



**ALIGNMENT CHART
CALIFORNIA HEALTH EDUCATION FRAMEWORK**

Second Step® Programs for Kindergarten-Grade 8

 SECOND STEP® ELEMENTARY DIGITAL PROGRAM

This alignment chart illustrates how Second Step programs and the California Department of Education's Health Education Framework complement and support each other across key social-emotional concepts.

The Importance of Social-Emotional Learning

Social-emotional learning (SEL) is recognized as a key ingredient for school and life success. A 2011 meta-analysis¹ found that students participating in SEL programs showed significant gains in social-emotional skills, attitudes, and behaviors, as well as academic achievement.

Specific gains included:

- 11 percentile-point gain in overall academic achievement
- 23 percent improvement in social-emotional skills
- 9 percent improvement in attitudes about self, others, and school
- 9 percent improvement in school and classroom behavior
- 9 percent decrease in conduct problems, such as disruptive classroom behavior and aggression

A 2017 follow-up study found that participation in an SEL program led to lasting positive effects on students' academic and social outcomes.² Specifically, student outcomes nearly four years after exposure to SEL interventions included:

- 13 percentile-point gain in academic performance
- 5 percent improvement in positive social behavior
- 6 percent improvement in conduct problems, with lower instances of emotional distress and drug use

Educators across the nation acknowledge the benefits of SEL in schools and agree that teaching students social emotional skills is a necessary and valuable component of their education.

About the Second Step® Family of Programs

The research-based Second Step family of social-emotional learning programs reaches 16.5 million children worldwide. The programs promote development of students' social-emotional skills, such as empathy, emotion management, and problem-solving.

Learning social-emotional skills doesn't have to be confined to the Second Step® lessons. The programs provide academic integration activities that help students practice their Second Step® skills while doing math, science, health, and literature projects.

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>



Kindergarten



**Alignment with
Second Step®
Elementary:
Kindergarten**

PAGE 1 OF 1

California Health Education Framework

| | | | | | | | | | | |
|---|--|--|--|---|---|--|---|---|---|--|
| 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. |
|---|--|--|--|---|---|--|---|---|---|--|

Skills and Concepts

| Skills and Concepts | | K.1.1.M | K.1.3.M | K.1.4.M | K.1.5.M | K.2.1.M | K.4.1.M | K.4.2.M | K.6.1.M | K.7.1.M | K.7.2.M | K.8.1.M |
|---|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Brain Builders (Executive- Function Skills) | Attention | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | |
| | Working memory | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | |
| | Inhibitory control | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | |
| Growth Mindset & Goal-Setting | Focus attention | ✓ | | | | | ✓ | | | | | |
| | Recognize that attention helps them learn and stay safe | | | | | | ✓ | | | | | ✓ |
| | Recognize that skills improve with practice and effort | | | | | | | | | | | |
| | Understand that mistakes are part of learning | | | | | ✓ | | | | | | |
| Emotion Management | Identify familiar feelings from contextual and behavioral cues | ✓ | | | | | ✓ | | | ✓ | | |
| | Name and apply slow breathing as an emotion-management strategy | | | | | | ✓ | ✓ | | ✓ | | |
| | Name and apply asking an adult for help as an emotion-management strategy | | ✓ | | | ✓ | ✓ | | | ✓ | | |
| Empathy & Kindness | Recognize the kind acts of others | | | | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ |
| | Recognize their own kind acts | | | | ✓ | ✓ | | ✓ | ✓ | | ✓ | |
| | Demonstrating things they can say or do to show kindness to others | | | | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ |
| Problem- Solving | Manage strong emotions to feel calm before solving problems | | | | | | | ✓ | | ✓ | | |
| | State the problem | ✓ | | | | | ✓ | ✓ | | | | |
| | Demonstrate apologizing, taking turns, and sharing as solutions to problems | | | | ✓ | | ✓ | ✓ | ✓ | | ✓ | |



Grade 2



**Alignment with
Second Step®
Elementary: Grade 2**

PAGE 1 OF 2

California Health Education Framework

| Skills and Concepts | | 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. |
|---|---|---|--|--|--|---|--|--|---|---|---|--|
| Brain Builders (Executive- Function Skills) | Attention | ✓ | | | | ✓ | | | | | | |
| | Working memory | | | | | | | | | | | |
| | Inhibitory control | | | | | | | | | | | |
| Growth Mindset & Goal-Setting | Use growth mindset language | | ✓ | | | | | ✓ | | | ✓ | |
| | Replace unhelpful thoughts with helpful thoughts | | ✓ | | | | | ✓ | | | | |
| | Persevere through challenges while recognizing that mistakes are part of learning | ✓ | ✓ | | | | | | | | | |
| | Recognize that skills improve with practice, empathy, and asking for help | | | | | | | | | | | |
| Emotion Management | Identify complex feelings from contextual and behavioral cues | ✓ | ✓ | ✓ | | ✓ | | | ✓ | ✓ | | |
| | Recognize that people can feel differently about the same situation | ✓ | | ✓ | | | ✓ | ✓ | | ✓ | | |
| | Name and apply the emotion-management strategy of helpful thoughts | | | ✓ | | | | | ✓ | ✓ | | |
| Empathy & Kindness | Define empathy | | | | | | ✓ | | | ✓ | | |
| | Recognize how empathy helps them identify when and how to show others kindness | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | ✓ | |
| | Apply empathy and perform kind acts for others | | | | | | ✓ | ✓ | | ✓ | ✓ | |
| Problem-Solving | Manage strong emotions to feel calm before solving problems | | ✓ | | ✓ | | | | | ✓ | | |
| | State the problem without blame or name-calling | ✓ | | | ✓ | | | | | ✓ | | |
| | Generate their own solutions to a given problem | | | | ✓ | | | ✓ | | ✓ | | |
| | Recognize that some solutions work better than others in a given situation | | | | ✓ | | | | | ✓ | | |
| | Apply ways to make amends | | | | ✓ | | | ✓ | | ✓ | | |



**Alignment with
Second Step®
Elementary: Grade 2**

PAGE 2 OF 2

California Health Education Framework

2.2.1.M - Identify internal and external factors that influence mental, emotional, and social health.

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.

Skills and Concepts

| Skills and Concepts | | 2.2.1.M | 2.3.1.M | 2.3.2.M | 2.4.1.M | 2.4.2.M | 2.5.1.M | 2.6.1.M | 2.7.1.M | 2.7.2.M | 2.8.1.M | 2.8.2.M |
|---|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Brain Builders (Executive- Function Skills) | Attention | ✓ | | | | | | | | | | |
| | Working memory | ✓ | | | | | | | | | | |
| | Inhibitory control | ✓ | | | ✓ | | | | | | | |
| Growth Mindset & Goal-Setting | Use growth mindset language | ✓ | | | | | | | | | | |
| | Replace unhelpful thoughts with helpful thoughts | ✓ | | | | | | | | | | |
| | Persevere through challenges while recognizing that mistakes are part of learning | ✓ | | | | | | | | | | |
| | Recognize that skills improve with practice, empathy, and asking for help | ✓ | | | ✓ | ✓ | | | | | | |
| Emotion Management | Identify complex feelings from contextual and behavioral cues | ✓ | | | ✓ | | | | ✓ | | | |
| | Recognize that people can feel differently about the same situation | | | | | | | | | | | |
| | Name and apply the emotion-management strategy of helpful thoughts | ✓ | | | | | | | ✓ | | | |
| Empathy & Kindness | Define empathy | | | | | | | ✓ | | ✓ | | ✓ |
| | Recognize how empathy helps them identify when and how to show others kindness | | | | | | | ✓ | | ✓ | | ✓ |
| | Apply empathy and perform kind acts for others | | | | | | | ✓ | | ✓ | | ✓ |
| Problem-Solving | Manage strong emotions to feel calm before solving problems | | | | ✓ | | ✓ | ✓ | ✓ | | ✓ | |
| | State the problem without blame or name-calling | | | | ✓ | | ✓ | ✓ | | ✓ | ✓ | |
| | Generate their own solutions to a given problem | | | | ✓ | | ✓ | ✓ | | ✓ | | |
| | Recognize that some solutions work better than others in a given situation | | | | ✓ | | ✓ | ✓ | | ✓ | | |
| | Apply ways to make amends | | | | ✓ | | ✓ | ✓ | | | | |



Grade 3



**Alignment with
Second Step®
Elementary: Grade 3**

California Health Education Framework

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.

| Skills and Concepts | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|--|---|---|
| Brain Builders (Executive- Function Skills) | Attention | | | | ✓ | | | ✓ | | | |
| | Working memory | | | | ✓ | | | ✓ | | | |
| | Inhibitory control | | | | ✓ | | | ✓ | | | |
| Growth Mindset & Goal-Setting | Understand that the brain can grow and change | | | | | | | ✓ | | | |
| | Recognize that skills improve with practice, effort, help from others, and trying a new way | | | | | | | | | | |
| | Make an effective plan for how to get better at a skill | | | | | | | ✓ | | ✓ | |
| Emotion Management | Describe the role and purpose of emotions | ✓ | | | ✓ | | | | | | |
| | Identify and label similar emotions with different intensity levels | ✓ | | | ✓ | | | ✓ | | | ✓ |
| | Recognize taking a break as an emotion-management strategy | ✓ | | | | | | ✓ | | | ✓ |
| Empathy & Kindness | Identify how kindness helps make friends and strengthen relationships | ✓ | ✓ | ✓ | | ✓ | | | | | |
| | Recognize that different people may prefer to be shown kindness in different ways | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | |
| | Demonstrate kind acts | ✓ | ✓ | ✓ | | ✓ | | | | | |
| Problem-Solving | Manage strong emotions to feel calm before solving problems | ✓ | ✓ | | ✓ | | | ✓ | | | |
| | State the problem without blame or name-calling | ✓ | ✓ | | ✓ | | ✓ | | | | |
| | Restate the wants and needs of each person in a problem situation | ✓ | ✓ | | | | ✓ | | | | |
| | Generate their own solutions to a problem | ✓ | ✓ | | | | ✓ | | | | |
| | Pick the best solution | ✓ | ✓ | | | | ✓ | | | | |



**Alignment with
Second Step®
Elementary: Grade 3**

PAGE 2 OF 2

California Health Education Framework

| | | |
|---|--|---|
| 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. |
|---|--|---|

| Skills and Concepts | | | | |
|---|---|---|---|---|
| Brain Builders (Executive- Function Skills) | Attention | ✓ | | |
| | Working memory | ✓ | | |
| | Inhibitory control | ✓ | | |
| Growth Mindset & Goal-Setting | Understand that the brain can grow and change | | | |
| | Recognize that skills improve with practice, effort, help from others, and trying a new way | | | |
| | Make an effective plan for how to get better at a skill | | | |
| Emotion Management | Describe the role and purpose of emotions | ✓ | | |
| | Identify and label similar emotions with different intensity levels | ✓ | | |
| | Recognize taking a break as an emotion-management strategy | ✓ | | |
| Empathy & Kindness | Identify how kindness helps make friends and strengthen relationships | ✓ | | ✓ |
| | Recognize that different people may prefer to be shown kindness in different ways | ✓ | | ✓ |
| | Demonstrate kind acts | ✓ | | ✓ |
| Problem-Solving | Manage strong emotions to feel calm before solving problems | ✓ | ✓ | |
| | State the problem without blame or name-calling | ✓ | ✓ | ✓ |
| | Restate the wants and needs of each person in a problem situation | ✓ | | ✓ |
| | Generate their own solutions to a problem | ✓ | | |
| | Pick the best solution | ✓ | | |



Grade 6



**Alignment with
Second Step®
Middle School: Grade 6**

PAGE 1 OF 2

California Health Education Framework

| | | | | | | | | | | | |
|---|---|---|---|--|---|--|---|---|--|--|--|
| 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. |
|---|---|---|---|--|---|--|---|---|--|--|--|

Skills and Concepts

| Skills and Concepts | | 6.1.1.M | 6.1.2.M | 6.1.3.M | 6.1.4.M | 6.1.5.M | 6.1.7.M | 6.1.8.M | 6.1.9.M | 6.2.1.M | 6.3.2.M | 6.4.2.M | 6.4.3.M |
|---|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Mindsets & Goals | 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 | | | | | | | | | | | | |
| Recognizing Bullying & Harassment | 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 | | | | | ✓ | | | | | ✓ | | ✓ |
| Thoughts, Emotions & Decisions | Identify the underlying emotions that influence unhelpful thoughts | ✓ | ✓ | | ✓ | | | | | ✓ | | | |
| | Recognize unhelpful thoughts | ✓ | ✓ | | | | | | | ✓ | | | |
| | Apply emotion-management strategies across contexts | ✓ | ✓ | | | | | | | | | | |
| | Reframe unhelpful thoughts | ✓ | ✓ | | | | | | | | | | |
| Managing Relationships & Social Conflict | Identify the actions that contribute to an escalating conflict | | | | | | ✓ | ✓ | ✓ | | | | |
| | Describe the different perspectives of the people involved in a conflict | | | | | ✓ | ✓ | | | | | ✓ | ✓ |
| | Apply the four-step conflict resolution process | | | | | ✓ | ✓ | | | | | ✓ | ✓ |
| | Take responsibility and make amends | | | | | ✓ | ✓ | | | | | | |



**Alignment with
Second Step®
Middle School: Grade 6**

PAGE 2 OF 2

California Health Education Framework

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.

6.7.4.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.

Skills and Concepts

| Skills and Concepts | | 6.4.4.M | 6.5.1.M | 6.5.3.M | 6.6.1.M | 6.6.2.M | 6.7.1.M | 6.7.2.M | 6.7.3.M | 6.7.4.M | 6.8.1.M | 6.8.2.M |
|--|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Mindsets & Goals | 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 | | | | | | | | | | | |
| Recognizing Bullying & Harassment | 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 | | | | | ✓ | | | ✓ | | ✓ | ✓ |
| Thoughts, Emotions & Decisions | Identify the underlying emotions that influence unhelpful thoughts | | ✓ | ✓ | | | | ✓ | | ✓ | | |
| | Recognize unhelpful thoughts | | ✓ | | | | | ✓ | | | | |
| | Apply emotion-management strategies across contexts | | ✓ | | | | | ✓ | | ✓ | | |
| | Reframe unhelpful thoughts | | ✓ | | | | | ✓ | | | | |
| Managing Relationships & Social Conflict | Identify the actions that contribute to an escalating conflict | ✓ | | ✓ | | ✓ | | | | | | |
| | Describe the different perspectives of the people involved in a conflict | ✓ | | | | | | | ✓ | | | |
| | Apply the four-step conflict resolution process | ✓ | | | | | | | ✓ | | | |
| | Take responsibility and make amends | ✓ | | | | | | | | | | |



Grades 7-8



**Alignment with
Second Step®
Middle School:
Grades 7-8**

PAGE 1 OF 2

California Health Education Framework

| | | | | | | | | | |
|---|---|--|--|---|---|---|--|---|---|
| 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. |
|---|---|--|--|---|---|---|--|---|---|

Skills and Concepts

| Skills and Concepts | | 7-8.1.1.M | 7-8.1.2.M | 7-8.1.4.M | 7-8.1.5.M | 7-8.1.7.M | 7-8.2.1.M | 7-8.2.2.M | 7-8.2.3.M | 7-8.3.2.M | 7-8.3.4.M |
|--|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Mindsets & Goals | Recognize that social challenges are common and get better in time | | | ✓ | | | | | | | |
| | Understand 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 | | | | | | | | | | |
| Recognizing Bullying & Harassment | 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 | ✓ | | | ✓ | | | | | | |
| Thoughts, Emotions & Decisions | 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 | | ✓ | | | ✓ | | | | ✓ | |
| Managing Relationships & Social Conflict | 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 | ✓ | | | ✓ | | | | | | |



**Alignment with
Second Step®
Middle School:
Grades 7-8**

PAGE 2 OF 2

California Health Education Framework

| | | | | | | | | |
|--|---|---|---|--|--|--|---|---|
| 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. |
|--|---|---|---|--|--|--|---|---|

| Skills and Concepts | | 7-8.5.1.M | 7-8.5.2.M | 7-8.5.3.M | 7-8.7.1.M | 7-8.7.2.M | 7-8.7.4.M | 7-8.7.5.M | 7-8.8.1.M | 7-8.8.2.M |
|--|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Mindsets & Goals | Recognize that social challenges are common and get better in time | | | | | | | | | |
| | Understand 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 | | | | | | | | | |
| Recognizing Bullying & Harassment | 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 | | | | | ✓ | | | ✓ | ✓ |
| Thoughts, Emotions & Decisions | 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 | | ✓ | | ✓ | | | | | |
| Managing Relationships & Social Conflict | 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 | | | | | | | | | |