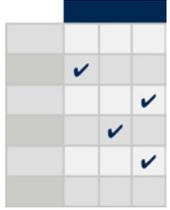




ALIGNMENT CHART



California Health Education Framework

- Second Step® Elementary Digital Program**
- Second Step® Middle School Digital Program**

About Second Step® Programs

The research-based Second Step Elementary and Second Step Middle School digital programs are universal, web-based classroom programs designed to promote social-emotional competence, which can help increase students' school success and decrease problem behaviors.^{1,2} The programs help students learn how to cope with challenges, create positive relationships, and succeed both socially and academically. Skills are reviewed and expanded each year, gradually becoming more complex as students get older. Lessons provide tools for students to develop the mindsets, knowledge, and skills to manage 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 California 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 California Health Education Framework's standards for mental, emotional, and social health (MESH). There are currently no MESH standards specifically assigned to Grades 1, 4, and 5. Boxes are checked to indicate that the Second Step digital programs meet a given state social-emotional learning 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 standards 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>



Transitional Kindergarten-Grade 2

California 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	
Standards																				
K.1.1.M Identify a variety of emotions.							✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	
K.1.3.M Identify trusted adults at home and at school.																				
K.1.4.M Describe characteristics that make each individual unique.																				
K.1.5.M Describe and practice situations where it is appropriate to use "Please," "Thank you," "Excuse me," and "I'm sorry."										✓							✓			
K.2.1.M Identify ways family and friends help promote well-being.						✓					✓			✓						
K.4.1.M Show how to express personal needs and wants appropriately.										✓									✓	
K.4.2.M Cooperate and share with others.											✓					✓	✓			✓
K.6.1.M Make a plan to help family members at home.																				
K.7.1.M Express emotions appropriately.										✓					✓					
K.7.2.M Describe positive ways to show care, consideration, and concern for others.											✓	✓	✓	✓		✓	✓	✓	✓	✓
K.8.1.M Encourage others when they engage in safe and healthy behaviors.																				
2.1.1.M Describe a variety of emotions.						✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
2.1.2.M Explain what it means to be emotionally or mentally healthy.																				
2.1.3.M Explain the importance of talking with parents or trusted adults about feelings.																				
2.1.5.M Identify characteristics of a responsible family member.																				
2.1.6.M Identify feelings and emotions associated with loss or grief.																				
2.1.7.M Discuss how to show respect for similarities and differences between and among individuals and groups.											✓		✓	✓					✓	✓
2.1.8.M List healthy ways to express affection, love, friendship, and concern.												✓	✓	✓		✓	✓	✓	✓	✓
2.1.9.M Identify positive and negative ways of dealing with stress.																				
2.1.10.M Describe how to work and play cooperatively.												✓	✓	✓		✓	✓	✓	✓	✓
2.1.11.M Identify the positive ways that peers and family members show support, care, and appreciation for one another.							✓					✓			✓	✓	✓	✓	✓	✓
2.1.12.M Describe the characteristics of a trusted friend and adult.																				
2.2.1.M Identify internal and external factors that influence mental, emotional, and social health.						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Transitional Kindergarten-Grade 2

California 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	
Standards																				
2.3.1.M Discuss ways to obtain information from family, school personnel, health professionals, and other responsible adults.																				
2.3.2.M Identify people in the community who are caring, supportive, and trustworthy.																				
2.4.1.M Identify and demonstrate ways to express needs and wants appropriately.										✓							✓	✓		
2.4.2.M Demonstrate how to ask for help from trusted adults or friends.						✓				✓										
2.5.1.M Use a decision-making process for solving problems with peers and family members.															✓	✓	✓	✓	✓	
2.6.1.M Describe how to make a commitment to be a good friend.											✓	✓	✓	✓						
2.7.1.M Manage emotions appropriately in a variety of situations.										✓					✓					
2.7.2.M Show respect for individual differences.												✓	✓	✓		✓		✓	✓	
2.8.1.M Object appropriately to teasing of peers that is based on personal characteristics.																				
2.8.2.M Support peers in school and community activities.											✓			✓		✓	✓	✓	✓	



Grades 3-5

California 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 that kindness helps them make friends and strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective-taking can help them get along with others	Applying perspective-taking strategies to empathize with others	Applying perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for 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		
Standards																												
3.1.1.M Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).															✓		✓	✓		✓	✓	✓	✓	✓	✓	✓		
3.1.2.M Describe the importance of assuming responsibility within the family and community.																												
3.1.3.M Explain the benefits of having positive relationships with family and friends.															✓		✓											
3.1.4.M Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.																												
3.2.1.M Describe internal and external factors that affect friendships and family relationships.												✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			
3.4.1.M Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.																						✓						
3.5.1.M Describe effective strategies to cope with changes within the family.													✓	✓														
3.5.2.M Evaluate situations in which a trusted adult should be asked for help.																												
3.6.1.M Make a plan to help at home and show responsibility as a family member.																												
3.7.1.M Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in oneself and others.													✓	✓						✓								
3.8.1.M Promote a positive and respectful school environment.													✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓		
3.8.2.M Object appropriately to teasing based on personal characteristics of peers and family members.																												
3.8.3.M Demonstrate the ability to support and respect people with differences.																		✓	✓			✓	✓	✓	✓			



Grade 6

California Health Education Framework

Second Step® Middle School

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 and create plans to achieve personal goals	Monitor progress toward goals	Recognize common types of bullying	Understand the negative impacts of bullying	Determine the best upstander strategy for a situation	Apply responsible decision-making to be an upstander	Assess when and why one feels a strong emotion	Understand how emotions influence decision-making in positive and negative ways	Apply emotion-management strategies across different contexts	Recognize the difference between minor and major social conflicts	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends after a social conflict
Standards														
6.1.1.M Describe the signs, causes, and health effects of stress, loss, and depression.														
6.1.2.M Summarize feelings and emotions associated with loss and grief.														
6.1.3.M Discuss how emotions change during adolescence.														
6.1.4.M Describe the importance of being aware of one's own emotions.								✓	✓					
6.1.5.M Describe the importance of being empathetic to individual differences, including those of people with disabilities and chronic diseases.												✓	✓	✓
6.1.7.M Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.													✓	✓
6.1.8.M Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, and verbal abuse).				✓										
6.1.9.M Discuss the harmful effects of violent behaviors.				✓	✓		✓							
6.2.1.M Analyze the external and internal influences on mental, emotional, and social health.				✓	✓			✓	✓		✓	✓	✓	✓
6.3.2.M Discuss the importance of getting help from a trusted adult when it is needed.			✓		✓									
6.4.2.M Describe how prejudice, discrimination, and bias can lead to violence.														
6.4.3.M Demonstrate ways to communicate respect for diversity.												✓	✓	
6.4.4.M Demonstrate the ability to use steps of conflict resolution.													✓	✓
6.5.1.M Apply a decision-making process to enhance health.													✓	
6.5.3.M Compare and contrast being angry and angry behavior, and discuss the consequences.									✓					
6.6.1.M Make a plan to prevent and manage stress.														
6.6.2.M Describe how personal goals can be affected if violence is used to solve problems.														
6.7.1.M Carry out personal and social responsibilities appropriately.							✓			✓				✓
6.7.2.M Practice strategies to manage stress.										✓				
6.7.3.M Practice appropriate ways to respect and include others who are different from oneself.							✓					✓	✓	



Grade 6

California Health Education Framework

Second Step® Middle School

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 and create plans to achieve personal goals	Monitor progress toward goals	Recognize common types of bullying	Understand the negative impacts of bullying	Determine the best upstander strategy for a situation	Apply responsible decision-making to be an upstander	Assess when and why one feels a strong emotion	Understand how emotions influence decision-making in positive and negative ways	Apply emotion-management strategies across different contexts	Recognize the difference between minor and major social conflicts	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends after a social conflict
Standards														
6.74.M Demonstrate how to use self-control when angry.										✓			✓	
6.8.1.M Encourage a school environment that is respectful of individual differences.				✓	✓	✓	✓					✓	✓	
6.8.2.M Object appropriately to teasing or bullying of peers that is based on personal characteristics or perceived sexual orientation.							✓							



Grades 7-8

California Health Education Framework

Second Step® Middle School

	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	Interpret mistakes as learning opportunities	Identify important aspects of their identity, including interests	Apply personal strengths to develop an interest	Anticipate roadblocks to success and plan strategies to overcome them	Recognize bullying and harassment	Understand students' rights to be protected from harassment	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	Identify the underlying emotions that influence unhelpful thoughts	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Recognize that some stress can be positive	Apply stress- and emotion-management strategies across contexts	Identify the actions that contribute to an escalating conflict	Apply the four-step conflict resolution process	Take responsibility and make amends	Recognize the signs of healthy and unhealthy relationships	Treat others with respect despite differing values and opinions	Apply conflict-management strategies when values and perspectives differ
Standards																						
7-8.1.1.M Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).	✓						✓	✓		✓							✓	✓	✓	✓	✓	
7-8.1.2.M Identify a variety of nonviolent ways to respond when angry or upset.												✓			✓	✓	✓	✓				✓
7-8.1.4.M Describe how emotions change during adolescence.																						
7-8.1.5.M Recognize diversity among people, including disability, gender, race, sexual orientation, and body size.						✓	✓		✓	✓											✓	✓
7-8.1.7.M Describe the benefits of having positive relationships with trusted adults.															✓							
7-8.2.1.M Analyze internal and external influences on mental, emotional, and social health.						✓		✓	✓			✓	✓	✓		✓				✓		
7-8.2.2.M Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.																						
7-8.2.3.M Analyze the influence of culture on family values and practices.																						
7-8.3.2.M Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access help for oneself and others.										✓					✓	✓						
7-8.3.4.M Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.																✓	✓	✓	✓			
7-8.5.1.M Apply decision-making processes to a variety of situations that affect mental, emotional, and social health.												✓			✓		✓	✓	✓			✓
7-8.5.2.M Monitor personal stressors and assess techniques for managing them.													✓	✓	✓							
7-8.5.3.M Describe healthy ways to express caring, friendship, affection, and love.																				✓		
7-8.7.1.M Demonstrate effective coping mechanisms and strategies for managing stress.												✓			✓		✓					
7-8.7.2.M Practice respect for individual differences and diverse backgrounds.						✓	✓	✓	✓	✓								✓			✓	✓
7-8.7.4.M Practice personal boundaries in a variety of situations.																	✓	✓	✓			
7-8.7.5.M Demonstrate skills to avoid or escape from potentially violent situations, including while dating.																			✓			
7-8.8.1.M Promote a positive and respectful school environment.	✓					✓	✓	✓	✓	✓							✓	✓			✓	✓
7-8.8.2.M Object appropriately to teasing of peers and community members that is based on perceived personal characteristics or sexual orientation.										✓												