



**ALIGNMENT CHART
COLORADO COMPREHENSIVE HEALTH STANDARDS**

Second Step® Programs for Early Learning–Grade 8

 SECOND STEP® ELEMENTARY DIGITAL PROGRAM

This alignment chart illustrates how Second Step programs and the Colorado Emotional and Social Wellness Standard 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>



Early Learning



**Alignment with
Second Step®
Early Learning**

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Colorado Emotional and Social Wellness Standard

CH.P.3.4.1-a Communicate with familiar adults and accept or request guidance	CH.P.3.4.1-b Cooperate with others	CH.P.3.4.1-c Develop friendships with peers	CH.P.3.4.1-d Establish secure relationships with adults	CH.P.3.4.1-e Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns	CH.P.3.4.1-f Resolve conflict with peers alone and/or with adult intervention as appropriate	CH.P.3.4.1-g Recognize and label others' emotions	CH.P.3.4.1-h Express empathy and sympathy to peers	CH.P.3.4.1-i Recognize how actions affect others and accept consequences of one's action	CH.P.3.4.2-a Identify personal characteristics, preferences, thoughts, and feelings	CH.P.3.4.2-b Demonstrate age-appropriate independence in a range of activities, routines, and tasks	CH.P.3.4.2-c Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks
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Key Concepts

Key Concepts		CH.P.3.4.1-a	CH.P.3.4.1-b	CH.P.3.4.1-c	CH.P.3.4.1-d	CH.P.3.4.1-e	CH.P.3.4.1-f	CH.P.3.4.1-g	CH.P.3.4.1-h	CH.P.3.4.1-i	CH.P.3.4.2-a	CH.P.3.4.2-b	CH.P.3.4.2-c
Skills for Learning	Focus attention	✓	✓			✓	✓	✓	✓			✓	
	Listen with attention	✓	✓			✓	✓	✓	✓			✓	
	Use self-talk		✓			✓	✓					✓	
	Be assertive	✓	✓	✓	✓	✓	✓				✓	✓	
	Remember directions		✓			✓						✓	
	Stay on task		✓			✓						✓	
	Ignore distractions		✓			✓						✓	
Empathy	Identify and understand their own and others' feelings		✓	✓	✓	✓	✓	✓	✓		✓	✓	
	Build a vocabulary of feelings words	✓	✓	✓	✓	✓	✓	✓	✓		✓		
	Begin to take others' perspectives		✓	✓	✓	✓	✓	✓	✓				
	Listen to others		✓	✓	✓	✓	✓	✓	✓				
	Have empathy		✓	✓	✓	✓	✓	✓	✓				
	Express compassion		✓	✓	✓	✓	✓	✓	✓				
Emotion Management	Understand strong feelings		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Recognize strong feelings		✓	✓	✓	✓	✓			✓	✓	✓	
	Calm strong feelings down		✓	✓	✓	✓	✓			✓	✓	✓	
	Use the Calming-Down Steps		✓	✓	✓	✓	✓			✓	✓	✓	
	Communication and language skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Problem-Solving	Calm down before solving problems		✓	✓		✓	✓			✓		✓	
	Describe the problem	✓	✓	✓		✓	✓			✓		✓	
	Think of multiple solutions to a problem	✓	✓	✓		✓	✓			✓		✓	
Friendship Skills	Play fair		✓	✓		✓	✓					✓	
	Invite others to play		✓	✓		✓		✓	✓			✓	
	Ask to join in play		✓	✓		✓					✓	✓	
	Choose to have fun over getting their way		✓	✓		✓	✓					✓	
Executive-Function Skills	Flexible attention		✓			✓						✓	✓
	Working memory		✓			✓						✓	✓
	Inhibitory control		✓			✓	✓			✓		✓	✓



**Alignment with
Second Step®
Early Learning**

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Colorado Emotional and Social Wellness Standard

CH.P.3.4.2-d Demonstrate age-appropriate independence in decision-making regarding activities and materials

CH.P.3.4.3-a Recognize and label emotions

CH.P.3.4.3-b Handle impulses and behavior with minimal direction

CH.P.3.4.3-c Follow simple rules, routines, and directions

CH.P.3.4.3-d Shift attention between tasks and move through transitions with minimal direction from adults

CH.P.3.4.3-e Attend to free play activities for longer periods of time

CH.P.3.4.4-a Express a range of emotions appropriately, such as excitement, happiness, sadness, and fear

CH.P.3.4.4-b Refrain from disruptive behavior, such as aggressive, angry, or defiant behaviors

CH.P.3.4.4-c Adapt to new environments with appropriate emotions and behaviors

Key Concepts

Key Concepts		CH.P.3.4.2-d	CH.P.3.4.3-a	CH.P.3.4.3-b	CH.P.3.4.3-c	CH.P.3.4.3-d	CH.P.3.4.3-e	CH.P.3.4.4-a	CH.P.3.4.4-b	CH.P.3.4.4-c
Skills for Learning	Focus attention	✓		✓	✓	✓	✓			✓
	Listen with attention	✓		✓	✓	✓				✓
	Use self-talk	✓		✓	✓	✓	✓	✓	✓	✓
	Be assertive	✓			✓	✓		✓	✓	✓
	Remember directions	✓		✓	✓	✓				✓
	Stay on task	✓		✓	✓	✓	✓			
	Ignore distractions	✓		✓	✓	✓	✓			
Empathy	Identify and understand their own and others' feelings		✓	✓				✓	✓	✓
	Build a vocabulary of feelings words		✓	✓				✓	✓	✓
	Begin to take others' perspectives									✓
	Listen to others									✓
	Have empathy									
	Express compassion									
Emotion Management	Understand strong feelings	✓	✓	✓				✓	✓	✓
	Recognize strong feelings	✓	✓	✓				✓	✓	✓
	Calm strong feelings down	✓		✓				✓	✓	✓
	Use the Calming-Down Steps	✓		✓				✓	✓	✓
	Communication and language skills	✓		✓				✓	✓	✓
Problem-Solving	Calm down before solving problems	✓	✓					✓	✓	
	Describe the problem	✓						✓	✓	
	Think of multiple solutions to a problem	✓						✓	✓	
Friendship Skills	Play fair	✓		✓			✓	✓	✓	
	Invite others to play	✓		✓			✓			
	Ask to join in play	✓		✓			✓			✓
	Choose to have fun over getting their way	✓		✓			✓	✓	✓	✓
Executive-Function Skills	Flexible attention	✓			✓	✓	✓			✓
	Working memory	✓			✓	✓	✓			✓
	Inhibitory control	✓		✓	✓	✓	✓	✓	✓	✓



Kindergarten



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

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Colorado Emotional and Social Wellness Standard

CH.K.3.4.1-a Demonstrate ways to show respect, consideration, and care for others, such as saying please, thank you, and I'm sorry

CH.K.3.4.1-b Identify a variety of emotions

CH.K.3.4.1-c Recognize that feelings influence actions

CH.K.3.4.1-d Identify and demonstrate appropriate ways to express emotions and cope with strong feelings

CH.K.3.4.2-a Demonstrate effective listening skills

CH.K.3.4.2-b Demonstrate effective verbal and nonverbal communication skills

CH.K.3.4.2-c Demonstrate sharing with peers

CH.K.3.4.2-d Demonstrate strategies to cooperate with others

Unit	Skills and Concepts	CH.K.3.4.1-a	CH.K.3.4.1-b	CH.K.3.4.1-c	CH.K.3.4.1-d	CH.K.3.4.2-a	CH.K.3.4.2-b	CH.K.3.4.2-c	CH.K.3.4.2-d
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	✓		✓					✓
	Demonstrate 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 1



**Alignment with
Second Step®
Elementary:
Grade 1**

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Colorado Emotional and Social Wellness Standard

CH.1.3.4.1-a Explain possible causes for a variety of emotions

CH.1.3.4.1-b Identify appropriate ways to express emotions and cope with strong feelings

CH.1.3.4.1-c Demonstrate effective listening skills and verbal and nonverbal communication skills

CH.1.3.4.1-d Describe and practice situations that require polite and empathetic responses such as please, thank you, and I'm sorry

CH.1.3.4.1-e Demonstrate strategies to resolve conflicts, such as sharing, collaboration, and appropriately advocating for personal needs

CH.1.3.4.2-a Identify trusted adults at home and at school

CH.1.3.4.2-b Identify trusted adults who promote health such as health care providers

CH.1.3.4.2-c Demonstrate the ability to talk about feelings with parents and other trusted adults

CH.1.3.4.2-d Demonstrate the ability to ask for help from a parent and/or trusted adults

Unit	Skills and Concepts	CH.1.3.4.1-a	CH.1.3.4.1-b	CH.1.3.4.1-c	CH.1.3.4.1-d	CH.1.3.4.1-e	CH.1.3.4.2-a	CH.1.3.4.2-b	CH.1.3.4.2-c	CH.1.3.4.2-d
Brain Builders (Executive-Function Skills)	Attention			✓		✓				
	Working memory			✓						
	Inhibitory control		✓	✓		✓				
Growth Mindset & Goal-Setting	Focus attention			✓		✓			✓	
	Ignore distractions			✓						
	Improve skills with practice and effort									✓
	Use growth mindset language		✓							✓
Emotion Management	Identify feelings from contextual and behavioral cues	✓	✓			✓			✓	
	Infer a likely emotion that would arise from a particular situation		✓						✓	
	Apply emotion-management strategies of slow counting and asking an adult for help		✓				✓		✓	
Empathy & Kindness	Identify how someone else might feel when shown or not shown kindness		✓	✓	✓					
	Apply ways to be kind in response to scenarios		✓		✓					
	Recognize that some kind acts are better than others in certain situations		✓							
Problem-Solving	Manage strong emotions to feel calm before solving problems			✓					✓	✓
	State the problem without blame or name-calling			✓					✓	✓
	Demonstrate how to recognize accidents and make amends				✓	✓				✓



Grade 2



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

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Colorado Emotional and Social Wellness Standard

CH.2.3.4.1-a Identify the characteristics of someone who has personal qualities that are important to you	CH.2.3.4.1-b Identify the personal traits that best represent who you are and why they are important	CH.2.3.4.1-c Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others	CH.2.3.4.1-d Express intentions to treat self with care and respect	CH.2.3.4.2-a Summarize the importance of respecting the personal space and boundaries of others	CH.2.3.4.2-b Discuss the importance of thinking about the effects of one's actions on other people	CH.2.3.4.2-c Describe how you will use prosocial behaviors such as cooperation, being sensitive to the feelings of others, helping others, and being respectful of others	CH.2.3.4.2-d Describe the benefits of a friendship	CH.2.3.4.2-e Describe how to make and maintain friendships
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Unit	Skills and Concepts	CH.2.3.4.1-a	CH.2.3.4.1-b	CH.2.3.4.1-c	CH.2.3.4.1-d	CH.2.3.4.2-a	CH.2.3.4.2-b	CH.2.3.4.2-c	CH.2.3.4.2-d	CH.2.3.4.2-e
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, effort, and asking for help			✓						
Emotion Management	Identify complex feelings from contextual and behavioral cues	✓	✓	✓		✓	✓	✓	✓	✓
	Recognize that people can feel differently about the same situation	✓	✓	✓		✓	✓	✓	✓	✓
	Apply using helpful thoughts as an emotion-management strategy	✓					✓	✓		
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**

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Colorado Emotional and Social Wellness Standard

CH.3.3.4.1-a Identify the characteristics of someone who has self-respect and positive self-esteem

CH.3.3.4.1-b Acknowledge the value of personal and others' talents and strengths

CH.3.3.4.1-c Summarize the importance of respecting the personal space and boundaries of others

CH.3.3.4.1-d Discuss the importance of treating others the way you would like to be treated

CH.3.3.4.1-e Give examples of skills that develop and maintain healthy relationships as well as strong friendships

CH.3.3.4.2-a Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way

CH.3.3.4.2-b Describe positive ways to show care, consideration, and concern for others

CH.3.3.4.2-c Identify how to show respect for individual differences

CH.3.3.4.2-d Demonstrate how to communicate about personal boundaries directly, respectfully, and assertively

CH.3.3.4.2-e Identify potential conflicts that arise within relationships and strategies to resolve those conflicts

Unit	Skills and Concepts	CH.3.3.4.1-a	CH.3.3.4.1-b	CH.3.3.4.1-c	CH.3.3.4.1-d	CH.3.3.4.1-e	CH.3.3.4.2-a	CH.3.3.4.2-b	CH.3.3.4.2-c	CH.3.3.4.2-d	CH.3.3.4.2-e
Brain Builders (Executive-Function Skills)	Attention					✓	✓				
	Working memory					✓	✓				
	Inhibitory control					✓	✓				
	Cognitive flexibility					✓	✓				
Growth Mindset & Goal-Setting	Understand that the brain can grow and change	✓	✓								
	Improve skills 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 them make friends and strengthen relationships		✓		✓	✓	✓	✓	✓	✓	✓
	Recognize that different people may prefer to be shown kindness in different ways			✓		✓	✓	✓	✓	✓	✓
	Demonstrate kind acts that recognize that people like to receive kindness in different ways			✓		✓	✓	✓	✓	✓	✓
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 4



**Alignment with
Second Step®
Elementary:
Grade 4**

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Colorado Emotional and Social Wellness Standard

CH.4.3.4.1-a Discuss factors that support healthy relationships with friends and family

CH.4.3.4.1-b Discuss how culture and tradition influence personal and family structures

CH.4.3.4.1-c Describe different kinds of families, and discuss how families can provide emotional support and set boundaries and limits

CH.4.3.4.1-d Identify the positive ways that peers and family members show support, care, and appreciation for one another

CH.4.3.4.1-e Identify problem-solving strategies to support healthy relationships

CH.4.3.4.1-f Describe the importance of having and identifying a parent or trusted adult as a support

CH.4.3.4.2-a Identify personal stressors at home, with friends, in school, and in the community

CH.4.3.4.2-b List physical and emotional reactions to stressful situations

CH.4.3.4.2-c Identify positive and negative ways of dealing with stress

CH.4.3.4.2-d Identify when you should seek help from a trusted adult in dealing with stress

Unit	Skills and Concepts	CH.4.3.4.1-a	CH.4.3.4.1-b	CH.4.3.4.1-c	CH.4.3.4.1-d	CH.4.3.4.1-e	CH.4.3.4.1-f	CH.4.3.4.2-a	CH.4.3.4.2-b	CH.4.3.4.2-c	CH.4.3.4.2-d
Brain Builders (Executive-Function Skills)	Attention										
	Working memory								✓		
	Inhibitory control										
	Cognitive flexibility										
Growth Mindset & Goal-Setting	Identify what a goal is and what an effective plan includes										
	Identify a shared class goal and make a plan to reach that goal										
	Monitor progress and modify a plan to reach a goal										
Emotion Management	Recognize that strong emotions make it hard to think clearly					✓		✓	✓	✓	
	Recognize that managing emotions is necessary to make good decisions	✓			✓	✓				✓	
	Apply reappraisal as an emotion-management strategy					✓				✓	
Empathy & Kindness	Recognize that empathy and perspective-taking can help them get along with others	✓	✓		✓	✓				✓	✓
	Apply perspective-taking strategies to help empathize with others	✓	✓		✓	✓				✓	
	Recognize that another person's point of view can change one's own thoughts or actions	✓	✓		✓	✓				✓	✓
Problem-Solving	Manage strong emotions to feel calm before solving problems					✓					✓
	Demonstrate speaking up for one's self 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 others' points of view	✓				✓				✓	✓
	Pick a solution that is safe, respectful, and could work for everyone	✓				✓				✓	✓



Grade 5



**Alignment with
Second Step®
Elementary:
Grade 5**

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**Colorado Emotional and Social
Wellness Standard**

CH.5.3.4.1-a Describe how feelings and emotions are portrayed in the media	CH.5.3.4.1-b Identify how society, media, and the use of modern technology can influence mental and emotional health	CH.5.3.4.1-c Explain how families and peers can influence mental and emotional health	CH.5.3.4.1-d Identify ways to counteract negative influences that impact mental and emotional health	CH.5.3.4.1-e Identify when it is appropriate to seek help and support during times of strong emotions and feelings
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Unit	Skills and Concepts	CH.5.3.4.1-a	CH.5.3.4.1-b	CH.5.3.4.1-c	CH.5.3.4.1-d	CH.5.3.4.1-e
Brain Builders (Executive-Function Skills)	Attention					
	Working memory					
	Inhibitory control					
	Cognitive flexibility					
Growth Mindset & Goal-Setting	Identify a personal goal and make a plan to reach the goal				✓	
	Monitor progress and identify roadblocks				✓	
	Modify a plan to move or work around roadblocks				✓	
	Reflect to inform future goals				✓	
Emotion Management	Recognize the unique things that cause them to experience strong emotions	✓	✓	✓	✓	✓
	Identify emotion-management strategies they currently use that work well for them	✓		✓	✓	✓
	Anticipate and plan for situations that cause strong emotions	✓			✓	✓
Empathy & Kindness	Identify and analyze how individuals use empathy to make their community better	✓		✓	✓	
	Use empathy and perspective-taking to identify a problem and a potential solution within their community	✓		✓	✓	
Problem-Solving	Manage strong emotions to feel calm before solving problems				✓	✓
	State the problem without blaming and from the perspectives of all people involved			✓	✓	✓
	Generate solutions to take all people's perspectives into consideration			✓	✓	✓
	Evaluate possible outcomes of solutions to a problem based on others' 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			✓	✓	✓



Grade 6



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

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Colorado Emotional and Social Wellness Standard

CH.6.3.4.1-a Explain the interrelationship of mental, emotional, and social health

CH.6.3.4.1-b Analyze the relationship between thoughts, emotions, feelings, and behavior

CH.6.3.4.1-c Identify healthy ways to express needs, wants, and feelings

CH.6.3.4.1-d Explain the causes, symptoms, and effects of stress, anxiety, sadness, and depression

CH.6.3.4.1-e Identify when someone should seek help for sadness, hopelessness, and depression

CH.6.3.4.1-f Identify emotions and feelings associated with loss and grief

CH.6.3.4.1-g Explain how modern technology can have a positive and negative impact on mental and emotional health

CH.6.3.4.2-a Demonstrate refusal and negotiation skills that avoid or reduce health risks

CH.6.3.4.2-b Demonstrate effective conflict management or resolution strategies

CH.6.3.4.2-c Demonstrate how to ask for assistance to enhance the health of self and others

CH.6.3.4.2-d Identify ways to advocate for self and others to enhance health and safety

Unit	Skills and Concepts	CH.6.3.4.1-a	CH.6.3.4.1-b	CH.6.3.4.1-c	CH.6.3.4.1-d	CH.6.3.4.1-e	CH.6.3.4.1-f	CH.6.3.4.1-g	CH.6.3.4.2-a	CH.6.3.4.2-b	CH.6.3.4.2-c	CH.6.3.4.2-d
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	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		✓	✓		✓			✓			
Managing Relationships & Social Conflict	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			✓						✓	✓	✓



Grade 7



**Alignment with
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Colorado Emotional and Social Wellness Standard

CH.7.3.4.1-a Demonstrate the ability to engage in active listening	CH.7.3.4.1-b Demonstrate negotiation skills to support the healthy expression of personal needs	CH.7.3.4.1-c Demonstrate the ability to state personal needs and articulate limits	CH.7.3.4.1-d Practice verbal and nonverbal ways to ask for help from a parent, trusted adults, or friends	CH.7.3.4.1-e Advocate for self and others to increase the safety of school community	CH.7.3.4.1-f Identify a variety of verbal and nonverbal communication styles and how to respond effectively	CH.7.3.4.2-a Compare and contrast positive and negative ways of dealing with stress	CH.7.3.4.2-b Define stress	CH.7.3.4.2-c Identify personal stressors	CH.7.3.4.2-d Explain the body's physical and psychological responses to stressful situations	CH.7.3.4.2-e Develop healthy strategies to deal with stressors	CH.7.3.4.2-f Practice strategies such as physical activity, relaxation techniques, journaling, and talking with someone to prevent, manage, and/or reduce stress
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Unit	Skills and Concepts	CH.7.3.4.1-a	CH.7.3.4.1-b	CH.7.3.4.1-c	CH.7.3.4.1-d	CH.7.3.4.1-e	CH.7.3.4.1-f	CH.7.3.4.2-a	CH.7.3.4.2-b	CH.7.3.4.2-c	CH.7.3.4.2-d	CH.7.3.4.2-e	CH.7.3.4.2-f
Mindsets & Goals	Recognize that social challenges are common and get better in time							✓		✓	✓	✓	
	Understand that trying new things can help the brain can grow and change							✓		✓	✓	✓	
	Identify roadblocks to goals and use If-Then Plans to respond to them		✓	✓	✓			✓		✓		✓	✓
Recognizing Bullying & Harassment	Recognize types of harassment and understand how they differ from bullying					✓							
	Understand the impact of harassment on individuals and the school community					✓					✓		
	Understand students' rights to be protected from harassment			✓	✓	✓							
	Understand students' responsibilities to create a harassment-free school environment			✓	✓	✓	✓					✓	
Thoughts, Emotions & Decisions	Identify the underlying emotions that influence unhelpful thoughts								✓	✓			
	Apply emotion-management strategies across contexts		✓	✓	✓	✓	✓	✓				✓	✓
	Reframe unhelpful thoughts			✓				✓		✓		✓	✓
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	✓	✓			✓	✓					✓	



Grade 8



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Colorado Emotional and Social Wellness Standard

CH.8.3.4.1-a Explain why getting help for mental and emotional health problems is appropriate and sometimes necessary	CH.8.3.4.1-b Understand that stereotypes exist about mental and emotional problems, and those stereotypes can influence a person's desire to seek help	CH.8.3.4.1-c Explain when it is necessary and how to seek help for mental and emotional health problems such as depression, anxiety, self-harm and suicidal ideations, and mood, eating, and sleep disorders	CH.8.3.4.1-d Determine valid and reliable mental and emotional health resources	CH.8.3.4.2-a Analyze how culture, media, and others influence personal feelings and behaviors	CH.8.3.4.2-b Describe how personal and family values and feelings influence choices	CH.8.3.4.2-c Describe strategies to minimize negative influences on mental and emotional health	CH.8.3.4.2-d Analyze internal factors that contribute to mental and emotional health	CH.8.3.4.2-e Identify the factors that could negatively influence a person's well-being with regard to depression, suicide, and/or self-harm	CH.8.3.4.2-f Identify internal and external influences on one's body image	CH.8.3.4.2-g Describe the signs, symptoms, and consequences of common eating disorders	CH.7.3.4.2-f Practice strategies such as physical activity, relaxation techniques, journaling, and talking with someone to prevent, manage, and/or reduce stress
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Unit	Skills and Concepts	CH.8.3.4.1-a	CH.8.3.4.1-b	CH.8.3.4.1-c	CH.8.3.4.1-d	CH.8.3.4.2-a	CH.8.3.4.2-b	CH.8.3.4.2-c	CH.8.3.4.2-d	CH.8.3.4.2-e	CH.8.3.4.2-f	CH.8.3.4.2-g	CH.7.3.4.2-f
Mindsets & Goals	Follow norms when discussing sensitive topics												
	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									✓	✓		
	Recognize that social and environmental factors contribute to bullying and harassment					✓					✓		
	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	Recognize the signs of stress and anxiety	✓						✓	✓	✓	✓		✓
	Recognize that some stress can be positive	✓						✓	✓				✓
	Apply stress-management strategies to cope	✓		✓	✓			✓	✓				✓
Managing Relationships & Social Conflict	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						✓		✓	✓			
	Identify ways to make amends after a social conflict												