



ALIGNMENT CHART

Colorado Comprehensive Health Standard 4

- 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 Colorado 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 Colorado Comprehensive Health Standards. Boxes are checked to indicate that the Second Step digital programs meet a given state 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

Colorado Comprehensive Health Standard 4

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	Recognize that attention helps us learn and stay safe	Recognize that skills improve with practice and effort	Understand that mistakes are part of learning	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	Recognize the kind acts of others	Recognize their own kind acts	Demonstrate things they can say or do to show kindness to others	Manage strong emotions to feel calm before solving problems	State the problem	Demonstrate apologizing, taking turns, sharing as solutions to problems
Standards															
CH.K.4.1-a Identify "appropriate" and "inappropriate" touches															
CH.K.4.1-b Identify characteristics of a trusted adult															
CH.K.4.1-c Demonstrate how to tell a parent or trusted adult if inappropriate touching occurs to self or others															
CH.K.4.1-d Explain the importance of personal space in the classroom and around others															
CH.K.4.2-a Explain safe behavior when getting on and off and while riding on school buses															
CH.K.4.2-b Explain the importance of riding in the back seat and using safety belts and motor vehicle booster seats when one is a passenger in a motor vehicle															
CH.K.4.2-c Recognize and describe the meaning of traffic signs															
CH.K.4.2-d Describe how rules at school can help to prevent injuries															
CH.K.4.2-e Demonstrate safe pedestrian behaviors															
CH.K.4.3-a Demonstrate verbal and nonverbal ways to ask a parent or trusted adult for help about an unsafe situation															
CH.K.4.3-b Describe how to call 911 or other emergency numbers for help															
CH.K.4.3-c Define and explain the dangerous use of weapons and how to tell a trusted adult if you see or hear about someone having a weapon															
CH.K.4.3-d Identify unsafe or risky situations around the home, school, and community															



Grade 1

Colorado Comprehensive Health Standard 4

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	Manage distractions	Recognize that skills improve with practice and effort	Use growth mindset language	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	Identify how someone else might feel when shown or not shown kindness	Identify ways to be kind in response to scenarios	Recognize that some kind acts are better than others in certain situations	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
Standards															
CH.1.4.1-a Understand why it is wrong to tease others															
CH.1.4.1-b Identify why making fun of others is harmful to self and others															
CH.1.4.1-c Explain what to do if you or someone else is being bullied															
CH.1.4.1-d Describe the difference between bullying and having a strong disagreement between people															
CH.1.4.1-e Describe the difference between telling and tattling															
CH.1.4.1-f Describe how you would advocate for yourself and others in a bullying situation															
CH.1.4.2-a Identify safety hazards such as poison, fire, guns, water, playground equipment, and household products in the home and community															
CH.1.4.2-b Identify household products or drugs that may be harmful if ingested or inhaled (including marijuana edibles)															
CH.1.4.2-c Explain why using medicines without adult permission can be harmful															
CH.1.4.2-d Describe how to safely ride a bike, skateboard, and scooter as well as use inline skates															
CH.1.4.2-e Demonstrate strategies to avoid fires and burns (stop, drop, and roll)															
CH.1.4.2-f Demonstrate how to call 911 or other emergency numbers for help in dangerous situations															
CH.1.4.2-g Identify safety rules and strategies to avoid hazards in the home and community, such as fire, severe weather, power lines, and pool use															
CH.1.4.2-h Identify safety rules around modern technology, including the internet															



Grade 2

Colorado Comprehensive Health Standard 4

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	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	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	Define empathy	Recognize how empathy helps them identify when and how to show others kindness	Apply empathy and perform kind acts for others	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	
Standards																		
CH.2.4.1-a Describe the dangers of using tobacco or non-prescribed marijuana																		
CH.2.4.1-b State reasons why and identify strategies to avoid secondhand smoke from tobacco and marijuana																		
CH.2.1.4-c Demonstrate the ability to assertively refuse an unwanted item or pressure from a peer																		
CH.2.4.2-a Access information regarding safe and proper household products (e.g., using trusted adults, warning symbols on labels)																		
CH.2.4.2-b Explain that taking medications incorrectly can be harmful, including vitamins																		
CH.2.4.2-c Articulate the proper and safe use of products and substances found in the home that can be harmful if used inappropriately																		
CH.2.4.2-d Identify the dangers of edible marijuana or tobacco products																		
CH.2.4.3-a Identify examples of physical bullying																		
CH.2.4.3-b Identify examples of social bullying (e.g., rumors, gossiping, excluding others)																		
CH.2.4.3-c Describe the difference between verbal and nonverbal bullying (e.g., dirty looks, sticking out tongue)																		
CH.2.4.3-d Identify why making fun of others is harmful to self and others																		
CH.2.4.3-e Explain how to advocate for yourself and someone else who is being bullied																		
CH.2.4.4-a Demonstrate how to make a decision to call 911 or other emergency numbers for help																		
CH.2.4.4-b Demonstrate effective refusal skills to avoid unsafe situations																		
CH.2.4.4-c Describe the use of safety equipment for specific activities and sports such as biking																		
CH.2.4.4-d Identify ways to reduce or prevent the risk of injuries around water																		
CH.2.4.4-e Develop an awareness of how modern technology can create a distraction that leads to unsafe situations (e.g., looking down in a crowd, unaware of traffic, awareness of others)																		



Grade 3

Colorado Comprehensive Health Standard 4

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	Make an effective plan for how to get better at a skill	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	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	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	
Standards																		
CH.3.4.1-a Identify the short- and long-term effects of using tobacco, marijuana, and exposure to secondhand smoke																		
CH.3.4.1-b Describe the dangers of prolonged exposure to secondhand smoke and demonstrate strategies to avoid exposure																		
CH.3.4.1-c Understand that marijuana, illegal drugs, prescription drugs, alcohol, and tobacco can be addicting, but can be treated																		
CH.3.4.1-d Describe the benefits of abstaining from or discontinuing tobacco and non-prescribed marijuana use																		
CH.3.4.1-e Demonstrate the ability to assertively refuse an unwanted item																		
CH.3.4.2-a Give examples of prosocial behaviors such as helping others, being respectful of others, cooperation, consideration and being kind	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CH.3.4.2-b Set a goal and a plan to be helpful and supportive to another person at school or at home										✓	✓	✓						
CH.3.4.2-c Describe how responding to anger can be positive and/or negative																		
CH.3.4.2-d Demonstrate strategies for self-control that can manage anger and other strong feelings in positive ways								✓	✓				✓	✓	✓	✓		
CH.3.4.3-a Define how injuries can occur at home, in school, and in the community																		
CH.3.4.3-b Create a personal safety plan and explain how it will be used at home, in school, and in the community (e.g., bike safety, pedestrian safety, emergency situations)																		
CH.3.4.3-c Identify safety rules around modern technology, including the internet																		



Grade 4

Colorado Comprehensive Health Standard 4

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	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	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	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	Manage strong emotions to feel calm before solving problems	Demonstrate speaking up for oneself when solving a problem	State the problem without blaming and from all points of view	Generate solutions that 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	
Standards																			
CH.4.4.1-a Describe the purpose of prescribed and over-the-counter medicines and how they can be used or misused in the treatment of common medical problems																			
CH.4.4.1-b Demonstrate the ability to read, understand, and follow labels such as those on common household medicines																			
CH.4.4.1-c Summarize the risks associated with the inappropriate use of over-the-counter medicines, prescriptions, and vitamins																			
CH.4.4.1-d Describe the steps to take if over-the-counter or prescription drugs are used incorrectly																			
CH.4.4.2-a Demonstrate effective verbal and nonverbal ways to refuse pressures to use marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco																			
CH.4.4.2-b Describe strategies on how to avoid the use of marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco																			
CH.4.4.2-c Examine the factors that influence a person's decision to use or not to use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco																			
CH.4.4.3-a Demonstrate simple conflict resolution techniques to defuse a potentially violent situation													✓	✓	✓	✓	✓	✓	✓
CH.4.4.3-b Describe situations that lead to violence, the consequences of violent behavior, and the importance of resolving conflict through effective communication skills													✓	✓	✓	✓	✓	✓	✓
CH.4.4.3-c Explain a more positive alternative than using violence to resolve a conflict													✓	✓	✓	✓	✓	✓	✓
CH.4.4.3-d Explain the potential dangers of having weapons at home, in school, and in the community																			



Grade 5

Colorado Comprehensive Health Standard 4

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	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	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	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	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
Standards																			
CH.5.4.1-a Identify sources of accurate information about the effects of alcohol, tobacco, and marijuana																			
CH.5.4.1-b Analyze the dangers of use or experimentation with marijuana, illegal drugs, prescription drugs, alcohol, and tobacco																			
CH.5.4.1-c Demonstrate a decision-making process to make good decisions about the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco																			
CH.5.4.1-d Describe the proper use of over-the-counter and prescription drugs																			
CH.5.4.2-a Identify factors that influence both violent and nonviolent behaviors								✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
CH.5.4.2-b Explain the impact and the short- and long-term consequences of bullying, physical fighting, and violence																			
CH.5.4.2-c Demonstrate prosocial communication skills and strategies to diffuse conflict and avoid violence	✓		✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CH.5.4.2-d Describe how to use social media to promote positive relationships																			
CH.5.4.2-e Identify resources, including safe people, parents, or adults, who can help prevent or intervene in unsafe situations in the school and community									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CH.5.4.3-a Identify ways to reduce the risk of injuries from animal bites and insect stings																			
CH.5.4.3-b Explain what to do, such as calling 911 or a poison control center, if someone is injured or is poisoned by products such as household cleaners or other substances																			
CH.5.4.3-c Describe first aid procedures for a variety of situations, including insect stings, bites, poisoning, and choking																			
CH.5.4.3-d Develop and apply a decision-making process for avoiding situations that could lead to injury																			



Grade 6

Colorado Comprehensive Health Standard 4

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 and create plans to achieve personal goals	Monitor progress towards goals	Recognize common types of bullying	Understand the negative impacts of bullying	Determine the best upstander strategy for a situation	Apply responsible decision-making to be an upstander	Assess when and why one feels a strong emotion	Understand how emotions influence decision-making in positive and negative ways	Apply emotion-management strategies across different contexts	Recognize the difference between minor and major social conflicts	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends after a social conflict

Standards

CH.6.4.1-a Analyze influences such as genetics, personality, and risk-seeking behaviors on drug use (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco)														
CH.6.4.1-b Analyze external influences on the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco														
CH.6.4.1-c Analyze various strategies the media uses, including advertisements and movies, to encourage or discourage marijuana, illegal drugs, prescription drugs, alcohol, and tobacco														
CH.6.4.1-d Identify common mixed messages about marijuana, illegal drugs, prescription drugs, alcohol, and tobacco use in the media														
CH.6.4.1-e Analyze the perception versus the reality of drug use in adolescents (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco)														
CH.6.4.2-a Demonstrate effective, assertive refusal skills in refusing marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco														
CH.6.4.2-b Explain how decisions about drug and substance use affect relationships														
CH.6.4.2-c Identify and summarize positive alternatives to drug and substance use														
CH.6.4.2-d Demonstrate planning skills for avoiding marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco														
CH.6.4.3-a Understand the definition of bullying, as well as the roles of a bystander, perpetrator/bully, and victim in bullying				✓	✓	✓	✓							
CH.6.4.3-b Demonstrate how to prevent or stop bullying as a bystander, perpetrator, or victim				✓	✓	✓	✓							
CH.6.4.3-c Understand the consequences of unaddressed bullying for the victim, perpetrator/bully, and bystanders				✓	✓	✓	✓							
CH.6.4.3-d Advocate for a positive and respectful school environment that supports prosocial behavior						✓	✓							
CH.6.4.3-e Demonstrate the ability to identify a parent, trusted adult, or appropriate legal authorities to whom school or community violence should be reported				✓	✓	✓	✓						✓	
CH.6.4.3-f Describe the dangers of and actions to be taken if aware of threats to harm self or others														
CH.6.4.3-g Describe the dangers of and actions to be taken if weapons are seen or suspected in schools														



Grade 6

Colorado Comprehensive Health Standard 4

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 and create plans to achieve personal goals	Monitor progress towards goals	Recognize common types of bullying	Understand the negative impacts of bullying	Determine the best upstander strategy for a situation	Apply responsible decision-making to be an upstander	Assess when and why one feels a strong emotion	Understand how emotions influence decision-making in positive and negative ways	Apply emotion-management strategies across different contexts	Recognize the difference between minor and major social conflicts	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends after a social conflict
Standards														
CH.6.4.3-h Demonstrate appropriate communication skills to solve conflicts nonviolently											✓	✓	✓	✓
CH.6.4.4-a Demonstrate the ability to identify and correct safety hazards at home, in school, and in the community														
CH.6.4.4-b Develop a safety plan for self and/or others in home, school, and community														



Grade 7

Colorado Comprehensive Health Standard 4

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 trying new things can help the brain grow and change	Interpret mistakes as learning opportunities	Identify roadblocks to goals and use If-Then Plans to respond to them	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	Identify the underlying emotions that influence unhelpful thoughts	Recognize unhelpful thoughts	Apply emotion-management strategies across contexts	Reframe unhelpful thoughts	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
Standards															
CH.74.1-a Examine the social and economic consequences of marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco															
CH.74.1-b Explain how drugs are addictive (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco)															
CH.74.1-c Explain family rules, school policies, and community laws related to the sale and use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco															
CH.74.1-d Explain how drugs alter the body and the brain (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco)															
CH.74.1-e Analyze the effects of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco on a person's ability to make decisions															
CH.74.2-a Describe the short- and long-term consequences of violence on perpetrators, victims, and bystanders				✓	✓	✓	✓								
CH.74.2-b Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, hazing, gossip, exclusion of individuals, or violence					✓	✓	✓								
CH.74.2-c Describe strategies and skills one could use to avoid physical fighting and violence							✓			✓	✓	✓	✓	✓	✓
CH.74.2-d Identify a variety of nonviolent ways to respond when angry or upset										✓	✓	✓	✓	✓	✓
CH.74.2-e Demonstrate the ability to identify a parent, trusted adult, or appropriate legal authorities to whom school or community violence should be reported							✓	✓							
CH.74.2-f Describe the dangers of and actions to be taken if aware of threats to harm self or others															
CH.74.2-g Describe the dangers of and actions to be taken if weapons are seen or suspected in schools															
CH.74.2-h Demonstrate appropriate communication skills to solve conflicts nonviolently												✓	✓	✓	✓
CH.74.3-a Describe first-response procedures needed to treat injuries and other emergencies															
CH.74.3-b Identify accepted procedures for emergency care and lifesaving care															
CH.74.3-c Describe actions to take during severe weather or trauma-related emergencies															
CH.74.3-d Analyze the role of peers, family, and media in causing or preventing injuries															



Grade 8

Colorado Comprehensive Health Standard 4

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		
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	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	Recognize the signs of stress and anxiety	Recognize that some stress can be positive	Apply stress-management strategies to cope	Recognize the signs of healthy and unhealthy relationships	Treat others with respect despite differing values and opinions	Apply conflict-management strategies when values and perspectives differ

Standards

CH.8.4.1-a Analyze potential risks and protective factors (e.g., personal, family, and peer) that could impact drug use (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco)													
CH.8.4.1-b Determine situations that could lead to drug use (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco)													
CH.8.4.1-c Describe how mental and emotional health and life circumstances can affect the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco													
CH.8.4.1-d Determine current cultural and societal drug trends and how they could potentially influence adolescent use or non-use													
CH.8.4.2-a Analyze the validity of information, products, and services related to the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco													
CH.8.4.2-b Analyze the accuracy of images of use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco conveyed in the media, including advertisements													
CH.8.4.3-a Use a decision-making process to avoid using drugs in a variety of situations (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco)													
CH.8.4.3-b Analyze choices about using marijuana, illegal drugs, prescription drugs, alcohol, and tobacco and how these choices can affect friends and family													
Ch.8.4.3-c Develop personal plans to be drug-free													
CH.8.4.4-a Identify media and cultural messages that could lead to different types of violence, including relational and sexual violence													
CH.8.4.4-b Examine the presence of violence in the media and its possible effects on violent behavior													
CH.8.4.4-c Describe how one's beliefs, values, and familial and peer relationships could promote relational violence													
CH.8.4.4-d Identify verbal and nonverbal communication that constitutes sexual harassment													
CH.8.4.4-e Recognize behaviors that are perceived as sexually coercive, and behaviors that are crimes													
CH.8.4.4-f Explain why and how rape and sexual assault should be reported to a parent or trusted adult and appropriate legal authorities													
CH.8.4.4-g Formulate a plan to advocate for healthy, violence-free, respectful relationships for one's self and community	✓					✓	✓				✓		✓



Grade 8

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Key Skills and Concepts														
Unit 1: Mindsets & Goals				Unit 2: Recognizing Bullying & Harassment				Unit 3: Thoughts, Emotions & Decisions			Unit 4: Managing Relationships & Social Conflict			
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	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	Recognize the signs of stress and anxiety	Recognize that some stress can be positive	Apply stress-management strategies to cope	Recognize the signs of healthy and unhealthy relationships	Treat others with respect despite differing values and opinions	Apply conflict-management strategies when values and perspectives differ	
Standards														
CH.8.4.4-h Determine who (adults) to report potentially unsafe behaviors/situations to both inside and outside of school							✓			✓	✓		✓	
CH.8.4.5-a Identify prosocial behaviors in the school and community	✓						✓			✓	✓	✓	✓	
CH.8.4.5-b Examine the consequences of unaddressed behaviors that do not respect others, the school, or the community environment				✓	✓	✓	✓	✓			✓			
CH.8.4.5-c Advocate for a positive and respectful school environment that supports prosocial behavior	✓					✓	✓						✓	