



Second Step® Digital Programs → Massachusetts Health & PE Standards Alignment

Program Skills and Concepts → MA Standard Codes

K–2 Grade Band

K–2 Alignment Snapshot (total links per unit)

Unit	Total Links
Unit 1: Growth Mindset & Goal-Setting	22
Unit 2: Emotion Management	25
Unit 3: Empathy & Kindness	16
Unit 4: Problem-Solving	16

K–2 Mapping

Unit	Program Skills and Concepts	MA Standard Code(s)
Unit 1: Growth Mindset & Goal-Setting	Demonstrate attention behaviors	2.2.MH, 2.2.PF, 2.5.MH
Unit 1: Growth Mindset & Goal-Setting	Recognize practice, effort, and help as paths to improvement	2.2.PF, 2.5.MH
Unit 1: Growth Mindset & Goal-Setting	Show attention behaviors	2.2.MH, 2.2.PF
Unit 1: Growth Mindset & Goal-Setting	Explain why attention matters	2.2.MH, 2.2.PF



Unit 1: Growth Mindset & Goal-Setting	Identify distractions and name refocus strategies	2.2.MH, 2.2.PF, 2.3.MH
Unit 1: Growth Mindset & Goal-Setting	View mistakes as feedback to guide next steps	2.5.MH
Unit 1: Growth Mindset & Goal-Setting	Choose a response to mistakes, such as trying again, making a small change, and asking for help	2.2.PF, 2.5.MH
Unit 1: Growth Mindset & Goal-Setting	Identify practice and trying again as ways to improve	2.2.MH, 2.2.PF, 2.3.MH
Unit 1: Growth Mindset & Goal-Setting	Reframe mistakes as normal and useful for learning	2.2.MH, 2.5.MH
Unit 1: Growth Mindset & Goal-Setting	Recognize helpful thoughts and unhelpful thoughts and consider likely outcomes	2.2.MH, 2.5.MH
Unit 2: Emotion Management	Identify emotions using facial, body, and context clues	2.2.PF, 2.3.MH, 2.5.MH
Unit 2: Emotion Management	Identify pride and link it to effort, kindness, or teamwork	2.3.MH
Unit 2: Emotion Management	Use context, facial, and body clues to infer feelings	2.2.PF, 2.3.MH
Unit 2: Emotion Management	Identify disappointment and its triggers	2.3.MH
Unit 2: Emotion Management	Recognize cues for happiness and associated positive events	2.2.PF, 2.5.MH
Unit 2: Emotion Management	Recognize signs of worry and ask for help	2.2.PF, 2.3.MH, 2.5.MH



Unit 2: Emotion Management	Define calm and link calm to clear thinking	2.2.MH, 2.2.PF, 2.5.MH
Unit 2: Emotion Management	Recognize sadness cues and use help-seeking appropriately	2.1.MH, 2.4.HR, 2.5.MH
Unit 2: Emotion Management	Use positive self-talk to manage strong feelings	2.2.MH, 2.3.MH
Unit 2: Emotion Management	Recognize anger cues and distinguish mad from sad	2.2.PF, 2.5.MH
Unit 3: Empathy & Kindness	Define and recognize kind acts as intentional, observable behaviors	2.3.HR
Unit 3: Empathy & Kindness	Define empathy and identify facial, body, and context clues	2.3.HR
Unit 3: Empathy & Kindness	Explain how kind acts help people feel good	2.3.HR, 2.5.MH
Unit 3: Empathy & Kindness	Ask, "Are you okay?" as a caring check-in	2.3.HR
Unit 3: Empathy & Kindness	Connect personal experiences to understand others' feelings	2.2.PF, 2.3.HR, 2.3.MH, 2.5.MH
Unit 3: Empathy & Kindness	Explain why kindness matters	2.3.HR
Unit 3: Empathy & Kindness	Choose kind acts based on empathy	2.3.HR
Unit 3: Empathy & Kindness	Offer company while respecting boundaries	2.3.HR



Unit 3: Empathy & Kindness	Offer to share to meet others' needs	2.3.HR, 2.3.MH
Unit 3: Empathy & Kindness	Include others and tailor kindness to the person and context	2.3.HR, 2.3.MH
Unit 4: Problem-Solving	State problems neutrally and without blame	2.2.PS, 2.5.MH
Unit 4: Problem-Solving	State problems respectfully without blame	2.2.PS, 2.5.MH
Unit 4: Problem-Solving	State problems with neutral, blame-free language	2.2.PS, 2.5.MH
Unit 4: Problem-Solving	Brainstorm multiple safe and respectful solutions	2.2.PS
Unit 4: Problem-Solving	Distinguish accidents from intentional actions	2.2.PS
Unit 4: Problem-Solving	Use facial, body, and context clues to understand feelings in conflict	2.2.PS, 2.3.MH
Unit 4: Problem-Solving	Apologize appropriately ("I'm sorry. Are you okay? How can I help?")	2.2.PS
Unit 4: Problem-Solving	Evaluate solutions for fairness, kindness, safety, and effectiveness	2.2.PS
Unit 4: Problem-Solving	Manage strong emotions to feel calm before solving problems	2.2.PS, 2.5.MH
Unit 4: Problem-Solving	Ask for what you need using polite requests	2.2.PS, 2.4.HR



3–5 Grade Band

3–5 Alignment Snapshot (total links per unit)

Unit	Total Links
Unit 1: Growth Mindset & Goal-Setting	26
Unit 2: Emotion Management	30
Unit 3: Empathy & Kindness	15
Unit 4: Problem-Solving	18

3–5 Mapping

Unit	Program Skills and Concepts	MA Standard Code(s)
Unit 1: Growth Mindset & Goal-Setting	Explain that learning builds brain pathways and networks	5.1.PF, 5.2.MH
Unit 1: Growth Mindset & Goal-Setting	Identify a good group goal	5.1.PF, 5.2.MH, 5.5.MH
Unit 1: Growth Mindset & Goal-Setting	Identify personally meaningful goals across life domains	5.1.PF, 5.2.MH, 5.2.PH, 5.5.MH
Unit 1: Growth Mindset & Goal-Setting	Create a collaborative plan to reach a goal	5.1.PF, 5.2.MH, 5.2.PF
Unit 1: Growth Mindset & Goal-Setting	Describe how practice strengthens networks in their brain and builds automaticity	5.2.MH, 5.5.MH
Unit 1: Growth Mindset & Goal-Setting	Write goal statements that are specific and challenging	5.1.PF, 5.2.MH



Unit 1: Growth Mindset & Goal-Setting	Assign roles to work toward a group goal and plan how to get help if stuck	5.2.MH, 5.2.PF, 5.3.MH
Unit 1: Growth Mindset & Goal-Setting	Recognize the difference between interesting goals and motivating goals	5.1.PF, 5.2.MH
Unit 1: Growth Mindset & Goal-Setting	View mistakes as feedback during network building	5.1.PF, 5.2.MH
Unit 1: Growth Mindset & Goal-Setting	Monitor progress and modify a plan to reach a goal	5.1.PF, 5.2.MH, 5.2.PF
Unit 2: Emotion Management	Explain emotions as information that guide behavior	5.2.MH, 5.3.MH, 5.4.PF
Unit 2: Emotion Management	Explain why balancing logic and emotion centers matters	5.2.MH, 5.3.MH
Unit 2: Emotion Management	Recognize recurring triggers of strong emotions	5.2.MH, 5.3.MH, 5.4.PF
Unit 2: Emotion Management	Define stress and identify personal stressors	5.2.MH, 5.2.PF, 5.3.MH, 5.5.MH
Unit 2: Emotion Management	Recognize that strong emotions make it hard to think clearly	5.2.MH, 5.3.MH
Unit 2: Emotion Management	Use context and behavior clues to gauge intensity of emotions	5.2.MH, 5.3.MH, 5.4.PF
Unit 2: Emotion Management	Describe benefits of rethinking a situation	5.2.MH, 5.2.PF, 5.3.PF



Unit 2: Emotion Management	Identify and label the similar emotions of annoyed, angry, and furious	5.2.MH, 5.3.MH
Unit 2: Emotion Management	Identify physical signs of stress in body and behavior	5.2.MH, 5.2.PF, 5.3.MH, 5.3.PF, 5.5.MH
Unit 2: Emotion Management	Brainstorm and choose strategies to manage stress	5.2.MH, 5.2.PF, 5.5.MH
Unit 3: Empathy & Kindness	Define empathy and link it to kindness	5.3.HR
Unit 3: Empathy & Kindness	Define empathy and use it to notice community problems	5.3.HR, 5.3.PF
Unit 3: Empathy & Kindness	Define point of view and explain how experiences shape it	5.3.HR, 5.7.CE
Unit 3: Empathy & Kindness	Identify school problems and who is affected	5.3.HR
Unit 3: Empathy & Kindness	Read emotional cues to choose supportive actions	5.2.PF, 5.3.PF
Unit 3: Empathy & Kindness	Use open-ended questions to understand others' thinking	5.3.HR, 5.3.PF, 5.7.CE
Unit 3: Empathy & Kindness	Describe multiple points of view for affected groups	5.3.HR, 5.3.PF
Unit 3: Empathy & Kindness	Practice active listening and accurate summarizing	5.7.CE
Unit 3: Empathy & Kindness	Strengthen friendships with targeted kind acts	5.3.HR



Unit 3: Empathy & Kindness	Brainstorm community solutions informed by empathy	5.6.SH, 5.7.CE
Unit 4: Problem-Solving	Manage strong emotions to feel calm before solving problems, say the problem respectfully, and decide on adult involvement	5.1.PF, 5.3.HR
Unit 4: Problem-Solving	Define interpersonal problems as disagreements between people	5.3.HR, 5.7.CE
Unit 4: Problem-Solving	Recall and sequence the STEP problem-solving process	5.3.HR
Unit 4: Problem-Solving	Manage strong emotions to feel calm before solving problems and demonstrate speaking up for one's self when solving a problem	5.1.PF, 5.2.MH, 5.3.HR, 5.3.PF
Unit 4: Problem-Solving	Generate solutions and consider when, where, and who for implementation	5.3.HR, 5.7.CE
Unit 4: Problem-Solving	State each person's wants without blame	5.3.HR
Unit 4: Problem-Solving	Generate multiple solutions	5.3.HR
Unit 4: Problem-Solving	Identify each person's point of view, wants, and needs	5.3.HR
Unit 4: Problem-Solving	State the problem respectfully from each person's point of view	5.3.HR, 5.7.CE



Unit 4: Problem-Solving	Explore outcomes for each solution and evaluate if they're fair, safe, and respectful	5.3.HR, 5.7.CE
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6–8 Grade Band (Core Units)

6–8 Alignment Snapshot (total links per unit)

Unit	Total Links
Unit 1: Mindsets & Goals	22
Unit 2: Developing a Positive Sense of Self	31
Unit 3: Thoughts, Emotions & Decisions	43
Unit 4: Managing Relationships & Social Conflict	34

6–8 Mapping

Unit	Program Skills and Concepts	MA Standard Code(s)
Unit 1: Mindsets & Goals	Practice persistence when facing a challenge	8.2.MH, 8.2.PF, 8.7.MH
Unit 1: Mindsets & Goals	Explore how persistence and motivation contribute to building a supportive community	8.2.MH, 8.2.PF
Unit 1: Mindsets & Goals	Understand how motivation affects effort and persistence	8.2.MH, 8.2.PF
Unit 1: Mindsets & Goals	Identify factors that influence motivation and learning	8.2.MH, 8.2.PF
Unit 1: Mindsets & Goals	Recognize how motivation and persistence contribute to developing interests, skills, and abilities	8.2.MH, 8.2.PF



Unit 1: Mindsets & Goals	Develop strategies to improve motivation	8.2.MH, 8.2.PF
Unit 1: Mindsets & Goals	Evaluate motivation strategies for long-term success	8.2.MH, 8.2.PF, 8.7.MH
Unit 1: Mindsets & Goals	Identify how music can be a motivator in challenging times	8.2.MH, 8.2.PF
Unit 1: Mindsets & Goals	Describe what happens in their brains when they try something new	8.2.MH, 8.2.PF
Unit 1: Mindsets & Goals	Name new strategies they can try when they're having trouble learning something new	8.2.MH, 8.2.PF
Unit 2: Developing a Positive Sense of Self	Describe agency and how it appears in life	8.2.MH, 8.2.PF, 8.2.SH, 8.3.PF, 8.5.CE
Unit 2: Developing a Positive Sense of Self	Understand different sources of confidence	8.1.HR
Unit 2: Developing a Positive Sense of Self	Practice strategies to build confidence	8.1.PS
Unit 2: Developing a Positive Sense of Self	Make an actionable plan to build confidence	8.1.HR
Unit 2: Developing a Positive Sense of Self	Recognize how past success builds confidence	8.2.PF, 8.5.CE
Unit 2: Developing a Positive Sense of Self	Apply confidence-building strategies in real-life situations	8.1.PF, 8.1.PS, 8.1.SH, 8.2.MH, 8.2.PF, 8.3.HR
Unit 2: Developing a Positive Sense of Self	Reflect on how agency and confidence lead to personal growth	8.2.PF, 8.5.PS, 8.7.PS



Unit 2: Developing a Positive Sense of Self	Identify what guiding principles are and where they come from	8.1.SH, 8.3.MH
Unit 2: Developing a Positive Sense of Self	Use a process to identify at least one of their own guiding principles	8.1.PS, 8.3.MH
Unit 2: Developing a Positive Sense of Self	Describe how they can use their guiding principles to make decisions	8.1.PS, 8.1.SH, 8.1.SU, 8.2.MH, 8.2.PF, 8.2.SH, 8.3.PF, 8.5.CE
Unit 3: Thoughts, Emotions & Decisions	Recognize the signs of stress and anxiety	8.2.MH, 8.3.MH, 8.4.PF, 8.6.MH
Unit 3: Thoughts, Emotions & Decisions	Recognize that some stress can be positive	8.2.MH, 8.3.MH, 8.4.PF, 8.6.MH
Unit 3: Thoughts, Emotions & Decisions	Apply stress-management strategies to cope	8.1.PF, 8.2.MH, 8.3.MH, 8.4.PF, 8.6.MH
Unit 3: Thoughts, Emotions & Decisions	Evaluate the effectiveness of personal stress strategies	8.2.MH, 8.3.MH, 8.4.PF, 8.6.MH, 8.7.MH
Unit 3: Thoughts, Emotions & Decisions	Recognize when to seek help during stressful times	8.2.MH, 8.2.PF, 8.3.MH, 8.4.PF, 8.6.MH
Unit 3: Thoughts, Emotions & Decisions	Develop a personal stress-management plan	8.2.MH, 8.3.MH, 8.4.PF, 8.6.MH
Unit 3: Thoughts, Emotions & Decisions	Use self-reflection to improve emotion regulation	8.2.MH, 8.3.MH, 8.4.PF
Unit 3: Thoughts, Emotions & Decisions	Describe why emotions matter in their lives	8.2.MH, 8.3.MH, 8.4.PF, 8.6.MH
Unit 3: Thoughts, Emotions & Decisions	Describe what happens in their brains when they feel a strong emotion	8.2.MH, 8.3.MH, 8.4.PF



Unit 3: Thoughts, Emotions & Decisions	Describe how strong emotions can influence the decisions they make	8.2.MH, 8.2.PF, 8.3.MH, 8.3.PF, 8.4.PF, 8.6.MH
Unit 4: Managing Relationships & Social Conflict	Recognize the signs of healthy and unhealthy relationships	8.1.PS, 8.3.HR, 8.3.PF
Unit 4: Managing Relationships & Social Conflict	Treat others with respect despite differing values and opinions	8.3.HR, 8.3.MH, 8.3.PF, 8.7.MH
Unit 4: Managing Relationships & Social Conflict	Practice perspective-taking to understand others' feelings and needs	8.3.HR, 8.3.MH, 8.3.PF, 8.7.MH
Unit 4: Managing Relationships & Social Conflict	Apply the four-step conflict resolution process	8.1.PF, 8.1.PS, 8.3.HR, 8.3.PF
Unit 4: Managing Relationships & Social Conflict	Make amends when a relationship has been damaged	8.1.PS, 8.3.HR, 8.3.PF
Unit 4: Managing Relationships & Social Conflict	Build and maintain healthy relationships through values and communication	8.1.PS, 8.3.HR, 8.3.PF
Unit 4: Managing Relationships & Social Conflict	Describe the changes they've gone through and how those changes affect relationships	8.1.PS, 8.2.PF, 8.3.HR, 8.3.PF
Unit 4: Managing Relationships & Social Conflict	Identify actions that escalate conflicts and determine ways to prevent conflicts from becoming more serious	8.3.HR, 8.3.PF
Unit 4: Managing Relationships & Social Conflict	Examine social conflicts from multiple perspectives so they can resolve minor conflicts	8.1.PS, 8.3.HR, 8.3.PF



Unit 4: Managing Relationships & Social Conflict	Apply conflict-management strategies when values and perspectives differ	8.1.PF, 8.1.PS, 8.3.HR, 8.3.PF
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6–8 Grade Band (Optional Unit: Recognizing Bullying & Harassment)

6–8 Recognizing Bullying & Harassment Unit — Alignment Snapshot (total links per unit)

Unit	Total Links
Recognizing Bullying & Harassment	143

6–8 Recognizing Bullying & Harassment Unit — Mapping

Unit	Program Skills and Concepts	MA Standard Code(s)
Recognizing Bullying & Harassment	Define bullying and name types of bullying	8.1.HR, 8.1.PS, 8.3.HR, 8.5.PS, 8.7.PS, 8.7.SH
Recognizing Bullying & Harassment	Identify physical, verbal, and relational bullying	8.1.PS, 8.1.SH, 8.3.HR, 8.5.PS, 8.7.PS, 8.7.SH
Recognizing Bullying & Harassment	Recognize the differences between bullying and joking by considering intent, repetition, and impact	8.1.PS, 8.3.HR, 8.3.SH, 8.5.PS, 8.7.PS, 8.7.SH
Recognizing Bullying & Harassment	Explain effects of bullying and recognize signs of distress in peers	8.1.PS, 8.3.HR, 8.3.MH, 8.3.SH, 8.5.PS, 8.7.PS, 8.7.SH
Recognizing Bullying & Harassment	Respond to online bullying with safe strategies	8.1.PS, 8.3.HR, 8.5.PS, 8.7.PS, 8.7.SH
Recognizing Bullying & Harassment	Use upstander strategies, such as supporting the target, speaking up, and getting help	8.1.HR, 8.1.PS, 8.3.HR, 8.5.PS, 8.7.PS, 8.7.SH
Recognizing Bullying & Harassment	Assess risk and choose safety-first upstander responses	8.1.PS, 8.3.HR, 8.5.PS, 8.7.PS, 8.7.SH



Recognizing Bullying & Harassment	Define harassment and distinguish it from bullying	8.1.HR, 8.1.PS, 8.3.HR, 8.5.PS, 8.7.PS, 8.7.SH
Recognizing Bullying & Harassment	Define sexual harassment and differentiate between flirting and harassment	8.1.HR, 8.1.PS, 8.1.SH, 8.2.SH, 8.3.HR, 8.3.SH, 8.5.PS, 8.6.SH, 8.7.PS, 8.7.SH
Recognizing Bullying & Harassment	Recognize behaviors that constitute harassment	8.1.PS, 8.2.SH, 8.3.HR, 8.5.PS, 8.5.SH, 8.7.PS, 8.7.SH
Recognizing Bullying & Harassment	Describe effects of harassment and identify supports and why victims underreport	8.1.PS, 8.1.SH, 8.2.SH, 8.3.HR, 8.5.PS, 8.7.PS, 8.7.SH
Recognizing Bullying & Harassment	Recognize and challenge harassment based on stereotypes	8.1.PS, 8.3.HR, 8.5.PS, 8.7.PS, 8.7.SH
Recognizing Bullying & Harassment	Explain students' rights to be protected from harassment and students' responsibilities to create a harassment-free school environment	8.1.PS, 8.2.SH, 8.3.HR, 8.3.SH, 8.5.PS, 8.5.SH, 8.7.PS, 8.7.SH
Recognizing Bullying & Harassment	Create persuasive public service announcements that define harassment and its effects, rights, and resources	8.1.PS, 8.3.HR, 8.5.PS, 8.7.PS, 8.7.SH
Recognizing Bullying & Harassment	Recognize gaps between personal beliefs and normalized harmful behaviors	8.1.PS, 8.1.SH, 8.2.SH, 8.3.HR, 8.3.SH, 8.5.PS, 8.5.SH, 8.7.PS, 8.7.SH
Recognizing Bullying & Harassment	Identify social factors that enable bullying	8.1.PS, 8.1.SH, 8.2.SH, 8.3.HR, 8.3.PF, 8.5.PS, 8.5.SH, 8.7.PS, 8.7.SH



Recognizing Bullying & Harassment	Identify environmental factors and map school hotspots to inform change	8.1.PS, 8.1.SH, 8.2.SH, 8.3.HR, 8.3.SH, 8.5.PS, 8.7.PS, 8.7.SH
Recognizing Bullying & Harassment	Use disruption strategies to challenge harmful norms and behaviors	8.1.HR, 8.1.PS, 8.2.SH, 8.3.HR, 8.5.PS, 8.5.SH, 8.7.PS, 8.7.SH
Recognizing Bullying & Harassment	Practice inclusive actions to reduce exclusion and bias	8.1.PS, 8.3.HR, 8.5.PS, 8.7.PS, 8.7.SH
Recognizing Bullying & Harassment	Ask for policy or environmental changes and engage adults as partners	8.1.PS, 8.3.HR, 8.5.PS, 8.6.SH, 8.7.PS, 8.7.SH
Recognizing Bullying & Harassment	Design and present a plan to disrupt social and environmental factors	8.1.PS, 8.2.SH, 8.3.HR, 8.3.PF, 8.5.PS, 8.5.SH, 8.7.MH, 8.7.PS, 8.7.SH



9–12 Grade Band

9–12 Alignment Snapshot (total links per pathway)

Pathway	Total Links
Pathway 1: Belonging & Connection	22
Pathway 2: Confidence & Capability	34
Pathway 3: Agency & Opportunity	34
Pathway 4: Well-Being & Community	66

9–12 Mapping Pathway	Program Skills and Concepts	MA Standard Code(s)
Pathway 1: Belonging & Connection	Co-creating shared expectations that contribute to belonging	12.1.HR, 12.3. MH, 12.3.PF
Pathway 1: Belonging & Connection	Connecting and collaborating with peers to build community	12.3.HR, 12.3.MH, 12.6.MH
Pathway 1: Belonging & Connection	Practicing empathy while building relationships with peers	12.1.HR, 12.3.HR, 12.3.MH
Pathway 1: Belonging & Connection	Communicating effectively and sincerely with educators	12.3.HR
Pathway 1: Belonging & Connection	Using voice to make change in the school community	12.3.HR, 12.3.MH, 12.6.MH
Pathway 1: Belonging & Connection	Recognizing teens overestimate the amount of attention they receive	12.3.MH



Pathway 1: Belonging & Connection	Practicing digital citizenship to analyze digital communications online and in social media	12.2.PF, 12.2.PS, 12.3.HR, 12.3.PF, 12.4.PF, 12.5.PF
Pathway 1: Belonging & Connection	Learning and practicing relationship-repair strategies	12.1.HR
Pathway 1: Belonging & Connection	Understanding how to avoid making assumptions about others	12.3.HR
Pathway 2: Confidence & Capability	Participating in defining success criteria	12.1.PF
Pathway 2: Confidence & Capability	Expanding and using social networks	12.2.PF, 12.3.HR, 12.3.PF, 12.4.PF, 12.5.PF
Pathway 2: Confidence & Capability	Analyzing social media messages using media literacy skills	12.2.PF, 12.2.PS, 12.3.HR, 12.3.PF, 12.4.PF, 12.5.PF
Pathway 2: Confidence & Capability	Practicing digital citizenship strategies to balance time spent online	12.2.PS
Pathway 2: Confidence & Capability	Persisting to master learning objectives	12.1.PF
Pathway 2: Confidence & Capability	Collaborating with peers to learn together	12.3.MH
Pathway 2: Confidence & Capability	Using feedback and resources to meet success criteria	12.6.PF
Pathway 2: Confidence & Capability	Practicing communication and college- and career-readiness skills by solving real-world problems	12.3.HR



Pathway 2: Confidence & Capability	Practicing college- and career-readiness skills by designing their personal brand	12.2.PF
Pathway 2: Confidence & Capability	Applying real-world problem-solving skills to manage time	12.2.PH
Pathway 2: Confidence & Capability	Setting goals and visualizing steps to achieve them	12.2.MH, 12.2.PF, 12.6.PF
Pathway 2: Confidence & Capability	Applying real-world problem-solving skills to improve time-management strategies	12.2.PH
Pathway 2: Confidence & Capability	Reflecting on the learning process	12.7.SH
Pathway 2: Confidence & Capability	Applying knowledge of what is in your control to anticipate or overcome obstacles when pursuing a goal	12.2.MH, 12.2.PF, 12.6.PF
Pathway 2: Confidence & Capability	Applying strategies for overcoming negative thoughts	12.2.MH
Pathway 2: Confidence & Capability	Applying reframing strategies to overcome obstacles	12.2.MH
Pathway 2: Confidence & Capability	Planning and adjusting plans to meet weekly goals	12.2.MH, 12.2.PF, 12.6.PF
Pathway 2: Confidence & Capability	Practicing giving and receiving feedback with peers	12.3.MH
Pathway 2: Confidence & Capability	Analyzing and improving actions to support digital wellness	12.2.PS, 12.3.PF



Pathway 3: Agency & Opportunity	Directing learning by making choices about what and how to learn	12.3.MH
Pathway 3: Agency & Opportunity	Analyzing and solving real-world problems with computational thinking	12.3.HR, 12.3.PF
Pathway 3: Agency & Opportunity	Exploring how algorithms influence digital content and identifying strategies to improve online experiences	12.2.PF, 12.2.PS, 12.3.PF
Pathway 3: Agency & Opportunity	Exploring career paths that connect with personal goals and strengths	12.2.MH, 12.2.PF, 12.3.MH, 12.6.PF
Pathway 3: Agency & Opportunity	Applying collaborative routines and protocols during academic discussions	12.3.PF
Pathway 3: Agency & Opportunity	Providing educators with actionable feedback to improve learning conditions	12.3.PF
Pathway 3: Agency & Opportunity	Analyzing their own learning and leading discussions about learning with families	12.7.SH
Pathway 3: Agency & Opportunity	Demonstrating a real-world skill by designing a passion project	12.7.SH
Pathway 3: Agency & Opportunity	Identifying, developing, and appreciating strengths	12.7.SH
Pathway 3: Agency & Opportunity	Understanding how strengths can affect relationships	12.2.PF, 12.2.PH, 12.3.MH, 12.6.HR



Pathway 3: Agency & Opportunity	Understanding how collective strengths help build community	12.3.HR, 12.3.MH, 12.6.HR, 12.6.MH
Pathway 3: Agency & Opportunity	Understanding how collective strengths contribute to the school community	12.3.HR, 12.3.MH, 12.6.MH, 12.7.CE
Pathway 3: Agency & Opportunity	Teaching peers about a topic to build confidence and communication skills	12.3.HR, 12.3.PF
Pathway 3: Agency & Opportunity	Practicing communicating strengths, interests, and future goals with mock interviews to prepare for college and career	12.2.MH, 12.2.PF, 12.6.PF
Pathway 3: Agency & Opportunity	Experimenting with personally relevant topics and interests	12.7.SH
Pathway 4: Well-Being & Community	Identifying when mind breaks are necessary and using them to improve engagement and performance	12.3.MH, 12.6.MH
Pathway 4: Well-Being & Community	Analyzing scenarios to understand their digital footprint	12.2.PS, 12.3.HR, 12.3.MH, 12.3.PF, 12.6.MH, 12.6.PF
Pathway 4: Well-Being & Community	Managing difficult emotions and distractions using refocusing strategies	12.2.MH, 12.3.HR, 12.3.MH, 12.3.PF, 12.6.MH, 12.6.PF
Pathway 4: Well-Being & Community	Navigating strong emotions using various strategies	12.1.HR, 12.2.MH, 12.3.HR, 12.3.MH, 12.3.PF, 12.6.MH, 12.6.PF



Pathway 4: Well-Being & Community	Navigating strong emotions using focusing strategies	12.2.MH, 12.3.HR, 12.3.MH, 12.3.PF, 12.6.MH, 12.6.PF
Pathway 4: Well-Being & Community	Practicing digital citizenship skills by examining emotional responses to online photos	12.2.MH, 12.2.PS, 12.3.HR, 12.3.MH, 12.6.MH, 12.6.PF
Pathway 4: Well-Being & Community	Demonstrating compassion for self and others	12.3.HR, 12.3.MH, 12.6.MH
Pathway 4: Well-Being & Community	Defining and understanding emotions	12.2.MH, 12.3.HR, 12.3.MH, 12.3.PF, 12.4.PF, 12.6.MH, 12.6.PF
Pathway 4: Well-Being & Community	Fostering, sharing, and visualizing positive emotions through shared experiences	12.2.MH, 12.3.HR, 12.3.MH, 12.3.PF, 12.6.MH, 12.6.PF
Pathway 4: Well-Being & Community	Collaborating with peers to overcome learning challenges	12.3.HR, 12.3.MH, 12.6.MH
Pathway 4: Well-Being & Community	Understanding that what is considered “normal” can vary from person to person	12.3.HR, 12.3.MH, 12.6.MH
Pathway 4: Well-Being & Community	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	12.2.MH, 12.3.HR, 12.3.MH, 12.6.MH
Pathway 4: Well-Being & Community	Reframing difficult situations with positive self-talk	12.2.MH, 12.3.HR, 12.3.MH, 12.6.MH
Pathway 4: Well-Being & Community	Practicing gratitude regularly	12.3.HR, 12.3.MH, 12.6.MH