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ALIGNMENT CHART

New Jersey Comprehensive Health and Physical Education Standards: Personal Safety and Mental Health

- 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 New Jersey Standards

The following tables indicate which specific Second Step® grade-band lessons and related materials can help students develop the knowledge, skills, and attitudes needed to meet the New Jersey Comprehensive Health and Physical Education Standards. Boxes are checked to indicate that the Second Step digital programs meet a given New Jersey learning standard within the identified grade or grade-band (for instance, Grades K–5) when:

1. Students have clear opportunities to actively process the knowledge or practice the skills described in the standard through discussion, writing, drawing, or other related activities.
2. There are opportunities for teachers to gather evidence of student learning in relation to the standards.

1. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

2. Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development, 88*(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>



Kindergarten-Grade 2

New Jersey Comprehensive Health and Physical Education Standards: Personal Safety and Mental Health

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
Concept	Standard																				
Emotional Health	2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.																				
	2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.																				
	2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).	✓		✓	✓						✓					✓					
	2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts, and behaviors.			✓	✓		✓					✓					✓	✓			
	2.1.2.EH.5: Explain healthy ways of coping with stressful situations.											✓					✓				✓
Social and Sexual Health	2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.																				
	2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.																				
	2.1.2.SSH.3: Describe different kinds of families locally, nationally, and globally and note similarities in the ways in which they keep their children safe.																				
	2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.																				
	2.1.2.SSH.5: Identify basic social needs of all people.																				
	2.1.2.SSH.6: Determine the factors that contribute to healthy relationships																				
	2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.												✓	✓	✓	✓	✓			✓	
	2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).																✓	✓	✓	✓	✓
	2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.																				
Community Health Services and Support	2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.																				
	2.1.2.CHSS.2: Determine where to access home, school, and community health professionals.																				
	2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.																				



Kindergarten-Grade 2

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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

Concept	Standard	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	
Community Health Services and Support	2.12.CHSS.4: Describe how climate change affects the health of individuals, plants, and animals.																					
	2.12.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2.12.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).											✓					✓					
Personal Safety	2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.				✓							✓					✓					
	2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).				✓																	
	2.3.2.PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).				✓																	
	2.3.2.PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).																					
	2.3.2.PS.5: Define bodily autonomy and personal boundaries.																					
	2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.													✓								
	2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).																					
	2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).																					



Grades 3-5

New Jersey Comprehensive Health and Physical Education Standards: Personal Safety and Mental Health

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		
Concept	Standard																													
Emotional Health	2.15.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.					✓					✓	✓	✓	✓	✓			✓	✓	✓	✓									
	2.15.EH.2: Explain how to cope with rejection, loss, difficult learning situations, and/or separation from family or others.														✓	✓														
	2.15.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).											✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	2.15.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.									✓	✓				✓	✓							✓	✓	✓	✓	✓	✓	✓	
Social and Sexual Health	2.15.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.																													
	2.15.SSH.2: Differentiate between sexual orientation and gender identity.																													
	2.15.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g., sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).																			✓	✓			✓	✓	✓	✓	✓	✓	
	2.15.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries, and limits.																													
	2.15.SSH.5: Explain the importance of communication with family members, caregivers, and other trusted adults about a variety of topics.																													
	2.15.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.																													
	2.15.SSH.7: Define teasing, harassment, and bullying and provide examples of inappropriate behaviors that are harmful to others.																													
Community Health Services and Support	2.15.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).																													
	2.15.CHSS.2: Describe how businesses, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.																													
	2.15.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.														✓	✓							✓							



Grades 6-8

New Jersey Comprehensive Health and Physical Education Standards: Personal Safety and Mental Health

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

Concept	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Emotional Health	2.1.8.EH.1: Compare and contrast stress-management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).													✓						
	2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.																			
Social and Sexual Health	2.1.8.SSH.1: Differentiate between gender identity, gender expression, and sexual orientation.																			
	2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.									✓										
	2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships.															✓	✓	✓		
	2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.																			✓
	2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships.																			
	2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.																			
Community Health Services and Support	2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, and life skills training, and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).	✓		✓		✓					✓			✓	✓		✓		✓	
	2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven, and sex trafficking.																			
	2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.																			
	2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.									✓		✓								✓



Grades 6-8

New Jersey Comprehensive Health and Physical Education Standards: Personal Safety and Mental Health

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

Concept	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Community Health Services and Support	2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs/HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.																					
	2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.																					
	2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.																					
	2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety, and/or depression and identify individuals, agencies, or places in the community where assistance may be available.											✓	✓	✓	✓							
Personal Safety	2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).								✓					✓								✓
	2.3.8.PS.2: Define sexual consent and sexual agency.																					
	2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).																					
	2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.																					
	2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).																					
	2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).									✓												
	2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).																					