





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.

 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. <u>https://doi.org/10.1111/j.1467-8624.2010.01564.x</u>
 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. <u>https://doi.org/10.1111/cdev.12864</u>

								Key Skills ar	nd Concepts							
COND		Brain Builders tive-Function		Unit ⁻	l: Growth Mino	lset & Goal-S	etting	Unit 2: E	Emotion Manag	gement	Unit 3: I	Empathy & Ki	indness	Unit 4	: Problem-So	lving
second Step					ps us learn	e with	e part of learning	ldentify familiar feelings from contextual and behavioral cues	ing as an gy	Name and apply asking an adult for help as an emotion-management strategy	thers	23	r say or do to	feel calm before		Demonstrate apologizing, taking turns, sharing as solutions to problems
Kindergarten					attention helps	improvo	takes ar	ngs from	v breath nt strate	ing an a	icts of o	kind act	they can ners	tions to		izing, tal ems
Colorado Comprehensive Health Standard 4		lemory	control	intion	that atten afe	Recognize that skills improve with practice and effort	Understand that mistakes are part of	miliar feelir cues	Name and apply slow breathing as emotion-management strategy	apply aski nanageme	Recognize the kind acts of others	Recognize their own kind acts	Demonstrate things they show kindness to others	Manage strong emotions to feel solving problems	problem	ate apolog Is to proble
Second Step [®] Elementary Digital Program	Attention	Working memory	Inhibitory control	Focus attention	Recognize that a and stay safe	Recognize oractice ar	Jnderstan	dentify far oehavioral	Vame and	Vame and emotion - m	Recognize	Recognize	Jemonstra show kind	Manage st solving pro	State the problem	Demonstra as solution
Standards	~		_	E.					20	20				2 0)	0,	
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																

	Brain Builders Unit 1: Growth Mindset & Goal-Setting Unit 2: Emotion Management Unit 3: Empathy & Kindness															
PRCOND		Brain Builders ive-Function		Unit 1	: Growth Mind	lset & Goal-Se	etting	Unit 2: E	Emotion Mana	gement	Unit 3:	Empathy & Ki	indness	Unit 4	: Problem-So	lving
Grade 1 Colorado Comprehensive Health Standard 4 Second Step° Elementary Digital Program	Attention	Working memory	Inhibitory control	Focus attention	Manage distractions	Recognize that skills improve with practice and effort	Use growth mindset language	ldentify 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	ldentify 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																

	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																	
COND				Unit 1: C	arowth Mind	set & Goal-	Setting	Unit 2: E	motion Man	agement	Unit 3: E	mpathy & K	indness		Unit 4	Problem-S	olving	
Second Step				language	ts with	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	jhts as an rategy		Recognize how empathy helps them identify when and how to show others kindness	rm kind	to feel calm before	it blame or	own solutions to a	solutions work better situation	spu
Grade 2				it lang	łguod:	challe stake:	ls imp or help	elings	ple ca Lation	thoug ent st		pathy now ot	perfo	otions	withou	soluti	ne solu en situ	e amends
Colorado Comprehensive Health Standard 4		memory	control	growth mindset	nhelpful t oughts	through ig that mi	e that skill asking fo	implex fe	e that peo same situ	ıg helpful nanagem	pathy	e how em how to sh	oathy and hers	trong em oblems	problem v ing	their own Jem	e that som s in a giv	s to make
Second Step [®] Elementary Digital Program	Attention	Working n	Inhibitory e	Use grow	Replace unhelpful thoughts with helpful thoughts	Persevere recognizir	Recognize effort, and	ldentify co behaviora	Recognize about the	Apply using helpful thoughts as emotion-management strategy	Define empathy	Recognize when and	Apply empathy and perform acts for others	Manage strong emotions to feel solving problems	State the problem without blame name-calling	Generate their c given problem	Recognize that some than others in a given	Apply ways to make
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																		
CH2.4.4-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)																		

								1	Key Skills an	d Concepts	i							
Second	(E	Brain B Executive-FL	uilders Inction Skills	;)		: Growth Min Goal-Settin		Unit 2: E	motion Mana	agement	Unit 3: E	mpathy & Ki	ndness		Unit 4	Problem-S	olving	
Step					can	Recognize that skills improve with practice, effort, help from others, and trying a new way	ow to get	se of emotions	emotions with	egy	make friends and	pple may prefer to ent ways		feel calm before	blame or	s of each person	s to a problem	
Grade 3					brain c	s improv ers, and	an for h	d purpo	nilar em vels	oreak as Int strate	ss helps hips	rent pec n differe	acts	tions to	ithout b	nd need	solutions to	ç
Colorado Comprehensive Health Standard 4		emory	control	lexibility	irstand that the brain and change	that skills from othe	effective plan for how to get a skill	he role an	d label sir itensity lev	taking a k Ianageme	w kindnes ı relations	that diffe	onstrate kind a	rong emo blems	oroblem w ng	e wants al m situatio	имо	best solution
Second Step [®] Elementary Digital Program	Attention	Working memory	Inhibitory control	Cognitive flexibility	Understan grow and c	Recognize offort, help	Make an e	Describe the role and purpose	Identify and label similar different intensity levels	Recognize taking a break as an emotion-management strategy	ldentify how kindness helps make strengthen relationships	Recognize that different people may be shown kindness in different ways	Demonstra	Manage strong emotions to feel solving problems	State the problem without name-calling	Restate the wants and needs in a problem situation	Generate their	Pick the be
Standards		-	_			_ •		_	_ 0	_ •			_		07 L		, in the second s	
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	~								~	~	~	•	✓	~	~	~	✓	v
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																		

									Key Sk	ills and Co	ncepts								
PRCOND	(E>	Brain B cecutive-Fu	uilders nction Skill	s)		: Growth Mi Goal-Settir		Unit 2: Er	notion Man	agement	Unit 3: Ei	mpathy & k	Kindness		ι	Jnit 4: Prob	lem-Solving		
second step					what an effective	and make a plan to	y a plan to	ions make it hard	motions is cisions	egy	d them get	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	to feel calm before	Demonstrate speaking up for oneself when solving a problem	State the problem without blaming and from all points of view	e all points of view	Evaluate possible outcomes of solutions to a problem based on others' points of view	espectful, and
Grade 4					s and	ss goal	nd modif	ng emot	aging ei Jood de	: an ent strat	athy and can help	aking st ırs	her pers vn thou	tions to	ing up fo	ithout b	chat tak	utcomes thers' po	is safe, r one
Colorado Comprehensive Health Standard 4		emory	control	lexibility	at a goal es	hared cla goal	ogress ar al	that strol arly	that man to make ç	praisal as anageme	that emp e-taking (others	pective-t with othe	that anot e one's ov	rong emc blems	ite speak roblem	roblem w f view	olutions 1 eration	ossible ou ised on o	tion that for every
Second Step [®] Elementary Digital Program	Attention	Working m	Inhibitory c	Cognitive flexibility	ldentify what a goal is plan includes	ldentify a shared class goal reach that goal	Monitor progress and modify a plan reach a goal	Recognize that strong emotions make to think clearly	Recognize that managing emotions 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 pers empathize	Recognize can change	Manage strong emotions solving problems	Demonstra solving a pı	State the p all points o	Generate solutions that take all points into consideration	Evaluate po problem ba	Pick a solution that is safe, respectful, 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 Decribe 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																			

									Key Sk	ills and Con	cepts								
PRCOND	(E	Brain B xecutive-Fu	uilders Inction Skills))	Unit 1: G	rowth Mino	dset & Goal-	Setting	Unit 2: Er	notion Mana	agement	Unit 3: E & Kind			ι	Jnit 4: Prob	em-Solving		
Step					make a plan to	and identify roadblocks	*		that cause them Is	nt strategies they or them	Anticipate and plan for situations that cause strong emotions	ldentify and analyze how individuals use empathy to make their community better	perspective-taking to and a potential solution unity	feel calm before	State the problem without blaming and from the perspectives of all people involved	people's on	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	ldentify when, where, and with whom they think it would be best to work on the problem
Grade 5					goal and r	d identif	e or work	ire goals	e things emotior	nagemei rk well f	or situat	ir comm	'spectiv d a pote ty	ons to	thout bla II people	o take all ısiderati	:comes	safe, re ne	and with to work:
Colorado Comprehensive Health Standard 4		memory	control	flexibility	m		Modify a plan to move around roadblocks	inform futur	Recognize the unique things th to experience strong emotions	ldentify emotion-management currently use that work well for	and plan fo	nd analyze h o make the	empathy and persp tify a problem and a lin their community	Manage strong emoti solving problems	problem wil ectives of a	Generate solutions to take all people's perspectives into consideration	oossible out ased on oth	ution that is k for everyo	hen, where, uld be best
Second Step [®] Elementary Digital Program	Attention	Working n	Inhibitory	Cognitive flexibility	ldentify a person reach the goal	Monitor progress	Aodify a p round roa	Reflect to	kecognize o experie	dentify er urrently u	Anticipate trong em	dentify ar mpathy t	Use empa identify a _I within the	<i>A</i> anage s olving pro	state the he perspe	àenerate erspectiv	ivaluate p roblem b	ick a solu ould wor	dentify wl hink it wo
Standards	4	7	_	0		~	2 0	<u>L</u>	4 1	20	4 6	<u> </u>	2.2 >	2 0	4,00	0 4		шo	4 -
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																			

							Key	Skills and Con	cepts	
- 000410		Unit 1: Mind	sets & Goals		Unit 2:	Recognizing B	ullying & Hara	ssment	Unit 3: Thou	ughts, Emotions
Grade 6 Colorado Comprehensive Health Standard 4 Second Step* Middle School Digital Program	Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	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
	Recc and (Unde	Set a	Mon	Recc	Unde	Dete for a	Appl an uj	Asse	Unde decis
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					v	✓	✓	~		
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 postive and respectful school environment that supports prosocial behavior							v	~		
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										

ons	& Decisions	Unit 4: Ma	anaging Relatio	onships & Soci	al Conflict
	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
				~	

							Key	Skills and Con	cepts	
-000410		Unit 1: Mind	sets & Goals		Unit 2:	Recognizing B	ullying & Hara	ssment	Unit 3: Thou	ights, Emotions
second step	challenges are common	can grow and change	achieve personal goals	goals	of bullying	impacts of bullying	stander strategy	n-making to be	s feels a strong emotion	emotions influence in positive and negative ways
Grade 6		brain	£	towards	types	negative i	upstai	decision	Jy one	emotions i in positive
Colorado Comprehensive Health Standard 4	ognize that social (get better in time	nd that the	create plans	progress to	common	nd the neg	e best	sible	ien and why one	id how em naking in p
Second Step [®] Middle School Digital Program	Recognize that and get better i	Understand	Set and cr	Monitor p	Recognize	Understand the	Determine the for a situation	Apply respon an upstander	Assess when	Understand how e decision-making i
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										

ons	& Decisions	Unit 4: Ma	anaging Relatio	onships & Soci	al Conflict
	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
		~	~	~	~

								Key Skills ar	nd Concepts							
-000410		Unit 1: Mind	sets & Goals		Unit 2: F	Recognizing B	ullying & Hara	assment	Unit 3:	Thoughts, Em	notions & Dec	isions	Unit 4: Ma	naging Relatio	nships & Soci	al Conflict
Second Step Grade 7	Recognize that social challenges are common and get better in time	Understand that trying new things can help the brain can grow and change	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	ldentify the underlying emotions that influence unhelpful thoughts	Recognize unhelpful thoughts	nagement strategies	Reframe unhelpful thoughts	that contribute to an	ant perspectives of the people :t	conflict resolution process	and make amends
Colorado Comprehensive Health Standard 4	lat soc	chat tr	takes	blocks ond to	pes of er fror	the im	studer nent	studer free so	ughts	helpf	in-mai xts	elpful	Ictions	e different conflict	Ir-step	ibility
Second Step [®] Middle School Digital Program	nize th : bette	itand t an gro	et mis	r roadl	nize ty 9y diff	tand t uals ar	tand s arassn	tand s ment-	the u ful tho	nize ur	motio	e unh	the a ing cc	be the	the four	suods
	Recogr and get	Unders brain ca	Interpret mistakes	ldentify Plans t	Recogr how the	Unders individu	Unders from ha	Unders harassi	ldentify unhelp	Recogr	Apply emotion-m across contexts	Refram	Identify the actions escalating conflict	Describe the c involved in a c	Apply t	Take re
Standards	_ ~						- +					_				
CH.7.4.1-a Examine the social and economic consequences of marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco																
CH.7.4.1-b Explain how drugs are addictive (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco)																
CH.7.4.1-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.7.4.1-d Explain how drugs alter the body and the brain (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco)																
CH.7.4.1-e Analyze the effects of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco on a person's ability to make decisions																
CH.7.4.2-a Describe the short- and long-term consequences of violence on perpetrators, victims, and bystanders					~	~	~	~								
CH.7.4.2-b Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, hazing, gossip, exclusion of individuals, or violence						~	•	•								
CH.7.4.2-c Describe strategies and skills one could use to avoid physical fighting and violence								~			~	~	~	~	✓	✓
CH.7.4.2-d Identify a variety of nonviolent ways to respond when angry or upset											~	~	~	~	~	~
CH.7.4.2-e Demonstrate the ability to identify a parent, trusted adult, or appropriate legal authorities to whom school or community violence should be reported							•	•								
CH.7.4.2-f Describe the dangers of and actions to be taken if aware of threats to harm self or others																
CH.7.4.2-g Describe the dangers of and actions to be taken if weapons are seen or suspected in schools																
CH.7.4.2-h Demonstrate appropriate communication skills to solve conflicts nonviolently													✓	~	•	v
CH.7.4.3-a Describe first-response procedures needed to treat injuries and other emergencies																
CH.7.4.3-b Identify accepted procedures for emergency care and lifesaving care																
CH.7.4.3-c Describe actions to take during severe weather or trauma- related emergencies																
CH.7.4.3-d Analyze the role of peers, family, and media in causing or preventing injuries																

Key Skills and Concepts

								ia Concepts		
PRCOND		Unit 1: Mind	sets & Goals		Unit 2	: Recognizing B	ullying & Haras	sment	Unit 3: Thou	ght
second	Follow norms when discussing sensitive topics	of their identity,		success and plan hem	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	to disrupt to bullying and	signs of stress and anxiety	
Grade 8	discuss	aspects of	strengths to rest	is to su me ther	nd har	al and e bullyin	al and e bullyin	on to dis te to bu ol	of stre	
Colorado Comprehensive Health Standard 4	ms when c	nportant as Interests	sonal strer interest	to overcome them	bullying a	e that socie ntribute to	how sociá ntribute to hool	Prepare to take action to factors that contribute to harassment at school	e the signs	
Second Step [®] Middle School Digital Program	Follow nor	Identify important a including interests	Apply personal stren develop an interest	Anticipate I strategies t	Recognize bullying	Recognize factors co	Recognize factors co in their sc	Prepare to factors th harassme	Recognize the	
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	~						~	✓		

ts, Emotions	& Decisions	Unit 4: Managing Relationships & Social Conflict			
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	
		~		~	

Key Skills and Concepts

								na concepts		
PRCOND	Unit 1: Mindsets & Goals			Unit 2: Recognizing Bullying & Harassment			Unit 3: Though			
Grade 8	ussing sensitive topics	ts of their identity,	s to	success and plan hem	harassment	l and environmental bullying and harassment	ize how social and environmental contribute to bullying and harassment school	o disrupt to bullying and	stress and anxiety	
	in disci	aspects	strengths to rest	ocks to come t	and	to to	icial and to bully		signs of s	
Colorado Comprehensive Health Standard 4	ms whe	important g interests	inter	roadblocks to succ to overcome them	bullying	that tribu	how so ntribute nool	ake con at s	the	
Second Step [®] Middle School Digital Program	Follow norms when discussing	ldentify im including i	Apply persc develop an	Anticipate roadblocks to strategies to overcome t	Recognize	Recognize t factors con	Recognize how s factors contribut in their school	Prepare to to factors that harassment	Recognize	
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	~						~	~		

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ts, Emotions	& Decisions	Unit 4: Managing Relationships & Social Conflict		
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
	 	~		~
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