

ALIGNMENT CROSSWALK

Second Step® Digital Programs ↔ Minnesota SEL Competencies

Grade bands K–3, 4–5, 6–8, and 9–12

Purpose

This crosswalk maps the Minnesota Department of Education’s K–12 Social and Emotional Learning (SEL) Competencies against the Second Step® Digital Programs K–12 Scope and Sequence (Committee for Children, 2025). The Minnesota SEL Competencies are organized into five domains—Relationship Skills, Self-Awareness, Self-Management, Social Awareness, and Responsible Decision-Making—with fourteen Learning Goals across those domains, each broken into grade-banded benchmarks (199 in total). For every Learning Goal in every grade band, this document identifies the Second Step units and representative lessons that address it, rates the alignment, and explains how the program supports the competency. The goal is to show where Second Step programs can serve as primary evidence for the Minnesota SEL Competencies and where additional resources are needed.

How the Alignment Was Determined

Minnesota grade bands were matched to Second Step grades as follows: Kindergarten–Grade 3 to Second Step content for Grades K, 1, 2, and 3; Grades 4–5 to Grades 4 and 5; Grades 6–8 to Grades 6, 7, and 8; and Grades 9–12 to the four Second Step® High School pathways (Belonging & Connection, Confidence & Capability, Agency & Opportunity, and Well-Being & Community). Alignment reflects the substance of the learning objectives in both documents, not surface wording. Because Second Step programs are social-emotional learning programs, alignment is strongest for the emotion, character, resilience, and interpersonal benchmarks and is intentionally rated “Not addressed” where Second Step programs do not teach the relevant content (for example, cultural/linguistic-asset identification, negotiation, or emergency help-seeking).

Reading the Content Column

The Aligned Second Step® Content column lists every aligning lesson by its exact title. Codes read as follows. For Kindergarten–Grade 8, the format is Grade–Unit–Lesson: K for Kindergarten or G1–G8 for the grade, U for the unit, and L for the lesson—so “G6U2L9 Your Guiding Principles” is Grade 6, Unit 2, Lesson 9. For Grades 9–12, Second Step High School is organized into four pathways, each with three Collections, so the format is Pathway–Collection–Grade: P1–P4 for the pathway, C1–C3 for the collection, and G9–G12 for the grade-level student activity—so “P2C1G11 Professional Problem-Solving” is Pathway 2, Collection 1, the Grade 11 activity. A small number of high school entries reference schoolwide or educator practices rather than student activities; these use the suffix -SW or -ED (for example, “P3C2-SW2 Town Hall”). Because Second Step High School is a pathway-and-practice model rather than a graded lesson-objective curriculum, high school ratings skew toward Moderate: benchmarks are touched through activities and practices rather than taught to mastery via lesson objectives.

Alignment Strength Key

Full	Second Step digital programs provide explicit, sustained instruction that directly targets the benchmark(s) at comparable depth. Educators can treat these lessons as primary evidence.
Moderate	Second Step content substantially supports the benchmark(s) through related lessons, activities, or practices at lesser depth or breadth. Some elements may need a brief supplement.
Not addressed	Second Step digital programs contribute foundational dispositions only or have no direct lesson objective targeting the benchmark(s). Districts should pair Second Step with another resource for these benchmarks.

At-a-Glance Alignment Matrix

Each cell shows the aggregate strength of alignment between a Minnesota SEL Learning Goal and Second Step® content for that grade band. The aggregate rating reflects the ratings of the individual benchmarks within that Learning Goal at that band; per-benchmark detail is provided in the accompanying workbook. Detailed evidence for each Learning Goal follows in the grade-band sections below.

SEL Domain / Learning Goal	K-3	4-5	6-8	9-12
Relationship Skills				
LG1: Demonstrates a range of communication and social skills to interact effectively	Full	Full	Full	Full
LG2: Cultivates constructive relationships with others	Full	Moderate	Full	Moderate
LG3: Identifies and demonstrates approaches to addressing interpersonal conflict	Full	Moderate	Full	Moderate
Self-Awareness				
LG1: Demonstrates an awareness and understanding of own emotions	Full	Full	Full	Full
LG2: Demonstrates awareness of personal strengths, challenges, aspirations and cultural, linguistic, and community assets	Moderate	Moderate	Full	Full
LG3: Demonstrates awareness of personal rights and responsibilities	Moderate	Moderate	Full	Moderate
Self-Management				
LG1: Demonstrates the skills to manage and express one’s emotions, thoughts, impulses and stress in constructive ways	Full	Full	Full	Moderate
LG2: Demonstrates the skills to set, monitor, adapt, achieve and evaluate goals	Moderate	Full	Full	Moderate
Social Awareness				
LG1: Demonstrates awareness of and empathy for individuals, their emotions, experiences and perspectives through a cross-cultural lens	Full	Full	Full	Full
LG2: Demonstrates awareness and respect of groups and their cultures, languages, identities, traditions, values and histories	Full	Moderate	Moderate	Moderate
LG3: Demonstrates awareness of how individuals and groups cooperate toward achieving common goals and ideals	Moderate	Full	Moderate	Moderate
LG4: Demonstrates awareness of external supports and when supports are needed	Full	Moderate	Moderate	Moderate
Responsible Decision-Making				
LG1: Considers ethical standards, social and community norms and safety concerns in making decisions	Moderate	Moderate	Moderate	Moderate
LG2: Applies and evaluates decision-making skills to engage in a variety of situations	Full	Full	Full	Full

Grade Band K–3

Minnesota SEL Learning Goals compared with Second Step® content for Grades K, 1, 2, and 3 (Units: Growth Mindset & Goal-Setting, Emotion Management, Empathy & Kindness, Problem-Solving).

SEL Domain / Learning Goal	Minnesota Benchmarks (This Band)	Aligned Second Step® Content (Every Aligning Lesson)	Alignment	How Second Step® Content Supports the Learning Goal
Relationship Skills				
LG1 Demonstrates a range of communication and social skills to interact effectively	- Take turns and share with others. - Use facial expressions, body language and tone to effectively communicate thoughts, feelings, emotions and intentions. - Practice sharing genuine encouraging comments to support peers. - Listen to others when they are speaking.	KU1L1 We Watch. We Listen. We Think. KU1L3 Mistakes Are Okay! KU1L5 Let's Practice and Learn! KU2L10 What Are They Feeling? KU3L13 Showing Kindness KU4L19 Taking Turns and Sharing G1U1L1 Time to Pay Attention G1U1L4 Helpful Thoughts G1U2L6 Noticing Feelings G1U2L10 Noticing Clues G3U2L10 Strength of Feelings G3U3L14 Asking Questions	Full	Directly teaches 4 of the 4 benchmark skill(s) in this Learning Goal. Representative evidence: Turn-taking and sharing taught directly.
LG2 Cultivates constructive relationships with others	- Identify the qualities others, such as friends, have that you would like to see in yourself. - Demonstrate ability to develop positive peer relationships based on shared activities/interests.	KU3L14 Kindness at School G3U3L11 Kindness and Friendship G3U3L12 Building a Friendship	Full	Directly teaches 1 of the 2 benchmark skills in this Learning Goal. 1 benchmark touched through related lessons, activities, or practices at lesser depth. Representative evidence: Developing positive peer relationships via shared kindness/friendship.
LG3 Identifies and demonstrates approaches to addressing interpersonal conflict	- Describe what conflict is and feelings associated with it. - Demonstrate understanding of the other's point of view when there is conflict. - Identify potential solutions to the conflict.	KU2L8 Sometimes We Feel Mad KU4L16 We Can Say the Problem KU4L17 Ready to Solve Problems G2U4L16 The Way to Say a Problem G2U4L17 Thinking of Solutions G3U4L17 S: Say the Problem G3U4L18 T: Think and E: Explore G3U4L19 P: Pick a Solution	Full	Directly teaches 2 of the 3 benchmark skills in this Learning Goal. 1 benchmark touched through related lessons, activities, or practices at lesser depth. Representative evidence: Understanding others' wants/needs in conflict.
Self-Awareness				
LG1 Demonstrates an awareness and understanding of own emotions	- Recognize and label their emotions and feelings. - Identify positive and negative emotions. - Identify emotions related to different situations or events.	KU2L6 Sometimes We Feel Happy KU2L7 Sometimes We Feel Sad KU2L8 Sometimes We Feel Mad KU2L10 What Are They Feeling? G1U2L6 Noticing Feelings G2U2L9 Different Feelings G2U2L10 How Do You Feel? G3U2L7 How Angry? G3U2L9 How Happy?	Full	Directly teaches 3 of the 3 benchmark skills in this Learning Goal. Representative evidence: Recognizing and labeling emotions.
LG2 Demonstrates awareness of personal strengths, challenges, aspirations and cultural, linguistic, and community assets	- Describe an activity/task in which they may need help in order to be successful. - Identify family, peer, school, community, cultural, and linguistic strengths.	KU2L9 We Can Feel Calm G1U1L3 You Did It! G2U1L1 How to Get Good at Something	Moderate	1 benchmark touched through related lessons, activities, or practices at lesser depth. 1 benchmark not meaningfully addressed by Second Step lesson objectives at this band. Representative evidence: Help-seeking and skill-building; asking when needing help with a task is Moderate.
LG3 Demonstrates awareness of personal rights and responsibilities	- Describe what it feels like to feel safe and respected. - Explain positive and negative consequences for their choices and actions. - Demonstrate responsibility in taking care of their own belongings. - Demonstrate responsibility when using others' belongings, e.g., asking permission and taking care of the belongings.	KU3L11 We Can Be Kind KU3L13 Showing Kindness KU3L14 Kindness at School KU4L18 Apologizing Can Help KU4L19 Taking Turns and Sharing G1U4L19 We Can Make It Better G2U2L9 Different Feelings G2U4L18 Which Solution?	Moderate	3 benchmarks touched through related lessons, activities, or practices at lesser depth. 1 benchmark not meaningfully addressed by Second Step lesson objectives at this band. Representative evidence: Safety/respect via kindness and respectful interaction.
Self-Management				
LG1 Demonstrates the skills to manage and express one's emotions, thoughts, impulses and stress in constructive ways	- Demonstrate calming strategies in order to manage emotions, thoughts, impulses and stress. - Describe how feelings relate to thoughts and behaviors. - Recognize that they have choices in their behaviors. - Recognize the importance of not giving up (perseverance).	KU1L3 Mistakes Are Okay! KU1L4 Practice Makes Better KU2L9 We Can Feel Calm KU4L17 Ready to Solve Problems G1U1L4 Helpful Thoughts G1U1L5 We Can Do It! G1U2L8 Feeling Calm G2U1L3 Helpful and Unhelpful Thoughts G2U1L4 We Can Change Our Thoughts G2U1L5 Learn and Get Better G2U2L8 Help Yourself Feel Better G3U1L2 Getting Better with Practice G3U2L8 Take a Break	Full	Directly teaches 3 of the 4 benchmark skills in this Learning Goal. 1 benchmark touched through related lessons, activities, or practices at lesser depth. Representative evidence: Calming strategies (breathing, breaks).
LG2 Demonstrates the skills to set, monitor, adapt, achieve and evaluate goals	- Identify personal goals with assistance from an adult. - Monitor progress towards personal goals with assistance from an adult. - Describe and implement simple steps necessary to achieve short-term goals. - Identify personal resources to achieve goals. - Demonstrate the ability to receive and act on feedback.	G1U1L4 Helpful Thoughts G2U1L1 How to Get Good at Something G2U1L2 What Mistakes Tell Us G3U1L3 More Than Practice G3U1L4 Planning for Practice G3U1L5 Make a Practice Plan	Moderate	Directly teaches 2 of the 5 benchmark skills in this Learning Goal. 3 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Adult-supported goal/plan-setting.
Social Awareness				
LG1 Demonstrates awareness of and empathy for individuals, their emotions, experiences and perspectives through a cross-cultural lens	- Identify a range of emotional expressions in others, e.g., by facial expression or tone of voice. - Recognize that others may experience situations differently from them. - Anticipate reactions in others in response to a specific situation.	KU2L6 Sometimes We Feel Happy KU2L7 Sometimes We Feel Sad KU2L8 Sometimes We Feel Mad KU2L10 What Are They Feeling? G1U2L6 Noticing Feelings G1U2L10 Noticing Clues	Full	Directly teaches 3 of the 3 benchmark skills in this Learning Goal. Representative evidence: Identifying emotional expressions in others.

SEL Domain / Learning Goal	Minnesota Benchmarks (This Band)	Aligned Second Step® Content (Every Aligning Lesson)	Alignment	How Second Step® Content Supports the Learning Goal
		G2U2L9 Different Feelings G2U2L10 How Do You Feel?		
LG2 Demonstrates awareness and respect of groups and their cultures, languages, identities, traditions, values and histories	- Describe ways that people are similar and different. - Describe positive qualities in others. - Use respectful language and actions when dealing with conflict or differences of opinions.	KU1L3 Mistakes Are Okay! KU3L11 We Can Be Kind G1U4L16 How to Say the Problem G2U2L9 Different Feelings G2U4L16 The Way to Say a Problem G3U3L11 Kindness and Friendship G3U3L13 My Kind of Kindness G4U3L11 The Same, But Different G6U4L23 Respectful Communication	Full	Directly teaches 3 of the 3 benchmark skills in this Learning Goal. Representative evidence: People are similar and different.
LG3 Demonstrates awareness of how individuals and groups cooperate toward achieving common goals and ideals	- Identify and execute responsibilities that contribute to their classroom. - Identify how they help others, e.g., feed the dog, share, or clean up when asked. - Express how they feel when they help others.	KU3L11 We Can Be Kind KU3L12 Why Kindness? KU3L14 Kindness at School KU4L19 Taking Turns and Sharing G1U3L11 The Power of Kind Acts G2U3L12 Empathy in Action	Moderate	Directly teaches 1 of the 3 benchmark skills in this Learning Goal. 2 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Identifying how they help others.
LG4 Demonstrates awareness of external supports and when supports are needed	- Explain situations when students may need help. - Understand how and where to get help in an emergency situation.	KU2L9 We Can Feel Calm G1U4L18 Ask for What You Need	Full	Directly teaches 1 of the 2 benchmark skills in this Learning Goal. 1 benchmark not meaningfully addressed by Second Step lesson objectives at this band. Representative evidence: Explaining situations when help is needed.
Responsible Decision-Making				
LG1 Considers ethical standards, social and community norms and safety concerns in making decisions	- Identify and follow shared bus, classroom and school norms. - Identify and illustrate safe and unsafe behaviors. - Understand that decisions can have positive and negative effects on themselves and others.	KU3L14 Kindness at School KU4L18 Apologizing Can Help KU4L19 Taking Turns and Sharing G1U4L17 Was It an Accident? G2U4L18 Which Solution? G3U4L18 T: Think and E: Explore	Moderate	Directly teaches 1 of the 3 benchmark skills in this Learning Goal. 2 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Decisions have positive/negative effects on self and others.
LG2 Applies and evaluates decision-making skills to engage in a variety of situations	- Implement "Stop, Think and Act" strategy when making decisions. - Demonstrate cooperation with social and classroom norms and procedures. - Explain the consequences and rewards of actions on self, other, or group.	KU3L14 Kindness at School KU4L17 Ready to Solve Problems KU4L18 Apologizing Can Help KU4L19 Taking Turns and Sharing G1U4L19 We Can Make It Better G2U4L18 Which Solution? G3U4L16 STEP by Step G3U4L20 Solving a Problem	Full	Directly teaches 2 of the 3 benchmark skills in this Learning Goal. 1 benchmark touched through related lessons, activities, or practices at lesser depth. Representative evidence: Structured stop-think-act problem-solving (STEP).

Grade Band 4–5

Minnesota SEL Learning Goals compared with Second Step® content for Grades 4 and 5 (Units: Growth Mindset & Goal-Setting, Emotion Management, Empathy & Kindness, Problem-Solving).

SEL Domain / Learning Goal	Minnesota Benchmarks (This Band)	Aligned Second Step® Content (Every Aligning Lesson)	Alignment	How Second Step® Content Supports the Learning Goal
Relationship Skills				
LG1 Demonstrates a range of communication and social skills to interact effectively	- Recognize how groups behave differently than individuals and affect an individual's emotions, attitudes and behaviors. - Recognize how facial expressions, body language and tone impact interactions. - Demonstrate different ways to provide feedback to peers. - Use attentive listening skills to foster better communication.	G4U1L1 Setting a Good Class Goal G4U1L2 Making a Plan G4U3L12 Ask, Listen, Learn G4U3L13 Seeing It Differently G4U4L17 Saying It Respectfully G5U3L11 Empathy in the Community	Full	Directly teaches 2 of the 4 benchmark skills in this Learning Goal. 2 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Reading and adapting to others in communication.
LG2 Cultivates constructive relationships with others	- Recognize the difference between positive and negative relationships and identify behaviors that contribute to each. - Recognize the value of friendships with a variety of individuals. - Identify a problem in a relationship and know how to seek appropriate assistance, such as asking for peer mediation or adult assistance, etc. - Demonstrate capacity to engage in cooperative learning and working toward group learning goals with peers. - Distinguish between positive and negative peer pressure.	G4U1L1 Setting a Good Class Goal G4U1L2 Making a Plan G4U1L3 Checking Our Progress G4U3L11 The Same, But Different G4U3L15 A New Point of View G4U4L16 A Good Problem-Solver G4U4L17 Saying It Respectfully G5U3L11 Empathy in the Community G5U4L17 When? Where? Who?	Moderate	Directly teaches 2 of the 5 benchmark skills in this Learning Goal. 2 benchmarks touched through related lessons, activities, or practices at lesser depth. 1 benchmark not meaningfully addressed by Second Step lesson objectives at this band. Representative evidence: Valuing varied others via empathy and perspective.
LG3 Identifies and demonstrates approaches to addressing interpersonal conflict	- Identify conflicts as a natural part of life. - Demonstrate the ability to state the problem from multiple perspectives. - Identify solutions to interpersonal conflict that meet needs of self and others. - Demonstrate ability to state the problem using I- statements. - Understand differences between our intent and the impact of our actions/words.	G4U3L11 The Same, But Different G4U3L14 Changing Your Mind G4U3L15 A New Point of View G4U4L16 A Good Problem-Solver G4U4L17 Saying It Respectfully G4U4L18 Exploring Outcomes G4U4L20 STEP into Problem-Solving G5U3L13 A Different Point of View G5U4L16 Beginning to STEP G5U4L18 Solutions Web	Moderate	Directly teaches 2 of the 5 benchmark skills in this Learning Goal. 3 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Stating the problem from multiple perspectives.
Self-Awareness				
LG1 Demonstrates an awareness and understanding of own emotions	- Develop more complex vocabulary to communicate their emotions and feelings. - Distinguish degrees of their own emotional intensity. - Recognize the connection between their thoughts, emotions, and behaviors. - Describe how they physically respond to emotion.	G4U2L6 The Balanced Brain G4U2L7 What Is Rethinking? G4U2L8 How to Rethink G5U2L6 Strong Emotions G5U2L7 What Is Stress? G5U2L8 Planning for Change	Full	Directly teaches 4 of the 4 benchmark skills in this Learning Goal. Representative evidence: Emotion vocabulary via strong-emotion and rethinking work.
LG2 Demonstrates awareness of personal strengths, challenges, aspirations and cultural, linguistic, and community assets	- Describe the personal strengths and assets they possess that make them successful members of their school and community. - Identify and explore opportunities to develop skills and talents. - Determine ways to use family, school and community resources to accomplish tasks.	G4U1L1 Setting a Good Class Goal G4U1L2 Making a Plan G5U1L1 Let's Dream Big! G5U1L2 The Power of a Good Goal G5U1L3 Habits for Success! G5U1L4 Overcoming Obstacles	Moderate	Directly teaches 1 of the 3 benchmark skills in this Learning Goal. 2 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Identifying and developing skills/interests via goal-setting.
LG3 Demonstrates awareness of personal rights and responsibilities	- Define their role in ensuring safety and respect for others. - Accepting positive or negative consequences of their own choices and actions. - Identify areas of personal responsibility. - Explain the benefits of being responsible to self and others.	G4U1L1 Setting a Good Class Goal G4U1L4 Reflecting On Our Journey G4U4L18 Exploring Outcomes G5U1L5 Continuous Improvement G5U3L15 Your Solution G5U4L19 Let's Reflect	Moderate	4 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Contributing to classroom/community; explicit safety/respect role is Moderate.
Self-Management				
LG1 Demonstrates the skills to manage and express one's emotions, thoughts, impulses and stress in constructive ways	- Use coping skills such as calming down, walking away, self-talk, seeking help or mediation to manage their emotions and behaviors. - Use constructive ways of expressing their emotions, thoughts, impulses and stress such as through using I- statements. - Understand causes and effects of their emotions, thoughts, impulses, stress and distress. - Adapt for and overcome obstacles by demonstrating perseverance. - Analyze the relationship between your own ethical values—such as honesty, respect and integrity—and behavior.	G4U1L4 Reflecting On Our Journey G4U2L6 The Balanced Brain G4U2L8 How to Rethink G4U4L16 A Good Problem-Solver G4U4L17 Saying It Respectfully G4U4L19 A Good Solution G5U1L4 Overcoming Obstacles G5U1L5 Continuous Improvement G5U2L6 Strong Emotions G5U2L7 What Is Stress? G5U2L8 Planning for Change G5U2L9 What Can I Change? G5U4L19 Let's Reflect	Full	Directly teaches 3 of the 5 benchmark skills in this Learning Goal. 2 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Coping via rethinking and managing strong emotions.
LG2 Demonstrates the skills to set, monitor, adapt, achieve and evaluate goals	- Identify goals across multiple domains (e.g., academic, personal, and social). - Monitor progress toward goals across multiple domains. - Implement steps necessary to achieve their goals. - Identify internal and external resources necessary to overcome obstacles in meeting goals. - Demonstrate the ability to actively engage in a feedback loop.	G4U1L1 Setting a Good Class Goal G4U1L2 Making a Plan G4U1L3 Checking Our Progress G4U1L4 Reflecting On Our Journey G5U1L1 Let's Dream Big! G5U1L2 The Power of a Good Goal G5U1L3 Habits for Success! G5U1L4 Overcoming Obstacles	Full	Directly teaches 5 of the 5 benchmark skills in this Learning Goal. Representative evidence: Identifying goals (personal, academic, social).
Social Awareness				
LG1 Demonstrates awareness of and empathy for individuals, their emotions, experiences and perspectives through a cross-cultural lens	- Identify how their behavior affects the emotions of others. - Demonstrate respect for others' perspectives and point of views. - Identify verbal, physical or situational cues that indicate how others may feel.	G4U3L11 The Same, But Different G4U3L12 Ask, Listen, Learn G4U3L13 Seeing It Differently G4U3L14 Changing Your Mind G4U3L15 A New Point of View G4U4L17 Saying It Respectfully G5U3L13 A Different Point of View	Full	Directly teaches 3 of the 3 benchmark skills in this Learning Goal. Representative evidence: How one's behavior affects others' emotions/perspectives.

SEL Domain / Learning Goal	Minnesota Benchmarks (This Band)	Aligned Second Step® Content (Every Aligning Lesson)	Alignment	How Second Step® Content Supports the Learning Goal
LG2 Demonstrates awareness and respect of groups and their cultures, languages, identities, traditions, values and histories	- Describe benefits of personal qualities of others and why everyone shouldn't be the same. - Offer alternative ways for addressing conflict or differences of opinions with peers. - Identify contributions of various social and cultural groups. - Define and recognize examples of stereotyping, discrimination and prejudice.	G4U3L11 The Same, But Different G4U3L14 Changing Your Mind G4U4L18 Exploring Outcomes G4U4L19 A Good Solution G5U4L18 Solutions Web	Moderate	Directly teaches 1 of the 4 benchmark skills in this Learning Goal. 1 benchmark touched through related lessons, activities, or practices at lesser depth. 2 benchmarks not meaningfully addressed by Second Step lesson objectives at this band. Representative evidence: Offering alternative ways to address conflict/differences.
LG3 Demonstrates awareness of how individuals and groups cooperate toward achieving common goals and ideals	Identify and perform tasks that contribute to their school and community.	G5U3L11 Empathy in the Community G5U3L12 What's the Problem? G5U3L14 Community Solutions G5U3L15 Your Solution	Full	Directly teaches 1 of the 1 benchmark skill in this Learning Goal. Representative evidence: Tasks contributing to school and community.
LG4 Demonstrates awareness of external supports and when supports are needed	- Recognize qualities of positive peer and adult role models. - Distinguish situations when students need support versus when they don't. - Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	G4U4L16 A Good Problem-Solver G5U3L11 Empathy in the Community G5U3L15 Your Solution G5U4L17 When? Where? Who?	Moderate	2 benchmarks touched through related lessons, activities, or practices at lesser depth. 1 benchmark not meaningfully addressed by Second Step lesson objectives at this band. Representative evidence: Judging when support is needed versus not via problem-solving.
Responsible Decision-Making				
LG1 Considers ethical standards, social and community norms and safety concerns in making decisions	- Contribute to school safety by supporting classroom, lunchroom, and playground shared norms and rules. - Identify ways certain decisions or choices affect short- and long-term goals. - Identify positive and negative consequences of decisions for oneself and others.	G4U1L1 Setting a Good Class Goal G4U4L18 Exploring Outcomes G4U4L19 A Good Solution G5U1L3 Habits for Success! G5U1L4 Overcoming Obstacles G5U4L19 Let's Reflect	Moderate	Directly teaches 1 of the 3 benchmark skills in this Learning Goal. 2 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Positive/negative consequences of decisions for self and others.
LG2 Applies and evaluates decision-making skills to engage in a variety of situations	- Identify a variety of decisions/problems that students have at school. - Generate alternative solutions to their identified problems. - Assess consequences of possible solutions for the identified problems and demonstrate methods for reaching consensus or a decision. - Evaluate the results of their actions after making a decision.	G4U1L4 Reflecting On Our Journey G4U2L6 The Balanced Brain G4U4L16 A Good Problem-Solver G4U4L18 Exploring Outcomes G4U4L19 A Good Solution G5U1L5 Continuous Improvement G5U3L12 What's the Problem? G5U4L18 Solutions Web G5U4L19 Let's Reflect	Full	Directly teaches 4 of the 4 benchmark skills in this Learning Goal. Representative evidence: Identifying decisions/problems at school.

Grade Band 6–8

Minnesota SEL Learning Goals compared with Second Step® content for Grades 6, 7, and 8 (Units: Mindsets & Goals; Developing a Positive Sense of Self; Thoughts, Emotions & Decisions; Managing Relationships & Social Conflict).

SEL Domain / Learning Goal	Minnesota Benchmarks (This Band)	Aligned Second Step® Content (Every Aligning Lesson)	Alignment	How Second Step® Content Supports the Learning Goal
Relationship Skills				
LG1 Demonstrates a range of communication and social skills to interact effectively	- Understand the different roles in a group, such as leader, facilitator, and follower, and how these roles contribute to failure or success in group efforts. - Monitor how facial expressions, body language and tone impact interactions. - Students are able to respond with positive action steps from feedback. - Differentiate between passive, assertive and aggressive responses from others.	G6U1L3 Trying New Strategies G6U1L6 Monitoring Your Progress G6U1L7 Bringing It All Together G6U4L22 Considering Multiple Perspectives G6U4L23 Respectful Communication G7U1L7 Reflecting on Your If-Then Plan G7U4L20 What Makes a Conflict Escalate? G7U4L22 Conflicts and Perspectives G7U4L23 Resolving Conflict Part 1	Full	Directly teaches 2 of the 4 benchmark skills in this Learning Goal. 2 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Monitoring and adjusting communication and perspective in interaction.
LG2 Cultivates constructive relationships with others	- Demonstrate strategies for resisting negative peer pressure. - Identify and demonstrate ways to be involved in constructive, prosocial activities with others. - Understand the potential consequences of safe and unsafe behaviors in relationships. - Demonstrate ability to develop relationships with peers that are effective and supportive.	G6U3L19 Raising Awareness About Managing Emotions G6U4L20 You're Changing G6U4L26 Conflict Solvers G8U4L21 Values and Relationships G8U4L25 Unhealthy Relationships G8U4L26 Guide to Healthy Relationships	Full	Directly teaches 3 of the 4 benchmark skills in this Learning Goal. 1 benchmark touched through related lessons, activities, or practices at lesser depth. Representative evidence: Prosocial/constructive engagement via school action and relationships.
LG3 Identifies and demonstrates approaches to addressing interpersonal conflict	- Reflect on their role in conflict. - Identify how all parties in conflict might get their needs met—a win-win situation. - Apply conflict resolution skills to de-escalate, defuse, and resolve differences. - Identify positive support people to seek out in a conflict situation.	G6U4L20 You're Changing G6U4L21 Why Conflicts Escalate G6U4L24 Resolving Challenging Conflicts G6U4L26 Conflict Solvers G7U4L20 What Makes a Conflict Escalate? G7U4L24 Resolving Conflict Part 2 G7U4L25 Taking Responsibility for Your Actions G8U3L18 Changing Strategies and Getting Help G8U4L23 Finding the Best Solution	Full	Directly teaches 3 of the 4 benchmark skills in this Learning Goal. 1 benchmark touched through related lessons, activities, or practices at lesser depth. Representative evidence: Reflecting on one's role in conflict.
Self-Awareness				
LG1 Demonstrates an awareness and understanding of own emotions	- Recognize the importance of complex emotions, such as an indicator of a situation that needs attention. - Analyze their emotional states that contribute to or detract from their ability to problem-solve. - Assess emotional reactions in different contexts, such as face-to-face or through electronic communication.	G6U3L14 What Emotions Tell You G6U3L16 How Emotions Affect Your Decisions G6U3L17 Managing Your Emotions G7U3L14 Emotions Matter G7U3L15 Feel, Think, Do	Full	Directly teaches 2 of the 3 benchmark skill(s) in this Learning Goal. 1 benchmark(s) not meaningfully addressed by Second Step lesson objectives at this band. Representative evidence: Emotions signal situations needing attention.
LG2 Demonstrates awareness of personal strengths, challenges, aspirations and cultural, linguistic, and community assets	- Self-reflect to recognize their strengths to meet a need and/or address a challenge. - Identify and enhance an individual affinity/interest group, such as an extracurricular group or after-school group.	G8U2L8 Agency G8U2L9 Sources of Confidence G8U2L12 Agency and Confidence	Full	Directly teaches 1 of the 2 benchmark skills in this Learning Goal. 1 benchmark not meaningfully addressed by Second Step lesson objectives at this band. Representative evidence: Recognizing strengths to meet challenges (agency and confidence).
LG3 Demonstrates awareness of personal rights and responsibilities	- Demonstrate how to assert rights in a way that respects the rights of others. - Analyze the short- and long-term outcomes of choices and behavior. - Identify areas of control one has over situations in life. - Defines their responsibility for the outcomes of safe, risky or harmful behaviors.	G6U2L10 Making Decisions G6U2L11 Multiple Guiding Principles G6U2L12 Thinking Short-Term and Long-Term G6U4L23 Respectful Communication G6U4L25 Making Amends G7U4L25 Taking Responsibility for Your Actions G8U3L15 Where Does Stress Come From? G8U3L16 Can Stress Help You Grow? G8U4L25 Unhealthy Relationships G8U4L26 Guide to Healthy Relationships	Full	Directly teaches 2 of the 4 benchmark skills in this Learning Goal. 2 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Short- and long-term outcomes of choices (guiding principles).
Self-Management				
LG1 Demonstrates the skills to manage and express one's emotions, thoughts, impulses and stress in constructive ways	- Apply strategies to manage stress. - Evaluate the role attitudes play in being successful. - Evaluate how ethical values such as honesty, respect and integrity contribute to lifelong success and relationship building. - Apply strategies to motivate successful performance (perseverance).	G6U1L1 A Soundtrack for Success G6U3L17 Managing Your Emotions G7U1L6 Creating an If-Then Plan G8U1L2 Motivation G8U1L3 Motivation Factors 1 G8U1L5 Strategies for Motivation G8U1L6 Increasing Your Motivation G8U1L7 Your Motivation Plan G8U3L17 Strategies for Managing Stress G8U3L19 My Stress-Management Plan G8U4L20 My Values G8U4L21 Values and Relationships	Full	Directly teaches 3 of the 4 benchmark skills in this Learning Goal. 1 benchmark touched through related lessons, activities, or practices at lesser depth. Representative evidence: Stress-management strategies.
LG2 Demonstrates the skills to set, monitor, adapt, achieve and evaluate goals	- Connect goal-setting skills to academic, personal and civic success. - Monitor progress towards goals and adjust steps as needed. - Demonstrate the ability to balance and prioritize multiple goals. - Utilize internal and external resources to help achieve goals. - Demonstrate the ability to filter feedback from adults and peers.	G6U1L4 Making Goals Specific G6U1L5 Breaking Down Your Goals G6U1L6 Monitoring Your Progress G6U1L7 Bringing It All Together G7U1L4 Identifying Obstacles G7U1L5 Overcoming Obstacles G7U1L6 Creating an If-Then Plan G7U1L7 Reflecting on Your If-Then Plan G8U1L7 Your Motivation Plan	Full	Directly teaches 3 of the 5 benchmark skills in this Learning Goal. 2 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Goal-setting connected to academic success.
Social Awareness				
LG1 Demonstrates awareness of and empathy for individuals, their emotions, experiences and	- Analyze how their behavior affects the emotions of others, and determine ways to adjust accordingly. - Summarize another's point of view. - Predict others' feelings and perspectives in a variety of situations.	G6U4L22 Considering Multiple Perspectives G6U4L23 Respectful Communication G7U2L10 Influences on Self-Concept G7U2L11 Changes in Self-Concept	Full	Directly teaches 4 of the 4 benchmark skills in this Learning Goal. Representative evidence: Analyzing effect on others and adjusting.

SEL Domain / Learning Goal	Minnesota Benchmarks (This Band)	Aligned Second Step® Content (Every Aligning Lesson)	Alignment	How Second Step® Content Supports the Learning Goal
perspectives through a cross-cultural lens	Recognize the factors that impact how they are perceived by others.	G7U4L22 Conflicts and Perspectives G7U4L23 Resolving Conflict Part 1		
LG2 Demonstrates awareness and respect of groups and their cultures, languages, identities, traditions, values and histories	- Analyze how people of different groups can help one another and show appreciation for one another. - Describe ways that communities and cultures are similar and different. - Recognize how similarities and differences in cultural norms and social cues affect the way people interact. - Explain how decisions and behaviors of individuals affect the well-being of schools or communities.	G6U1L7 Bringing It All Together G6U3L19 Raising Awareness About Managing Emotions G6U4L23 Respectful Communication G7U4L22 Conflicts and Perspectives G7U4L23 Resolving Conflict Part 1 G8U4L20 My Values G8U4L21 Values and Relationships	Moderate	3 benchmarks touched through related lessons, activities, or practices at lesser depth. 1 benchmark not meaningfully addressed by Second Step lesson objectives at this band. Representative evidence: Groups helping/appreciating one another via collaboration.
LG3 Demonstrates awareness of how individuals and groups cooperate toward achieving common goals and ideals	- Explain how individual attitudes and behaviors affect the well-being of their school or community. - Learn about social movements, such as civil rights, abolition and suffrage, and the leaders of the movements and strategies. - Work collaboratively with peers to analyze and address a shared school initiative.	G6U3L19 Raising Awareness About Managing Emotions	Moderate	2 benchmarks touched through related lessons, activities, or practices at lesser depth. 1 benchmark not meaningfully addressed by Second Step lesson objectives at this band. Representative evidence: How individual attitudes/behaviors affect school well-being.
LG4 Demonstrates awareness of external supports and when supports are needed	- Apply qualities of positive peer and adult role models to self. - Recognize a situation when support was needed but students did not ask for it. - Analyze whether peers, school, and community members are supportive or non-supportive in accomplishing goals.	G8U2L10 How to Build Confidence 1 G8U2L11 How to Build Confidence 2 G8U3L18 Changing Strategies and Getting Help	Moderate	3 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Applying role-model qualities via confidence-building.
Responsible Decision-Making				
LG1 Considers ethical standards, social and community norms and safety concerns in making decisions	- Analyze the reasons for school rules and local laws and identify the ethical values and social norms they support. - Monitor how decision-making affects progress toward achieving a goal through reflection on past choices and social and community norms. - Recognize the effect of peer pressure on decision-making.	G6U1L6 Monitoring Your Progress G6U2L8 What Are Guiding Principles? G6U2L10 Making Decisions G6U2L12 Thinking Short-Term and Long-Term G8U4L25 Unhealthy Relationships	Moderate	Directly teaches 1 of the 3 benchmark skills in this Learning Goal. 2 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Monitoring how decisions affect goals via guiding principles and progress.
LG2 Applies and evaluates decision-making skills to engage in a variety of situations	- Identify and apply the steps of systematic decision-making, using creativity and innovation. - Gather additional information from multiple sources to generate alternative solutions. - Discuss alternatives in relation to multiple contextual factors. - Analyze how decision-making skills affect study habits and academic performance.	G6U2L10 Making Decisions G6U2L11 Multiple Guiding Principles G6U2L12 Thinking Short-Term and Long-Term G6U2L13 Using Your Guiding Principles G7U4L24 Resolving Conflict Part 2 G8U1L2 Motivation G8U1L6 Increasing Your Motivation G8U1L7 Your Motivation Plan G8U4L23 Finding the Best Solution	Full	Directly teaches 2 of the 4 benchmark skills in this Learning Goal. 2 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Systematic decision-making via the guiding-principles process.

Grade Band 9–12

Minnesota SEL Learning Goals compared with Second Step® content for high school pathways (Belonging & Connection, Confidence & Capability, Agency & Opportunity, Well-Being & Community).

SEL Domain / Learning Goal	Minnesota Benchmarks (This Band)	Aligned Second Step® Content (Every Aligning Lesson)	Alignment	How Second Step® Content Supports the Learning Goal
Relationship Skills				
LG1 Demonstrates a range of communication and social skills to interact effectively	• Create positive group dynamics to move group efforts forward. • Apply non-verbal skills to create productive outcomes during positive and negative interactions. • Demonstrate ability to adapt to a variety of contexts, audiences, tasks and feedback from self and others.	P1C1G12 Empathy Interviews P1C3G11 Repairing Relationships P2C1G11 Professional Problem-Solving P2C1G12 Name Your Brand P3C1-ED2 Collaborative Learning Groups P3C2G10 Identifying Shared Strengths P3C2G12 Collective Contributions P3C3G12 Now Hiring: Future You	Full	Directly teaches 2 of the 3 benchmark skills in this Learning Goal. 1 benchmark touched through related lessons, activities, or practices at lesser depth. Representative evidence: Building positive group dynamics via strengths-based collaboration.
LG2 Cultivates constructive relationships with others	• Use assertive communication to get needs met without negatively impacting others. • Demonstrate ability to develop romantic and non-romantic relationships with peers that are effective, supportive, and can be stable over time. • Identify the qualities and benefits of someone who is or might be a mentor. • Demonstrate capacity to provide leadership roles in cooperative learning.	P1C1G12 Empathy Interviews P1C2G12 If You Really Knew Me P1C3G11 Repairing Relationships P2C1-ED2 Peer Coaching P2C2-SW2 Professional and Community Connections P2C3G12 Expanding Networks for Success P3C2G12 Collective Contributions	Moderate	4 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Getting needs met respectfully; assertive-communication label implicit.
LG3 Identifies and demonstrates approaches to addressing interpersonal conflict	• Evaluate and reflect on their role in a conflict and use this information to inform their behavior in the future. • Demonstrate an ability to co-exist civilly in the face of unresolved conflict. • Access conflict resolution resources. • Describe and apply negotiation skills.	P1C3G11 Repairing Relationships P1C3G12 Making Assumptions P2C3G12 Expanding Networks for Success P3C2G12 Collective Contributions	Moderate	4 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Reflecting on conflict role via relationship repair.
Self-Awareness				
LG1 Demonstrates an awareness and understanding of own emotions	• Distinguish emotions one holds from how others expect them to feel. • Describe how external events or internal thoughts can trigger multiple emotions. • Describe how changing their interpretation of an event, for example through self-talk, can change how they feel about it. • Self-reflect to assess whether the intensity of their emotions “fit” a given situation. • Understand that identities and heritage practices shape the way one views, understands and interprets emotions.	P1C3G12 Making Assumptions P2C3G10 Practical Positive Thinking P4C1G9 Naming Emotions P4C1G10 Memories from Past and Future P4C1G11 Identifying and Managing Emotions P4C2G9 Thoughtful Focus P4C2G10 Sharing Positive Emotions P4C2G11 Photo Perspectives P4C2G12 Practicing Self-Compassion P4C3G11 What’s Normal? P4C3G12 Self-Compassionate Writing P4C3-ED1 Positive Self-Talk	Full	Directly teaches 4 of the 5 benchmark skills in this Learning Goal. 1 benchmark touched through related lessons, activities, or practices at lesser depth. Representative evidence: Reframing and self-talk to change how one feels.
LG2 Demonstrates awareness of personal strengths, challenges, aspirations and cultural, linguistic, and community assets	• Evaluate strengths and challenges in relation to achieving goals (personal, academic and social). • Identify things about themselves that they cannot change and devote their energy to something they can change. • Analyze how personal qualities help to contribute to community and family, based on identified interests and strengths. • Examine the ways that one’s actions create unjust imbalances in opportunity, access, participation and success for particular groups of students.	P2C2G9 Identifying Obstacles P2C2G11 Addressing Self-Sabotage P2C2G12 Staying Positive and Confident P3C1G12 Career Curiosity Boards P3C2G9 Introduction to Strengths P3C2G11 Strengths Mapping P3C2G12 Collective Contributions P4C3G11 What’s Normal?	Full	Directly teaches 3 of the 4 benchmark skills in this Learning Goal. 1 benchmark touched through related lessons, activities, or practices at lesser depth. Representative evidence: Evaluating strengths and challenges in relation to goals.
LG3 Demonstrates awareness of personal rights and responsibilities	• Advocate for the rights of self and others. • Describe how taking personal responsibility can lead to success. • Realize the level of control they have over their own lives and act accordingly. • Identify role(s) as a responsible community member.	P2C2G12 Staying Positive and Confident P2C3-SW2 Plan and Reflect P3C1G11 Understanding Your Feed P3C2-SW2 Town Hall P3C3-SW1 Acting on Student Feedback P4C3-SW2 Caught Doing Something Good	Moderate	4 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Advocacy/voice via town hall and student-feedback practices.
Self-Management				
LG1 Demonstrates the skills to manage and express one’s emotions, thoughts, impulses and stress in constructive ways	• Practice strategies for recognizing and coping with complex emotions such as rejection, social isolation, and other forms of stress/distress. • Incorporate personal management skills on a daily basis, including work/study skills, personal resources, and time management. • Evaluate how their behaviors influence the environment and society. • Analyze if they are behaving in line with ethical values and adjust accordingly.	P2C1G10 Time Management Hackathon P2C2-ED2 Learning Reflections P2C3-SW2 Plan and Reflect P3C1-SW2 Digital Wellness Campaign P4C1G11 Identifying and Managing Emotions P4C1G12 Compassion for a Friend P4C2G12 Practicing Self-Compassion P4C3G9 What Would You Do? P4C1-ED1 Mind Breaks	Moderate	Directly teaches 2 of the 4 benchmark skills in this Learning Goal. 1 benchmark touched through related lessons, activities, or practices at lesser depth. Representative evidence: Coping with complex emotions, rejection/isolation, self-compassion.
LG2 Demonstrates the skills to set, monitor, adapt, achieve and evaluate goals	• Develop both medium- and longer-term goals—by the end of the school year or in six months. • Monitor progress toward medium- and longer- term goals, and make adjustments to plan as needed. • Identify action steps that connect current goals with future, long-term goals. • Analyze and implement feedback from multiple sources (peers, teachers, family).	P2C1G9 Visualizing Success P2C2-ED2 Learning Reflections P2C3-SW2 Plan and Reflect P2C3-ED1 Authentic Feedback P2C3-ED2 Peer Feedback P3C1G12 Career Curiosity Boards P3C3G12 Now Hiring: Future You P4C1-ED2 Check, Shift, Reset	Moderate	Directly teaches 2 of the 4 benchmark skills in this Learning Goal. 3 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Connecting current actions to long-term/future goals.
Social Awareness				
LG1 Demonstrates awareness of and empathy for individuals, their emotions, experiences and perspectives through a cross-cultural lens	• Express understanding of those who hold different opinions. • Ask questions of others to deepen understanding of the perspective of others. • Compare multiple perspectives on an issue. • Demonstrate empathy for others by identifying a specific human or social need in your school or community and acting on it alone or with others. • Differentiate between the factual and emotional content of what a person	P1C1G12 Empathy Interviews P1C2G11 Three Things in Common P1C2G12 If You Really Knew Me P1C3G12 Making Assumptions P1C3-SW2 Connecting Our Community P1C3-ED2 Shared Learning Through Conversation P2C3G9 View, Analyze, Believe	Full	Directly teaches 4 of the 5 benchmark skills in this Learning Goal. 1 benchmark touched through related lessons, activities, or practices at lesser depth. Representative evidence: Understanding those who hold different opinions.

SEL Domain / Learning Goal	Minnesota Benchmarks (This Band)	Aligned Second Step® Content (Every Aligning Lesson)	Alignment	How Second Step® Content Supports the Learning Goal
	says.	P2C1-SW2 Community Goal P3C2-SW2 Town Hall P3C2-ED1 Academic Discussions P4C1G12 Compassion for a Friend P4C2G11 Photo Perspectives P4C2-SW1 Kind Notes and Shout-Outs		
LG2 Demonstrates awareness and respect of groups and their cultures, languages, identities, traditions, values and histories	• Demonstrate respect for individuals from different social and cultural groups. • Demonstrate understanding of apparent and not apparent community/cultural practices, customs and ways of making meaning that impact communities differently. • Demonstrate an understanding of how stereotyping, prejudice and discrimination affect the design of institutions and social structures.	P1C3G12 Making Assumptions P4C3G11 What's Normal?	Moderate	3 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Respect for diverse groups via belonging and norm analysis.
LG3 Demonstrates awareness of how individuals and groups cooperate toward achieving common goals and ideals	• Work collaboratively with peers to analyze and address a shared social cause. • Analyze the impact of their involvement in an activity to improve their school or community.	P2C1-SW2 Community Goal P3C2-SW2 Town Hall P3C3-SW1 Acting on Student Feedback P3C3-SW2 Student-Led Conferences	Moderate	2 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Collaborating on a shared community cause via schoolwide practices.
LG4 Demonstrates awareness of external supports and when supports are needed	• Seek out peer and adult role models who will help students achieve goals. • Access family, peer, school, and community resources when support is needed. • Develop systems of support that contribute to school and personal success.	P1C1G12 Empathy Interviews P2C2-SW2 Professional and Community Connections P2C3G12 Expanding Networks for Success	Moderate	3 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Seeking role models via professional connections/networking.
Responsible Decision-Making				
LG1 Considers ethical standards, social and community norms and safety concerns in making decisions	• Demonstrate ability to consider personal responsibility, social norms, safety concerns and ethical standards in making decisions. • Assess lessons learned from past experiences and mistakes when making decisions.	P2C2-ED2 Learning Reflections P2C3-SW2 Plan and Reflect P3C1-SW2 Digital Wellness Campaign P4C3G9 What Would You Do? P4C3G11 What's Normal?	Moderate	2 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Responsibility/safety/norms via digital-citizenship activities.
LG2 Applies and evaluates decision-making skills to engage in a variety of situations	• Regularly demonstrate use of systematic decision-making by identifying a decision, gathering information, and assessing alternative resolutions. • Identify and ask systematic questions that clarify various points of view and lead to the best solution. • Analyze and evaluate evidence, arguments, claims, and beliefs to inform effective decisions. • Analyze how their present decision-making affects college and career choices.	P2C1G11 Professional Problem-Solving P2C1G12 Name Your Brand P2C2G11 Addressing Self-Sabotage P2C3G9 View, Analyze, Believe P2C3G12 Expanding Networks for Success P3C1G10 Computational Thinking for Problem-Solving P3C1G11 Understanding Your Feed P3C1G12 Career Curiosity Boards P3C2-ED1 Academic Discussions P3C3G12 Now Hiring: Future You	Full	Directly teaches 2 of the 4 benchmark skills in this Learning Goal. 2 benchmarks touched through related lessons, activities, or practices at lesser depth. Representative evidence: Analyzing evidence/claims via media literacy.

Summary

Second Step® K–12 digital programs strongly align with the Minnesota SEL Competencies in emotion awareness, emotion regulation, goal-setting, empathy, communication, conflict resolution, relationships, and decision-making. Alignment is strongest in Grades 6–8 and broadly solid across K–5, where lessons directly teach foundational social-emotional skills and build developmentally over time.

Notable gaps are mainly in Minnesota’s more specific civic, cultural, and systems-oriented benchmarks, including cultural and linguistic assets, group histories and traditions, discrimination/stereotyping, laws and safety norms, negotiation, emergency help-seeking, and external support systems. Districts could use Second Step programs as a core SEL resource and add targeted supplements for those areas.

Sources

- Minnesota Department of Education. Minnesota K–12 SEL Competencies with Benchmarks—five source PDFs (Relationship Skills, Self-Awareness, Self-Management, Social Awareness, and Responsible Decision-Making). All 199 benchmarks and their Learning-Goal groupings were extracted directly from these documents.
- Committee for Children. Second Step® Digital Programs Full Scope and Sequence for Kindergarten–Grade 12 (© 2025; SecondStep.org).

Note: Second Step® is a registered trademark of Committee for Children. Lesson titles, numbers, and pathway/collection labels are drawn directly from the 2025 Scope and Sequence. Each Learning Goal cell lists the aligning lessons identified for that grade band; professional judgment was applied in matching lessons to benchmarks, and reviewers may identify additional supporting lessons. The accompanying alignment workbook provides per-benchmark evidence and source-page tracing for each of the 199 Minnesota SEL benchmarks.