negative ways of dealing with stress and anxiety.																											
Depression Awareness	1a.4.10 Identify the need to discuss long-lasting troublesome feelings with a trusted adult.												•	•														
Depre	1a.5.11 Explain that long-lasting troublesome feelings should be discussed with a trusted adult.																											
e	1a.4.11 Identify troublesome feelings and signals for support for which someone should seek help.												•	~														
Suicide Prevention	1a.4.12 Explain the importance of telling a trusted adult if someone is in danger of hurting themselves or others.																											
ā	1a.5.12 Demonstrate how to tell a trusted adult if someone is in danger of hurting themselves or others.																											
ent, Ice	1a.3.10 Describe the difference between bullying, teasing, and conflict.																											
ssmo	1a.3.11 Describe what to do if you or someone else is being bullied.																											
, Hara and Vi	1a.3.12 Identify the impact of conflict, discrimination, and violence on mental and emotional health.																											
ying ion,	1a.3.13 Identify nonviolent ways to manage anger.														~	/						/						
Bull	1a.4.13 Identify when to report aggression, bullying, or violence.																											
Teasing, Bullying, Harassm Discrimination, and Violen	1a.4.14 Demonstrate what to do if you or someone else is being bullied.																											
ှိ ဝ	1a.4.15 Describe the impact of conflict, discrimination, and violence on mental and emotional health.																											



	Grades 3-5 Maryland Comprehensive Health		ory	lol	bility	at the brain can ge	Recognize that skills improve with practice, effort, help from others, and trying a new way			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 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	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 oneself 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
	Education Framework	_	шеш	/ cont	e flexil	and th	ze thai Ip fror	(0	Sui	progre	o infor	ze thai	and lat	ze thai ry to n	apprai	anning notior	ze kind ngther	ze thai view	ze thai ın help	rspec ze with	rspec	he im	he im vhen s	prob	solut siderat	possi	lution rk for	vhen,
	Second Step® Elementary Digital Program	Attention	Working memory	Inhibitory control	Cognitive flexibility	Understand that the grow and change	Recogniz effort, he	Set goals	Make plans	Monitor	Reflect t	Recogniz to think o	Identify a	Recogniz	Apply res	Apply pla strong er	Recogniz and strei	Recogniz points of	Recogniz taking ca	Apply pe empathi	Apply pe their con	Explain t problem	Explain t oneself v	State the	Generate into cons	Evaluate problem	Pick a so could wo	Identify v think it w
Topic	Standard																											
	1a.4.16 Describe how to use nonviolent means to solve interpersonal conflict.																					~	~	•	~	~	~	~
Teasing, Bullying, Harassment, Discrimination, and Violence	1a.5.13 Explain why it is wrong to tease or bully others based on personal characteristics such as body type, race, gender, sexuality, appearance, mannerisms, and the way one dresses or acts.																											
easing Haras Discrir and V	1a.5.14 Demonstrate how to be a positive bystander in situations of conflict.																											
F -	1a.5.15 Explain the impact of conflict, discrimination, and violence on mental and emotional health.																											
	1a.5.16 Practice using nonviolent means to solve interpersonal conflict.																					~	✓	~	~	v	~	•
seou	2.E2.a Describe how the family influences personal health practices and behaviors.																											
Analyzing Influences	2.E2.b Identify the influence of culture on health practices and behaviors.																											
lyzing	2.E2.c Identify how peers can influence healthy and unhealthy behaviors.																											
Ana	2.E2.d Describe how the school and community can support personal health practices and behaviors.																											
	2.E2.e Explain how media influences thoughts, feelings, and health behaviors.																											
Accessing Information	2.E2.f Describe ways that technology can influence personal health.																											
Acce	3.E2.a Identify characteristics of valid health information, products, and services.																											
al	3.E2.b Locate resources from home, school, and community that provide valid health information.																											
Interpersonal Communication	4.E2.a Demonstrate effective verbal and nonverbal communication skills to enhance health.																						~	~				•
nterp	4.E2.b Demonstrate refusal skills to avoid or reduce health risks.																											
<u>-</u> 8	4.E2.c Demonstrate nonviolent strategies to manage or resolve conflict.																					~	~	•	~	~	~	~

Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts



Grades 3-5

health issues.

Topic

Decision-Making

Maryland Comprehensive Health Education Framework

8.E2.a Express opinions and give accurate information about

8.E2.b Encourage others to make positive health choices.

													Key Skil	ls and C	oncepts												
SECOND	(Exec		Builders unction S	Skills)	Uni	it 1: Grov	vth Mino	dset & C	ìoal-Sett	ing	Un	it 2: Em	otion M	anagemo	ent	U	nit 3: Em	pathy &	Kindne	ss			Unit 4: F	Problem	-Solving		
Step					Œ	e with practice, rying a new way			als	a	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	emotions is ons	Apply reappraisal as an emotion-management strategy	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	can have different ne same thing	Recognize that empathy and perspective- taking can help them get along with others	ategies to	y strategies to make place	ing calm before	e of speaking up for 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
Grades 3-5					brain ca	improve with pers, and trying a			ward go	ure goal	ng emoti	nilar em vels	lating er lecisions	an emo	d to mar	helps th	ole can h the sam	athy and n get alo	aking str rs	aking str etter pla	ice of be	nce of sp y a probl	ithout bl	o take a	itcomes I points	s safe, re one	st to wor
Maryland Comprehensive Health Education Framework		nemory	control	flexibility	d that the	that skills from other		Ø	ogress to	inform fut	that stror early	d label sir itensity le	that regu to make o	praisal as	ning ahea otions	kindness _I then relat	that peop iew about	that emp help then	pective-ta	pective-tanunity a b	e importar olving	e importar ien solving	oroblem w	solutions t deration	ossible ou ased on al	ition that i c for every	nen, where uld be bes
Second Step® Elementary Digital Program	Attention	Working memory	Inhibitory o	Cognitive flexibility	Understand that the grow and change	Recognize that skills effort, help from othe	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize	dentify an different ir	Recognize that regulating em necessary to make decisions	Apply reap strategy	Apply plan strong em	Recognize	Recognize that people points of view about th	Recognize aking can	Apply perspective-taking strategies empathize with others	Apply perspective-taking their community a better	Explain the importance of being calm problem-solving	Explain the importance oneself when solving a p	State the pall points o	Generate s nto consic	Evaluate p problem ba	Pick a solu could work	dentify wh hink it wo
Standard																											
4.E2.d Demonstrate how to ask for assistance to enhance personal health.																											
5.E2.a Identify health-related situations that might require a thoughtful decision.											~	✓	~	~	•						~						
5.E2.b Analyze when assistance is needed when making a health-related decision.															•												
5.E2.c List healthy options for health-related issues or problems.														/	/												
5.E2.d Predict the potential outcomes of each option when making a health-related decision.														~	•												
5.E2.e Choose a healthy option when making a decision.														/	/									/	/	/	✓
5.E2.f Describe the outcomes of a health-related decision.														/	/												
6.E2.a Set a personal health goal and track progress toward its achievement.							•	~	~																		
6.E2.b Identify resources to assist in achieving a personal health goal.								~	~	~																	
7.E2.a Identify responsible personal health behaviors.													~	/	/			~	~	~	/	/					
7.E2.b Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	~	~	~	~	~	~	•	~	•	~	~	~	~	~	•	~	•	•	~	•	~	~	~	~	~	~	~
7.E2.c Demonstrate a variety of behaviors that avoid or reduce health risks.	~		~									•		~	~												



Grade

Topic

Self and Social Awareness

Marylar Educati

	enges are c	can grow ar	ate plans to	and persist a	to develop a g new	of bullying	impacts of b	ider strateg)	sponsibility to	Recognize how social and environmen factors contribute to bullying and hara their school	action to disrupt facto ullying and harassment	influence e and negat	unhelpful thou	ess and anxi	-manageme	scalate	spectives of	t resolution	spu	ilthy and un
Grades 6-8	al chall ie	brain	and create	adjust a	strengths to something	types	negative ir	best upstan	an l	al and o	on to d g and l	emotions ir in positive		of stre	notion	licts es	nt pers	conflic	e ame	of hea
Maryland Comprehensive Health Education Framework	Recognize that social chall and get better in time	Understand that the	: personal goals a neve them	e how to ad mistake	sonal strer ter at som	s common sment	nd the neg sment	e the best tion	nd students' re chool climate	how sociantribute to	take to bı	nd how em	and reframe	the signs	ss- and er	how confli	the differer n a conflict	four-step	ways to mak	the signs ips
Second Step [®] Middle School Digital Program	Recognize and get be	Understar	Set persor achieve th	Determine how to a making a mistake	Apply personal s or get better at s	Recognize com and harassmer	Understand the n and harassment	Determine the b for a situation	Understand stud positive school c	Recognize factors co their scho	Prepare to contribute	Understand how e decision-making ii	Recognize	Recognize	Apply stress strategies	Recognize	Describe th involved in	Apply the	Identify w	Recognize the relationships
Standard																				
1a.6.1 Describe the components of wellness.																				
1a.6.2 Describe role models that demonstrate positive mental and emotional health.																				
1a.7.1 Explain how role models display wellness.																				
1a.7.2 Explain the interrelationship of the components of wellness.																				
1a.8.1 Evaluate one's personal wellness.																				
1a.8.2 Identify strategies to improve dimensions of wellness.															/					
1a.6.3 Examine the importance of being aware of one's own feelings and being sensitive to the feelings of others.												•	•	•	~	~	•	~	•	
1a.6.4 Discuss how emotions change during adolescence.																				
1a.7.3 Describe how mental and emotional health can affect health-related behaviors.												•								
1a.8.3 Explain how the expression of emotions or feelings can help or hurt oneself and others.												•				~				
1a.6.5 Identify triggers of strong emotions and apply healthy coping strategies.												•	•	•	~			•		
1a.6.6 Identify strengths in self in order to prioritize personal skills and allow interests to develop.					•															
1a.7.4 Demonstrate how to support others by practicing empathy.	/							/			V							/	V	
1a.7.5 Describe strategies for developing strengths and overcoming disappointments.				✓	✓															
1a.8.4 Demonstrate empathy to others who have different feelings, thoughts, and experiences.																		•	•	
1a.8.5 Reframe a challenge or setback as an opportunity.				✓																
1a.8.6 Describe how personal responsibility for one's choices is linked to self-worth and growth.																				
1a.6.7 Describe the qualities of a trusted adult with whom you could talk about your overall wellness.																				
1a.6.8 Identify the importance of telling a trusted adult if you or someone else is experiencing mental or emotional health challenges.																				

Unit 2: Recognizing Bullying & Harassment

Unit 1: Mindsets & Goals

Key Skills and Concepts

ors that t at school

Unit 3: Thoughts, Emotions & Decisions Unit 4: Managing Relationships & Social Conflict



Topic

Trusted Adults

Stress and Anxiety

Suicide Prevention

Grades 6-8	al challenç ie	brain car	ind create	djustand	ngths to d ething nev	types of k	ative impa	upstande	s' respons ate	al and env	on to disru g and han	emotions infl I in positive ar	me unhel	of stress	and emotion-m	licts esca	nt perspe	conflict re	e amends	of health)
Maryland Comprehensive Health Education Framework	Recognize that social challeng and get better in time	Understand that the brain	nal goals a Iem	how to ac nistake	sonal strer :er at som	scommon sment	nd the neg sment	tion	Understand students' respons positive school climate	how socia ntribute to ol	Prepare to take action to disru contribute to bullying and hara	nd how em naking in p	and refra	Recognize the signs of	ss- and er	Recognize how conflicts	Describe the different involved in a conflict	Apply the four-step conflict	entify ways to make ame	the signs ips
Second Step® Middle School Digital Program	Recognize and get be	Understar	Set personal goals and c achieve them	Determine how to adjust and p making a mistake	Apply pers or get bett	Recognize common types of b and harassment	Understar and haras	Determine the best upstander for a situation	Understar positive sc	Recognize how social and env factors contribute to bullying a their school	Prepare to contribute	Understand how e decision-making i	Recognize and reframe unhelp	Recognize	Apply stress- a strategies	Recognize	Describe tinvolved in	Apply the	Identify wa	Recognize the srelationships
Standard																				
1a.7.6 Identify strategies for communicating your overall wellness with a trusted adult.																				
1a.7.7 Identify the importance of telling a trusted adult if you or someone else is experiencing mental or emotional health challenges.																				
1a.8.7 Demonstrate communication with a trusted adult about your overall wellness.																				
1a.6.9 Explain the body's physical and psychological responses to stressful situations.														~	•					
1a.7.8 Describe personal stressors at home, in school, and with friends.														~	•					
1a.7.9 Describe a variety of appropriate ways to respond to stress when angry or upset.														~	•					
1a.8.8 Explain the causes and effects of stress.														✓	✓					
1a.8.9 Explain positive and negative ways of dealing with stress.														/	V					
1a.8.10 Explain the causes, symptoms, and effects of anxiety.														✓	~					
1a.8.11 Analyze the risks of impulsive behaviors.																				
1a.6.10 Identify depression as prolonged sadness with no identifiable cause.																				
1a.7.10 Describe the connection between depression and brain chemistry.																				
1a.7.11 Explain the causes, symptoms, and effects of depression.																				
1a.6.11 Identify warning signs of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult.																				
1a.7.12 Describe the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult.																				
1a.7.13 Explain the causes, symptoms, and effects of depression and suicide.																				
1a.8.12 Explain the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult.																				
1a.8.13 Describe the signs and symptoms of people who are in danger of hurting themselves or others.																				

Unit 1: Mindsets & Goals

and change

iges are common

Key Skills and Concepts

rupt factors that rassment at school

Unit 2: Recognizing Bullying & Harassment

ts of bullying

bility to create a

Unit 3: Thoughts, Emotions & Decisions Unit 4: Managing Relationships & Social Conflict

olution process



Grades 6-8

	Grades 6-8	al cha e	brain	nd cr	djust a	ngths	types	ative	upsta	s' res _l ate	al and	on to c g and	otions	me ur	of str	emotior	licts e	nt per	conflic	e ame	of he
	Maryland Comprehensive Health Education Framework	Recognize that social chal and get better in time	Understand that the brain	Set personal goals and cre achieve them	Determine how to adjust a making a mistake	Apply personal strengths [.] or get better at something	Recognize common type and harassment	Understand the negative i and harassment	Determine the best upsta for a situation	Understand students' resp positive school climate	Recognize how social and factors contribute to bully their school	Prepare to take action to c contribute to bullying and	Understand how emotions decision-making in positiv	Recognize and reframe	Recognize the signs	pur	Recognize how conflicts	the different p	Apply the four-step	dentify ways to make	Recognize the signs relationships
	Second Step® Middle School Digital Program	Recognize	Understa	Set perso achieve th	Determin making a	Apply per or get bet	Recognize and haras	Understal and haras	Determin for a situa	Understal positive s	Recognize factors co their scho	Prepare to	Understal decision-l	Recognize	Recognize	Apply stress- s strategies	Recognize	Describe the cinvolved in a c	Apply the	Identify w	Recognize
Topic	Standard																				
, ence	1a.8.14 Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others.																				
ullying bd Viol	1a.6.12 Explain why it is wrong to tease, bully, or discriminate against others based on personal characteristics.							•				•									
sing, Br ient, ar	1a.7.14 Describe how power and control differences in relationships can contribute to aggression and violence.																				
Teasing, Bullying, Harassment, and Violence	1a.8.15 Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts.																	~			
H 29	1a.8.16 Explain how intolerance can affect others.							~													
	1a.8.17 Describe ways to manage interpersonal conflict nonviolently.																		~	V	
Social Media	1a.6.13 Identify how sharing or posting personal information electronically about self or others on social media sites can impact mental and emotional health.							~													
Soci	1a.7.15 Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact mental and emotional health.							~													
	1a.8.18 Evaluate how sharing or posting personal information electronically about self or others on social media sites can impact mental and emotional health.							~													
	2.MS.a Examine how the family influences the health of adolescents.																				
seou	2.MS.b Describe the influence of culture on health beliefs, practices, and behaviors.																				
Analyzing Influences	2.MS.c Describe how peers influence healthy and unhealthy behaviors.										~										
lyzing	2.MS.d Analyze how the school and community can affect personal health practices and behaviors.										~										
Ana	2.MS.e Analyze how messages from media influence health behaviors.																				
	2.MS.f Analyze the influence of technology on personal and family health.																				
	2.MS.g Explain how the perceptions of norms influence healthy and unhealthy behaviors.										v										

pacts of bullying

Unit 1: Mindsets & Goals

s to develop an interest Ig new

can grow and change

Key Skills and Concepts

environmental ing and harassment disrupt factors that d harassment at school

is influence ve and negative ways

Unit 2: Recognizing Bullying & Harassment

ponsibility to create a

Unit 3: Thoughts, Emotions & Decisions Unit 4: Managing Relationships & Social Conflict

resolution process



Grades 6-8

Topic

Maryland Comprehensive He Education Framework

Unit 1: Mindsets & Goals

	enges are cc	can grow and	eate plans to	and persist aft	strengths to develop an something new	of bullying	npacts of bu	ider strategy	responsibility to c	Recognize how social and environmenta factors contribute to bullying and harass their school	Prepare to take action to disrupt factors contribute to bullying and harassment a	Understand how emotions influence decision-making in positive and negativ	unhelpful thougl	ess and anxie	-managemeı	scalate	spectives of th	t resolution p	spu	althy and unh
Grades 6-8	al chall	e brain	Ö	adjust a	ngths t	types	egative ir	upstar	ts' resp ate	al and o	on to d	notions positiv	ıme un	s of stre	emotion-	flicts e	int pers t	conflict	(e ame	of he
Maryland Comprehensive Health Education Framework	Recognize that social challeng and get better in time	Understand that the	Set personal goals and achieve them	e how to a mistake	sonal strei ter at som	Recognize common types and harassment		Determine the best upstander for a situation	Understand students' r positive school climate	e how soci ontribute to	o take acti	nd how en making in	e and reframe	e the signs	and	e how confli	Describe the differer involved in a conflict	the four-step	ays to make	e the signs lips
Second Step [®] Middle School Digital Program	Recognize and get b	Understa	Set perso achieve th	Determine how to a making a mistake	Apply personal s or get better at s	Recognize and haras	Understand the n and harassment	Determin for a situa	Understal positive s	Recognize factors co their scho	Prepare to contribute	Understal decision-l	Recognize	Recognize the	Apply stress- strategies	Recognize	Describe involved in	Apply the	Identify ways	Recognize the s relationships
Standard																				
2.MS.h Explain the influence of personal values and beliefs on individual health practices and behaviors.																				✓
2.MS.i Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.																				
2.MS.j Explain how school and public health policies can influence health promotion and disease prevention.																				
3.MS.a Analyze the validity of health information, products, and services.																				
3.MS.b Access valid health information from home, school, and community.																				
3.MS.c Determine the accessibility of products that enhance health.																				
3.MS.d Describe situations that may require professional health services.																				
3.MS.e Locate valid and reliable health products and services.																				
4.MS.a Apply effective verbal and nonverbal communication skills to enhance health.								~			~							~	•	
4.MS.b Demonstrate refusal and negotiation skills to avoid or reduce health risks.								•												~
4.MS.c Demonstrate effective conflict management or resolution strategies.																	~	~	~	
4.MS.d Demonstrate how to ask for assistance to enhance the health of self and others.								✓							•					
5.MS.a Identify circumstances that can help or hinder healthy decision-making.												/								
5.MS.b Determine when health-related situations require the application of a thoughtful decision-making process.																				
5.MS.c Distinguish when individual or collaborative decision-making is appropriate.																				
5.MS.d Distinguish between healthy and unhealthy alternatives to health-related issues or problems.															~					V
5.MS.e Predict the potential short-term impact of each alternative on self and others.															•					
5.MS.f Choose healthy alternatives over unhealthy alternatives when making a decision.															•					

Key Skills and Concepts

Unit 3: Thoughts, Emotions & Decisions Unit 4: Managing Relationships & Social Conflict

Unit 2: Recognizing Bullying & Harassment



Grados 6_9

	Grades 6-8 Maryland Comprehensive Health Education Framework Second Step® Middle School Digital Program	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 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
Topic	Standard																				
Goal-Setting	5.MS.g Analyze the outcomes of a health-related decision.															~					
	6.MS.a Assess personal health practices.																				
	6.MS.b Develop a goal to adopt, maintain, or improve a personal health practice.																				
	6.MS.c Apply strategies and skills needed to attain a personal health goal.																				
ent	6.MS.d Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.																				
Self- Management	7.MS.a Explain the importance of assuming responsibility for personal health behaviors.																				
Maı	7.MS.b Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	•	~	~	~	~	~	•	~	~	~	~	~	•	~	~	~	~	•	~	~
Advocacy	7.MS.c Demonstrate behaviors that avoid or reduce health risks to self and others.								~			~	~	~	•	•	~	~	•	~	✓
	8.MS.a State a health-enhancing position on a topic and support it with accurate information.																				
	8.MS.b Demonstrate how to influence and support others to make positive health choices.																				
	8.MS.c Work cooperatively to advocate for healthy individuals, families, and schools.											~									
	8.MS.d Identify ways that health messages and communication techniques can be altered for different audiences.																				

Unit 1: Mindsets & Goals

Key Skills and Concepts

Unit 3: Thoughts, Emotions & Decisions Unit 4: Managing Relationships & Social Conflict

Unit 2: Recognizing Bullying & Harassment