



ALIGNMENT CHART

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				✓

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.^{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. 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:

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>



Early Learning

Maryland Comprehensive Health Education Framework

Second Step® Early Learning

		Key Skills and Concepts																											
		Skills for Learning						Empathy					Emotion Management				Friendship Skills				Problem Solving			Executive-Function Skills					
		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																												
Emotions	1a.P.1 Identify different emotions.	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	1a.P.2 State that anger and other big or strong emotions are common.																												
Self and Social Awareness	1a.P.3 Demonstrate awareness of personal emotions.				✓				✓	✓					✓	✓	✓	✓								✓			
	1a.P.4 Recognize the feelings of another child.	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓							✓				
	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.														✓														
Analyzing Influences	2.E1.a Identify how the family influences personal health practices and behaviors.																												
	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

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		Skills for Learning						Empathy					Emotion Management				Friendship Skills				Problem Solving			Executive-Function Skills					
		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.														✓														
	3.E1.b Identify ways to locate school and community health helpers.																												
Interpersonal Communication	4.E1.a Demonstrate healthy ways to express needs, wants, and feelings.				✓										✓	✓	✓	✓	✓	✓	✓		✓	✓					
	4.E1.b Demonstrate listening skills to enhance health.	✓	✓			✓	✓	✓			✓																✓		
	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.																												
	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.																												
	6.E1.a Identify a short-term personal health goal and take action toward achieving the goal.																												
Self-Management	6.E1.b Identify who can help when assistance is needed to achieve a personal health goal.																												
	7.E1.a Demonstrate healthy practices and behaviors to maintain or improve personal health.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Advocacy	7.E1.b Demonstrate behaviors that avoid or reduce health risks.	✓	✓			✓	✓	✓							✓	✓	✓	✓	✓	✓			✓						✓
	8.E1.a Make requests to promote personal health.				✓										✓					✓									
	8.E1.b Encourage peers to make positive health choices.																												



Kindergarten-Grade 2

Maryland Comprehensive Health Education Framework

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
Topic	Standard																				
Emotions	1a.K.1 Identify appropriate ways to express emotions.									✓	✓					✓					
	1a.K.2 Identify big or strong emotions and safe and unsafe ways of expressing one's emotions.									✓	✓					✓					
	1a.1.1 Explain the relationship between emotions and behavior.						✓		✓	✓	✓	✓					✓	✓	✓	✓	✓
	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.											✓					✓			✓	
Self and Social Awareness	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.									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	1a.K.5 Identify personal strengths.						✓	✓													
	1a.1.3 Identify a variety of own emotions and ways the body signals these emotions.								✓		✓	✓					✓	✓		✓	
	1a.1.4 Identify how others may be feeling based on verbal and nonverbal cues and respond in a healthy way.									✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	1a.1.5 Identify and describe skills and activities that are done well and those that require help.						✓	✓													
	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.									✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Relationships	1a.K.6 Identify a variety of relationships.																				
	1a.1.6 Describe healthy ways to express affection, love, friendship, and concern.												✓	✓	✓	✓					
	1a.2.5 Describe healthy and rewarding social interactions.												✓	✓	✓	✓					



Kindergarten-Grade 2

Maryland Comprehensive Health Education Framework

Second Step® Elementary Digital Program

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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	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
Topic	Standard																				
Teasing, Bullying, and Harassment	1a.K.7 Identify the benefits of people's uniqueness.																				
	1a.1.7 Identify why it is hurtful to tease or bully others.																				
	1a.2.6 Explain why it is hurtful to tease or bully others and what to do if someone is bullied.																				
Trusted Adult	1a.K.8 Identify the importance of talking with parents and other trusted adults about emotions.																				
	1a.1.8 Describe the importance of talking with trusted adults about emotions and concerns.																				
	1a.2.7 Explain the importance of talking with trusted adults about emotions and concerns.																				
Analyzing Influences	2.E1.a Identify how the family influences personal health practices and behaviors.																				
	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.																				
	3.E1.b Identify ways to locate school and community health helpers.																				
Interpersonal Communication	4.E1.a Demonstrate healthy ways to express needs, wants, and feelings.										✓					✓				✓	
	4.E1.b Demonstrate listening skills to enhance health.				✓																
	4.E1.c Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.															✓	✓	✓	✓	✓	✓
	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.																				
	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

		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
Topic	Standard																				
Goal-Setting	6.E1.a Identify a short-term personal health goal and take action toward achieving the goal.																				
	6.E1.b Identify who can help when assistance is needed to achieve a personal health goal.																				
Self-Management	7.E1.a Demonstrate healthy practices and behaviors to maintain or improve personal health.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	7.E1.b Demonstrate behaviors that avoid or reduce health risks.	✓		✓	✓				✓		✓	✓					✓				
Advocacy	8.E1.a Make requests to promote personal health.																				
	8.E1.b Encourage peers to make positive health choices.																				



Grades 3-5

Maryland Comprehensive Health Education Framework

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	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 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
Topic	Standard																											
Emotions	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.										✓																	
	1a.4.1 Identify role models who demonstrate positive emotional health.																											
	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.											✓																
Self and Social Awareness	1a.5.3 Demonstrate helpful ways to manage strong emotions.														✓	✓						✓						
	1a.3.4 Recognize and label a variety of complex emotions in self and others.										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	1a.3.5 Identify how personal choices and behaviors impact self-worth.																											
	1a.4.3 Identify respectful ways to show empathy to others.																		✓	✓	✓						✓	✓
	1a.4.4 Describe how personal choices and behaviors impact self-worth.																											
	1a.4.5 Identify how to recognize and build on personal strengths.																											
	1a.5.4 Demonstrate respectful ways to show empathy to others.																		✓	✓	✓							
Relationships	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.																✓											
	1a.3.7 Identify how relationships and interactions with others affect emotions.																		✓			✓	✓	✓	✓	✓	✓	
	1a.4.6 Describe the benefits of healthy peer 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.																												



Grades 3-5

Maryland Comprehensive Health Education Framework

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	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 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
Topic	Standard																											
Trusted Adults	1a.3.8 Identify the benefits of talking with trusted adults about emotions.																											
	1a.4.8 Identify ways trusted adults can help you or someone else deal with difficult emotions or situations.																											
	1a.5.9 Explain how a trusted adult can support you or someone else with difficult emotions or situations.																											
Stress and Anxiety	1a.3.9 Identify personal stressors.																											
	1a.4.9 Explain physical and emotional reactions to stress.																											
	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.																											
	1a.5.11 Explain that long-lasting troublesome feelings should be discussed with a trusted adult.																											
Suicide Prevention	1a.4.11 Identify troublesome feelings and signals for support for which someone should seek help.																											
	1a.4.12 Explain the importance of telling a trusted adult if someone is in danger of hurting themselves or others.																											
	1a.5.12 Demonstrate how to tell a trusted adult if someone is in danger of hurting themselves or others.																											
Teasing, Bullying, Harassment, Discrimination, and Violence	1a.3.10 Describe the difference between bullying, teasing, and conflict.																											
	1a.3.11 Describe what to do if you or someone else is being bullied.																											
	1a.3.12 Identify the impact of conflict, discrimination, and violence on mental and emotional health.																											
	1a.3.13 Identify nonviolent ways to manage anger.																											
	1a.4.13 Identify when to report aggression, bullying, or violence.																											
	1a.4.14 Demonstrate what to do if you or someone else is being bullied.																											
1a.4.15 Describe the impact of conflict, discrimination, and violence on mental and emotional health.																												



Grades 3-5

Maryland Comprehensive Health Education Framework

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	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 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	
Topic	Standard																												
Teasing, Bullying, Harassment, Discrimination, and Violence	1a.4.16 Describe how to use nonviolent means to solve interpersonal conflict.																						✓	✓	✓	✓	✓	✓	✓
	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.																												
	1a.5.14 Demonstrate how to be a positive bystander in situations of conflict.																												
	1a.5.15 Explain the impact of conflict, discrimination, and violence on mental and emotional health.																												
Analyzing Influences	1a.5.16 Practice using nonviolent means to solve interpersonal conflict.																						✓	✓	✓	✓	✓	✓	✓
	2.E2.a Describe how the family influences personal health practices and behaviors.																												
	2.E2.b Identify the influence of culture on health practices and behaviors.																												
	2.E2.c Identify how peers can influence healthy and unhealthy behaviors.																												
	2.E2.d Describe how the school and community can support personal health practices and behaviors.																												
Accessing Information	2.E2.e Explain how media influences thoughts, feelings, and health behaviors.																												
	2.E2.f Describe ways that technology can influence personal health.																												
Interpersonal Communication	3.E2.a Identify characteristics of valid health information, products, and services.																												
	3.E2.b Locate resources from home, school, and community that provide valid health information.																												
	4.E2.a Demonstrate effective verbal and nonverbal communication skills to enhance health.																												✓
	4.E2.b Demonstrate refusal skills to avoid or reduce health risks.																												
	4.E2.c Demonstrate nonviolent strategies to manage or resolve conflict.																						✓	✓	✓	✓	✓	✓	✓



Grades 3-5

Maryland Comprehensive Health Education Framework

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	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 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			
Topic	Standard																														
Decision-Making	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.															✓	✓														
Goal-Setting	5.E2.e Choose a healthy option when making a decision.														✓	✓									✓	✓	✓	✓			
	5.E2.f Describe the outcomes of a health-related decision.														✓	✓															
Self-Management	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.								✓	✓	✓																				
Advocacy	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.	✓		✓									✓		✓	✓															
	8.E2.a Express opinions and give accurate information about health issues.																														
	8.E2.b Encourage others to make positive health choices.																														



Grades 6–8

Maryland Comprehensive Health Education Framework

Second Step® Middle School Digital Program

		Key Skills and Concepts																			
		Unit 1: Mindsets & Goals				Unit 2: Recognizing Bullying & Harassment				Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict							
		Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set 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																				
Wellness	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.																				
Emotions, Feelings, and Relationships	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.												✓				✓				
Self and Social Awareness	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.	✓							✓			✓								✓	✓
	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.				✓																
Trusted Adults	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.																				



Grades 6-8

Maryland Comprehensive Health Education Framework

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Trusted Adults	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.																				
Stress and Anxiety	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.														✓	✓					
	1a.8.10 Explain the causes, symptoms, and effects of anxiety.														✓	✓					
	1a.8.11 Analyze the risks of impulsive behaviors.																				
Depression Awareness	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.																				
Suicide Prevention	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.																				



Grades 6-8

Maryland Comprehensive Health Education Framework

Second Step® Middle School Digital Program

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Teasing, Bullying, Harassment, and Violence	1a.8.14 Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others.																				
	1a.6.12 Explain why it is wrong to tease, bully, or discriminate against others based on personal characteristics.						✓				✓										
	1a.7.14 Describe how power and control differences in relationships can contribute to aggression and violence.																				
	1a.8.15 Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts.																	✓			
	1a.8.16 Explain how intolerance can affect others.							✓													
Social Media	1a.8.17 Describe ways to manage interpersonal conflict nonviolently.																	✓	✓		
	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.						✓														
	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.						✓														
Analyzing Influences	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.																				
	2.MS.b Describe the influence of culture on health beliefs, practices, and behaviors.																				
	2.MS.c Describe how peers influence healthy and unhealthy behaviors.										✓										
	2.MS.d Analyze how the school and community can affect personal health practices and behaviors.										✓										
	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.										✓											



Grades 6-8

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Analyzing Influences	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.																				
Accessing Information	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.																				
Interpersonal Communication	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.								✓			✓							✓	✓	
Decision-Making	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.																				
Decision-Making	5.MS.d Distinguish between healthy and unhealthy alternatives to health-related issues or problems.															✓					✓
	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.															✓					



Grades 6-8

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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.																				
Self-Management	6.MS.c Apply strategies and skills needed to attain a personal health goal.																				
	6.MS.d Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.																				
	7.MS.a Explain the importance of assuming responsibility for personal health behaviors.																				
Advocacy	7.MS.b Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	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.																				