



ALIGNMENT CHART

Delaware Social and Emotional Learning Competencies

- 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 handle 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 Delaware Social and Emotional Learning Competencies

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 Delaware social and emotional learning competencies.

Boxes are checked to indicate that the Second Step digital programs meet a given Delaware social and emotional learning competency 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 competency through discussion, writing, drawing, or other related activities.
2. There are opportunities for teachers to gather evidence of student learning in relation to the competencies.

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-Grade 2

Delaware Social and Emotional Learning Competencies

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	

Competency/Benchmark	Learning Indicator	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		
Self-Awareness	1A. Demonstrate an awareness of one's own emotions.	S-A.1A.1. Accurately recognizes and names basic emotions/feelings (e.g., happy, sad, mad, afraid, hurt)							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
		S-A.1A.2. Communicates basic emotions/feelings								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		S-A.1A.3. Describes emotions and the situations that cause them (e.g., triggers)									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	1B. Demonstrate an awareness of personal qualities and interests.	S-A.1B.1. Identifies and describes personal likes and dislikes																					
		S-A.1B.2. Recognizes personal qualities and interests							✓														
		S-A.1B.3. Identifies an interest as it relates to personal experiences																					
		S-A.1B.4. Identifies and describes preferences																					
	1C. Demonstrate an awareness of one's own strengths and opportunities for growth.	S-A.1C.1. Identifies strengths and opportunities for growth with adult support							✓														
		S-A.1C.2. Describes things one does well or the knowledge they have							✓														
		S-A.1C.3. Describes an activity/task in which one may need help in order to improve							✓														
	1D. Demonstrate a sense of personal responsibility and advocacy.	S-A.1D.1. Understands and follows school-wide expectations for safe and productive learning				✓							✓					✓	✓	✓	✓	✓	✓
		S-A.1D.2. Recognizes that there are positive and negative consequences of personal choices, behaviors, and actions				✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		S-A.1D.3. Demonstrates responsible use and care of personal and others' belongings																					
		S-A.1D.4. Identifies attitudes and behaviors that lead to successful learning				✓	✓	✓	✓														
		S-A.1D.5. Advocates for themselves by asking for help					✓		✓				✓										
1E. Identify external and community resources and supports.	S-A.1E.1. Identifies at least one adult they trust																						
	S-A.1E.2. Identifies situations in which they need to seek help from an adult							✓				✓											
	S-A.1E.3. Recognizes how and where to get help in an emergency situation																						



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Self-Management	2A. Understand and use strategies for managing one's own emotions and behaviors constructively.	S-M.2A.1. Identifies sources of common stress																					
		S-M.2A.2. Demonstrates the ability to manage emotions										✓						✓					
		S-M.2A.3. Demonstrates an awareness of how emotions relate to thoughts and behaviors								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		S-M.2A.4. Describes and practices using words to share their emotions about an interaction or situation								✓		✓	✓	✓				✓	✓	✓	✓	✓	✓
	2B. Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life.	S-M.2B.1. Identifies a short-term goal (wish, dream)							✓														
S-M.2B.2. Identifies the steps needed to accomplish a short-term goal																							
S-M.2B.3. Identifies people/resources needed to meet one's short-term goal								✓															
S-M.2B.4. Recognizes if a goal is under one's own control or someone else's																							
S-M.2B.5. Describes something they have accomplished							✓	✓															
Social Awareness	3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.	SA.3A.1. Recognizes the emotions/feelings of others by using attention and/or listening skills to assess facial expressions, body language, and tone of voice								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
		SA.3A.2. Recognizes the effect of words and actions on others' emotions											✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	3B. Exhibit civic responsibility in multiple settings.	SA.3B.1. Recognizes and names how others within their school, home, and community help them					✓	✓															
		SA.3B.2. Identifies how to help others											✓	✓	✓	✓							
		SA.3B.3. Expresses how it feels to help others											✓	✓	✓	✓							
	3C. Demonstrate an awareness of and respect for human dignity, including culture and differences.	SA.3C.1. Describes characteristics of two people that are similar and different																					
SA.3C.2. Names qualities of others from a variety of cultures and groups																							



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Relationship Skills	4A. Use positive communication and social skills to interact effectively with others.	RS.4A.1. Develops and maintains friendships											✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
		RS.4A.2. Uses positive communication and behaviors such as: • taking turns • sharing with others • saying "please", "thank you," and/or "excuse me" • using compliments to encourage others • paying attention when others are talking	✓	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		RS.4A.3. Effectively and appropriately communicates needs, wants, and ideas																				✓	
	4B. Develop and maintain positive relationships.	RS.4B.1. Identifies multiple types of relationships they have with others																					
		RS.4B.2. Identifies and practices appropriate behaviors that maintain positive relationships												✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		RS.4B.3. Lists traits of a good friend																					
	4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.	RS.4B.4. Demonstrates the ability to make friends and sustain positive relationships												✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		RS.4C.1. Begins to develop and practice the use of problem-solving and conflict resolution skills																✓	✓	✓	✓	✓	✓
		RS.4C.2. Recognizes that there are many ways to solve conflicts and practice solving problems using different methods including using "I" messages																	✓	✓	✓	✓	✓
		RS.4C.3. Identifies and states feelings and problems when in a conflict situation																✓	✓	✓	✓	✓	✓
	RS.4C.4. Identifies interpersonal problems that need adult help to resolve, and appropriately asks for help																						



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Responsible Decision-Making	5A. Consider and use multiple factors in decision-making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.											✓	✓			✓	✓	✓	✓	✓	✓	✓	
	RDM.5A.1. Recognizes that one has choices in how to respond in a situation and that all choices have consequences																						
	RDM.5A.2. Identifies and illustrates safe and unsafe situations																						
	RDM.5A.3. Identifies the difference between a stranger, acquaintance, and friend																						
	5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.	RDM.5B.1. Implements stop, think, and act strategies in solving problems																✓	✓	✓	✓	✓	✓
	RDM.5B.2. Engage in problem solving reflection with adult guidance																	✓	✓	✓	✓	✓	✓
	RDM.5B.3. Demonstrates appropriate social and classroom behavior		✓	✓	✓	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RDM.5B.4. Demonstrates constructive academic behaviors		✓	✓	✓	✓	✓	✓																



Grades 3-5

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		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 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	Apply perspective-taking strategies to empathize with others	Apply 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 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 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	
Competency/Benchmark	Learning Indicator																												
Self-Awareness	1A. Demonstrate an awareness of one's own emotions.	S-A.1A.1. Identifies an expanded range of emotions									✓	✓	✓	✓	✓	✓					✓	✓		✓	✓	✓	✓		
		S-A.1A.2. Recognizes intensity levels of emotions in different situations										✓	✓	✓	✓	✓													
		S-A.1A.3. Recognizes how emotions can change													✓	✓	✓									✓	✓	✓	
		S-A.1A.4. Recognizes how thoughts impact emotions and emotions impact behavior										✓	✓	✓	✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	
		S-A.1A.5. Describes ways emotions impact behavior(s)										✓	✓	✓	✓	✓	✓			✓	✓	✓	✓		✓				
	1B. Demonstrate an awareness of personal qualities and interests.	S-A.1B.1. Compares likes and dislikes of self and others																		✓									
		S-A.1B.2. Demonstrates an awareness of personal qualities and interests of self and others						✓	✓	✓	✓								✓	✓	✓	✓							
		S-A.1B.3. Understands the relationship between interests and continued experiences and development						✓	✓	✓	✓																		
		S-A.1B.4. Demonstrates awareness that personal qualities and interests affect decision-making							✓																				
	1C. Demonstrate an awareness of one's own strengths and opportunities for growth.	S-A.1C.1. Identifies strengths and opportunities for growth						✓	✓	✓	✓																		
		S-A.1C.2. Describes and prioritizes strengths and interests that one wants to develop						✓	✓	✓	✓																		
	1D. Demonstrate a sense of personal responsibility and advocacy.	S-A.1D.1. Defines what it means to be responsible and identifies ways one can be responsible in everyday life in school and in the community																											
		S-A.1D.2. Explains the benefits of being responsible																											
		S-A.1D.3. Demonstrates responsible behaviors			✓				✓	✓	✓	✓				✓	✓				✓	✓			✓	✓	✓	✓	✓
		S-A.1D.4. Demonstrates the ability to say "No" to negative peer pressure and explain why it is important																											
S-A.1D.5. Self-advocates to support responsible choices and to avoid negative behaviors by reaching out to adults for assistance							✓									✓							✓		✓				



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Self-Awareness	1E. Identify external and community resources and supports.																												
	S-A.1E.1. Recognizes qualities of positive role models																												
	S-A.1E.2. Identifies positive adults in various facets of their lives																												
Self-Management	S-A.1E.3. Identifies peer, home, and school supports and/or resources to help solve problems						✓		✓	✓	✓					✓					✓				✓	✓	✓	✓	
	2A. Understand and use strategies for managing one's own emotions and behaviors constructively.														✓	✓	✓					✓							
	S-M.2A.1. Uses self-monitoring strategies (e.g., self-talk) to manage stress and regulate emotions														✓	✓						✓							
	S-M.2A.2. Identifies the relationship between thoughts, emotions, and actions											✓	✓	✓	✓	✓	✓			✓	✓	✓	✓		✓				
	S-M.2A.3. Demonstrates skills to respond effectively to pressure situations (e.g., calm down, walk away, seek help or mediation)													✓		✓								✓	✓	✓	✓	✓	
	S-M.2A.4. Expresses emotions in a proactive manner														✓	✓						✓		✓					
	2B. Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life.	S-M.2B.1. Distinguishes between short- and long-term goals																											
		S-M.2B.2. Describes why learning is important in helping them achieve personal goals						✓	✓	✓	✓	✓																	
		S-M.2B.3. Identifies ability to meet the goal independently or with supports						✓	✓	✓	✓	✓																	
		S-M.2B.4. Identifies personal skills, planning, or strategies that lead to accomplishments						✓	✓	✓	✓	✓																	
S-M.2B.5. Evaluates what one might have done differently to achieve greater success on a recent goal							✓					✓																	
Social Awareness	3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.																												
	SA.3A.1. Recognizes the emotions of others by using active listening and/or visual cues											✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	
	SA.3A.2. Recognizes multiple points of view or perspectives in a situation																		✓	✓	✓	✓			✓	✓	✓	✓	
	SA.3A.3. Recognizes and identifies body language and non-verbal, environmental, or social communication to identify the emotions and perspectives of others												✓																
SA.3A.4. Predicts the impact of one's own behavior on the emotions of others																	✓		✓				✓		✓				



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Social Awareness	3B. Exhibit civic responsibility in multiple settings.	SA.3B.1. Describes what they learned about themselves from helping others																														
		SA.3B.2. Shares reasons for helping others																✓	✓	✓	✓	✓										
		SA.3B.3. Identifies roles they have to contribute to their school, home, and community							✓											✓	✓	✓										
		SA.3B.4. Works collaboratively with peers to complete a job, task, or address a need						✓								✓						✓										
Social Awareness	3C. Demonstrate an awareness of and respect for human dignity, including culture and differences.	SA.3C.1. Defines stereotyping, discrimination, and prejudice																														
		SA.3C.2. Recognizes the similarities of different cultures and social groups																														
		SA.3C.3. Recognizes the value of different cultures and social groups																														
Relationship Skills	4A. Use positive communication and social skills to interact effectively with others.	RS.4A.1. Gives and receives compliments in a genuine manner																														
		RS.4A.2. Uses active listening skills to foster better communication																														
		RS.4A.3. Demonstrates good sportsmanship: • plays fairly • is a gracious winner • is an accepting loser																														
		RS.4A.4. Demonstrates cooperative behaviors in a group (e.g., listens, encourages, acknowledges opinions, compromises, and reaches consensus)																									✓	✓	✓			
	4B. Develop and maintain positive relationships.	RS.4B.1. Recognizes the difference between helpful and harmful behaviors in a relationship																														
RS.4B.2. Identifies a problem in a relationship and determines the appropriate means of resolution (e.g., problem-solving process, peer mediation, adult assistance)																									✓	✓	✓	✓	✓			
RS.4B.3. Describes the positive and negative impact of peer pressure on self and others																																



Grades 3-5

Delaware Social and Emotional Learning Competencies

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 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	Apply perspective-taking strategies to empathize with others	Apply 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 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 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

Competency/Benchmark	Learning Indicator	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 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	Apply perspective-taking strategies to empathize with others	Apply 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 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 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		
Relationship Skills	4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.	RS.4C.1. Shows an understanding of conflict as a natural part of life																					✓	✓	✓	✓	✓	✓	✓	
		RS.4C.2. Describes ways to be proactive and prevent conflict																												
		RS.4C.3. Describes causes and effects of conflicts, including how one's behavior impacts personal and others' emotions																						✓	✓	✓	✓	✓	✓	
		RS.4C.4. Distinguishes between destructive and constructive ways of dealing with conflicts																												
		RS.4C.5. Activates steps of the conflict resolution (problem-solving) process (e.g., active listening, expressing feelings, identifying the problem, brainstorming solutions, making amends, etc.)																						✓	✓	✓	✓	✓	✓	✓
Responsible Decision-Making	5A. Consider and use multiple factors in decision-making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.	RDM.5A.1. Identifies social norms that affect decision-making																												
		RDM.5A.2. Defines cyber-bullying and response strategies																												
		RDM.5A.3. Understands bullying and how to respond to support the victim or targeted person/group																												
	5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.	RDM.5B.1. Describes steps of a decision-making model																						✓	✓	✓	✓	✓	✓	✓
		RDM.5B.2. Effectively participates in group decision-making							✓	✓	✓	✓																		
	RDM.5B.3. Reflects on the pros and cons of the decision made or options considered																									✓	✓	✓		



Grades 6-8

Delaware Social and Emotional Learning Competencies

Second Step® Middle School Digital Program

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 personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	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	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships

Competency/Benchmark	Learning Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1A. Demonstrate an awareness of one's own emotions.	S-A.1A.1. Identifies emotional states that contribute to or detract from ability to problem solve													✓					✓			
	S-A.1A.2. Explains the possible outcomes associated with the expression of different emotions													✓	✓				✓		✓	
	S-A.1A.3. Recognizes how emotional states affect ability to problem solve													✓					✓			
1B. Demonstrate an awareness of personal qualities and interests.	S-A.1B.1. Accommodates and plans for the likes and dislikes of a group													✓								
	S-A.1B.2. Identifies interaction between personal qualities and interests with academic activities and social opportunities																					
	S-A.1B.3. Utilizes interest to gain additional experiences toward mastery of a skill or concept																					
	S-A.1B.4. Evaluates influence of personal qualities and interests on decision-making																					✓
1C. Demonstrate an awareness of one's own strengths and opportunities for growth.	S-A.1C.1. Identifies personal strengths and opportunities for growth related to specific activities														✓							
	S-A.1C.2. Applies self-reflection techniques to recognize potential, strengths, and growth areas														✓							
	S-A.1C.3. Implements a plan to build on strengths or address opportunities for growth														✓							
1D. Demonstrate a sense of personal responsibility and advocacy.	S-A.1D.1. Identifies areas of school and life that are within personal control																					✓
	S-A.1D.2. Plans and develops an action plan to set and achieve short- and long-term goals														✓							
	S-A.1D.3. Analyzes the short- and long-term outcomes between safe and responsible behavior versus risky and harmful behaviors on their health and well-being																					
	S-A.1D.4. Explains the connection between choice, responsibility, and consequences for behaviors																					
	S-A.1D.5. Recognizes, establishes, and adheres to personal boundaries and responsibilities																				✓	✓



Grades 6-8

Delaware Social and Emotional Learning Competencies

Second Step® Middle School Digital Program

Key Skills and Concepts																			
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Competency/Benchmark	Learning Indicator	Unit 1	Unit 2	Unit 3	Unit 4
Self-Awareness 1E. Identify external and community resources and supports.	S-A.1E.1. Identifies positive peer/adult support when needed	✓	✓	✓	✓
	S-A.1E.2. Recognizes the benefits of additional external supports, including positive adult role models, inside and outside of school settings				
	S-A.1E.3. Recognizes outside influences on the development of personal traits and discerns whether they are helpful and supportive or harmful and non-supportive				
Self-Management 2A. Understand and use strategies for managing one's own emotions and behaviors constructively.	S-M.2A.1. Recognizes and begins to apply the skills necessary to maintain confidence during stress, emotional responses, or changing emotions				✓
	S-M.2A.2. Recognizes the affective behavioral responses to thoughts, emotions, and actions			✓	✓
	S-M.2A.3. Reflects on possible consequences, both positive and negative, before expressing an emotion or behavior			✓	✓
	S-M.2A.4. Recognizes, establishes, and adheres to personal boundaries and responsibilities			✓	✓
	S-M.2A.5. Recognizes and begins to apply the skills necessary to maintain confidence during stress, emotional responses, or changing emotions				✓
Self-Management 2B. Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life.	S-M.2B.1. Sets short-term and long-term goals		✓	✓	
	S-M.2B.2. Designs action plans with timelines for achieving goals		✓	✓	
	S-M.2B.3. Identifies and utilizes potential resources for achieving goals (e.g., home, school, and community support)		✓	✓	
	S-M.2B.4. Establishes criteria for evaluating personal and academic success		✓	✓	
	S-M.2B.5. Demonstrates goal-setting skills related to potential career paths				



Grades 6-8

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Competency/Benchmark	Learning Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.	SA.3A.1. Analyzes ways that a person's emotions can be affected by the behavior of others								✓											✓	✓		
	SA.3A.2. Accepts and shows respect for other people's perspectives, opinions, or points of view																			✓	✓	✓	
	3B. Exhibit civic responsibility in multiple settings.	SA.3B.1. Explains how their decisions and behaviors affect the well-being of their school, home, and community																					
		SA.3B.2. Explores a community or global need to generate possible solutions																					
3B. Exhibit civic responsibility in multiple settings.	SA.3B.3. Engages in social critique and makes decisions that will lead to social change																						
	SA.3B.4. Evaluates the impact of a school, home, or community initiative the student was personally involved in																						
3C. Demonstrate an awareness of and respect for human dignity, including culture and differences.	SA.3C.1. Analyzes how culture impacts interpretation of historical events																						
	SA.3C.2. Recognizes how beliefs are shaped by social and cultural experiences																						



Grades 6-8

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Competency/Benchmark	Learning Indicator	Unit 1	Unit 2	Unit 3	Unit 4
4A. Use positive communication and social skills to interact effectively with others.	RS.4A.1. Practices reflective listening				
	RS.4A.2. Demonstrates ability to perform different roles in a cooperative group to achieve group goals				
	RS.4A.3. Uses understanding of how and why others respond in a given situation (e.g., assertive, passive, or aggressive) in order to respond respectfully and effectively with others				✓
	RS.4A.4. Identifies appropriate and inappropriate uses of social and other media and the potential repercussions and implications				✓
4B. Develop and maintain positive relationships.	RS.4B.1. Distinguishes between helpful and harmful peer pressure				
	RS.4B.2. Is involved in positive activities with their peers	✓		✓	✓
	RS.4B.3. Develops friendships based on personal values				✓
	RS.4B.4. Identifies the impact of social media in developing and sustaining positive relationships				
	RS.4B.5. Identifies the difference between safe and risky behaviors in a relationship				✓
	RS.4B.6. Identifies and exercises strategies, including refusal skills, when faced with harmful peer pressure			✓	✓
4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.	RS.4C.1. Recognizes uncomfortable emotions as potential conflict in interpersonal relationships				✓
	RS.4C.2. Identifies the roles of individuals in conflict and understands one's own responsibility in reaching resolution				✓
	RS.4C.3. Develops self-awareness of their part and actions in creating conflict (e.g., spreading rumors, use of social media, wrongful accusations)				✓
	RS.4C.4. Understands the impact of conflict on self and others				✓
	RS.4C.5. Applies conflict resolution skills to de-escalate, defuse, and resolve differences				✓
	RS.4C.6. Identifies and accesses positive supports when needed in a conflict situation/crisis		✓	✓	✓



Grades 6-8

Delaware Social and Emotional Learning Competencies

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Key Skills and Concepts																			
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Competency/Benchmark	Learning Indicator	Unit 1	Unit 2	Unit 3	Unit 4
Responsible Decision-Making 5A. Consider and use multiple factors in decision-making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.	RDM.5A.1. Stands up for other peers when they are teased, insulted, or left out		✓		
	RDM.5A.2. Analyzes the reason for school and societal rules and their impact on decisions				
	RDM.5A.3. Analyzes impact of media and social norms on one's behavior			✓	✓
	RDM.5A.4. Explains how honesty, respect, compassion, and empathy enables one to take the needs of others into account				
Responsible Decision-Making 5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.	RDM.5B.1. Identifies and applies the steps of systematic decision-making				✓
	RDM.5B.2. Develops decision-making strategies for avoiding risky behavior		✓		✓
	RDM.5B.3. Defines how external influences impact decision-making			✓	✓
	RDM.5B.4. Analyzes how decision-making skills affect study habits and academic performance				✓