



ALIGNMENT CHART

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			✓
		✓	
			✓

Kansas Social, Emotional, and Character Development Standards

- 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 Kansas 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 Kansas Social, Emotional, and Character Development (SECD) standards. Boxes are checked to indicate that the Second Step digital programs meet a given Kansas SECD 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

Kansas Social, Emotional, and Character Development Standards

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	
Standards																						
Character Development	Core Principles	CD.I.A.1. Understand that core ethical and performance principles exist (for example, in classrooms, in the community, in homes).	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		
		CD.I.A.2. Identify and apply core principles in everyday behavior.	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	
		CD.I.B.2. Identify community needs in the larger community, discuss effects on the community, and identify positive, responsible action.																				
		CD.I.B.3. Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate.																				
		CD.I.B.4. Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school.	✓	✓	✓	✓	✓		✓			✓	✓	✓				✓	✓	✓	✓	✓
		CD.I.B.5. Learn about, receive, and accept feedback for responsible actions in academic and behavioral skills.	✓	✓	✓															✓		
		CD.I.C.1.a. Recognize characteristics of a caring relationship.												✓	✓	✓	✓					
		CD.I.C.2.a. Demonstrate caring and respect for others.												✓	✓	✓	✓		✓	✓	✓	
		CD.I.C.2.b. Describe "active listening."				✓																
		CD.I.C.3.a. Recognize and define bullying and teasing.																				
CD.I.C.3.c. Model positive peer interactions.												✓	✓	✓	✓	✓	✓	✓	✓	✓		
Character Development	Responsible Decision-Making and Problem-Solving	CD.II.A.1.c. Explain the consequences and rewards of individual and community actions.										✓	✓			✓		✓	✓	✓	✓	
		CD.II.A.2.b. Identify and perform steps necessary to accomplish personal responsibilities in scheduled activities.	✓	✓	✓	✓							✓									
		CD.II.A.3.a. Participate in individual roles and responsibilities in the classroom and in school.				✓																
		CD.II.A.3.b. Recognize the various roles of the personnel that govern the school (all staff).																				



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Standards																					
Character Development	Responsible Decision-Making and Problem-Solving	CD.II.B.1. Develop self-control skills (for example, stop, take a deep breath, and relax).	✓		✓	✓						✓				✓					
		CD.II.B.2. Identify and illustrate the problem.																✓	✓	✓	
		CD.II.B.3. Identify the desired outcome.																✓			✓
		CD.II.B.4. Identify possible solutions and the pros and cons of each solution.																✓			✓
		CD.II.B.5. Identify and select the best solution.																✓			✓
		CD.II.B.6. Put the solution into action.																✓	✓		✓
		CD.II.B.7. Reflect on the outcome of the solution.																✓	✓		✓
Personal Development	Self-Awareness	PD.I.A.1. Identify and describe basic emotions.						✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	
		PD.I.A.2. Identify a variety of emotions.							✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
		PD.I.A.3. Identify situations within their control that might evoke emotional responses.					✓		✓		✓	✓	✓		✓	✓	✓	✓		✓	✓
		PD.I.B.1. Identify personal likes and dislikes.							✓												
		PD.I.B.2. Identify personal strengths and weaknesses.						✓													
	Self-Management	PD.I.B.3. Identify consequences of behavior.										✓	✓			✓	✓	✓	✓	✓	✓
		PD.I.B.4. Ask clarifying questions.								✓											
		PD.I.B.5. Identify positive responses to problems (for example, get help, try harder, use a different solution).				✓												✓	✓		✓
		PD.I.B.6. Identify people, places, and other resources to go for help (parents, relatives, school personnel).						✓													✓
		PD.II.A.1. Identify and demonstrate techniques to manage common stress and emotions.									✓	✓					✓	✓			
PD.II.A.2. Identify and describe how feelings relate to thoughts and behaviors.					✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
PD.II.A.3. Describe and practice sending effective verbal and nonverbal messages.					✓												✓	✓			
PD.II.A.4. Recognize behavior choices in response to situations.				✓	✓		✓				✓	✓			✓	✓	✓	✓	✓		
PD.II.B.1. Describe personal responsibilities to self and others.				✓								✓					✓		✓		



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Standards																					
Self-Management	PD.II.B.2. Describe responsibilities in school, home, and communities.				✓																
	PD.II.B.3. Describe how they react to getting help from others (for example, surprise, appreciation, gratitude, indifference, and resentment).												✓								
	PD.II.B.4. Describe common responses to success, challenge, failure, and disappointment.					✓	✓	✓													
	PD.II.C.1. Understand the process of setting and achieving goals.																				
	PD.II.C.2. Identify personal goals, school goals, and home goals (for example, hopes and dreams).																				
	PD.II.C.3. Identify factors that lead to goal achievement and success.						✓	✓													
	PD.II.C.4. Identify specific steps for achieving a particular goal.																				
Social Awareness and Interpersonal Skills	SD.I.A.1. Label others' feelings based on verbal and nonverbal cues in different situations.								✓	✓		✓	✓	✓				✓	✓	✓	✓
	SD.I.A.2. Label possible sparks for emotions in others.								✓	✓		✓	✓	✓				✓	✓	✓	✓
	SD.I.A.3. Predict possible behaviors and reactions in response to a specific situation.									✓			✓					✓			
	SD.I.A.4. Demonstrate an ability to listen to others.	✓	✓	✓	✓																
	SD.I.A.5. Demonstrate a capacity to care about the feelings of others.												✓	✓	✓	✓		✓	✓	✓	✓
	SD.I.B.1. Describe ways that people are similar and different.									✓											
	SD.I.B.2. Use respectful language and actions when dealing with conflict or differences of opinions.																✓	✓	✓	✓	✓
	SD.II.A.1. Initiate and engage in social interactions with peers; respond to and maintain conversations with peers and adults.													✓	✓	✓	✓		✓	✓	✓
SD.II.A.2. Describe how words, voice tone, and body language communicate and can impact relationships positively and negatively.																			✓		



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Standards										✓	✓		✓	✓	✓		✓	✓	✓	✓	
Social Development Social Awareness and Interpersonal Skills	SD.II.A.3. Demonstrate active listening, sharing, and responding skills to identify the feelings and perspectives of others.																				
	SD.II.A.4. Understand the importance of and demonstrate respect for personal space.																				
	SD.II.A.5. Recognize the difference between helpful and harmful behaviors in relationships.																				
	SD.II.A.7. Practice sharing encouraging comments.					✓							✓	✓	✓	✓					
	SD.II.B.1. Identify the multiple types of relationships in life.																				
	SD.II.B.2. Identify and practice appropriate behaviors to maintain positive relationships.	✓	✓	✓										✓	✓	✓	✓	✓	✓	✓	✓
	SD.II.B.3. Develop self-regulation skills to prevent, manage, and resolve interpersonal conflicts constructively with guidance from adults.																✓				
	SD.II.C.1. Identify conflict and the feelings associated with the conflict.																✓	✓	✓	✓	✓
	SD.II.C.2. Identify the feelings and behaviors contributing to the conflict.																✓	✓	✓	✓	✓
SD.II.C.3. Identify and practice healthy conflict resolution.																✓	✓	✓	✓	✓	
SD.II.C.4. Develop self-regulatory skills to increasingly prevent, manage, and resolve interpersonal conflicts constructively.																✓					



Grades 3-5

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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

Standards																													
Character Development	Core Principles	CD.I.A.1. Discuss and define developmentally appropriate core ethical and performance principles and their importance, such as respect, responsibility, fairness, kindness, honesty, punctuality, treating others as they wish to be treated, and giving their best effort.																											
		CD.I.A.2. Identify and apply personal core ethical and performance principles.	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
		CD.I.B.1. Assess community needs in the larger community, investigate effects on the community, assess positive responsible action, and reflect on personal involvement.																			✓								
		CD.I.B.2. Interpret ethical reasoning through discussions of individual and community rights and responsibilities.																											
		CD.I.B.3. Explain clear and consistent expectations of good character throughout all school activities and in all areas of the school.																											
		CD.I.C.1.a. Demonstrate and practice characteristics of a caring relationship by treating others with empathy.																			✓	✓			✓	✓	✓	✓	✓
		CD.I.C.1.b. Illustrate characteristics of a hurtful relationship and the negative impact it has on others.																											
		CD.I.C.1.c. Practice relationships in their family, school, and community that are caring.																		✓	✓	✓	✓	✓					
		CD.I.C.2.a. Practice empathetic statements and questions.																			✓			✓					
		CD.I.C.2.b. Demonstrate active listening skills.	✓			✓															✓	✓	✓						
Responsible Decision-Making and Problem-Solving	CD.II.A.2.b. Identify factors that will inhibit or advance the accomplishment of personal goals.																												
	CD.II.A.2.c. Recognize how, when, and whom to ask for help.																												
	CD.II.A.3.c. Discuss and model appropriate classroom behavior individually and collectively.	✓		✓										✓	✓					✓	✓					✓			



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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

Standards																														
Character Development	Responsible Decision-Making and Problem-Solving	CD.II.B.1. Apply self-regulation skills.				✓								✓	✓					✓										
		CD.II.B.2. Identify the problem and understand the reason for the problem.																			✓	✓	✓	✓	✓	✓	✓	✓		
		CD.II.B.3. Identify and analyze the desired outcome.																							✓	✓	✓	✓		
		CD.II.B.4. Generate possible solutions and analyze the pros and cons of each solution.																							✓	✓	✓	✓		
		CD.II.B.5. Select and implement the best solution.																								✓	✓	✓	✓	
		CD.II.B.6. Analyze the outcome of the solution.																									✓	✓	✓	
Personal Development	Self-Awareness	PD.I.A.1. Critically reflect on behavioral responses depending on context or situation.								✓			✓		✓					✓							✓	✓		
		PD.I.A.2. Identify the varying degrees of emotions one can experience in different situations.									✓	✓	✓	✓	✓	✓					✓							✓	✓	
		PD.I.A.3. Identify the positives and negatives of emotions that can be experienced with various communication forums.																												
		PD.I.A.4. Recognize reactions to emotions.										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Self-Management	PD.I.B.1. Describe personal qualities (for example, personal strengths, weaknesses, interests, and abilities).						✓	✓																					
		PD.I.B.3. Identify reliable self-help strategies (for example, positive self-talk, problem-solving, time management, self-monitoring).						✓	✓	✓	✓				✓	✓						✓	✓							
		PD.I.B.4. Solicit the feedback of others and become an active listener.																✓	✓	✓	✓									
		PD.I.B.5. Identify additional external supports (for example, friends, historical figures, media representations).						✓	✓	✓	✓															✓	✓	✓	✓	
Self-Management	PD.II.A.1. Identify and develop techniques to manage emotions.												✓	✓	✓										✓					
	PD.II.A.4. Identify and demonstrate civic responsibilities in a variety of situations (for example, bullying, vandalism, and violence).																									✓				
	PD.II.A.5. Describe consequences/outcomes of both honesty and dishonesty.																									✓				



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Personal Development	Self-Management	PD.II.A.6. Describe and practice communication components (for example, listening, reflecting, responding).	✓	✓	✓	✓				✓								✓	✓	✓	✓		✓	✓				✓	
		PD.II.A.7. Predict possible outcomes to behavioral choices.														✓	✓		✓					✓		✓			✓
		PD.II.B.1. Acknowledge personal responsibilities to self and others.						✓						✓	✓	✓	✓			✓	✓	✓	✓					✓	✓
		PD.II.B.3. Examine the personal impact of helping others.															✓	✓	✓	✓	✓								
		PD.II.B.4. Reflect on their personal responses to success, challenge, failure, and disappointment.						✓								✓													
		PD.II.C.1. Demonstrate factors that lead to achievement of goals (for example, integrity, motivation, and hard work).							✓	✓	✓	✓																	
		PD.II.C.2. Design action plans for achieving short-term and long-term goals and establish timelines.								✓	✓	✓																	
		PD.II.C.3. Identify and utilize potential resources for achieving goals (for example, home, school, and community support).						✓	✓	✓	✓	✓																	
		PD.II.C.4. Establish criteria for evaluating, monitoring, and adjusting goals.								✓	✓	✓																	
PD.II.C.5. Establish criteria for evaluating personal and academic success.								✓	✓	✓																			
Social Development	Social Awareness	SD.I.A.1. Describe a range of emotions in others.										✓	✓	✓				✓	✓	✓	✓				✓	✓	✓	✓	
		SD.I.A.2. Describe possible sparks for emotions.											✓	✓	✓	✓	✓		✓	✓	✓		✓			✓	✓	✓	
		SD.I.A.3. Describe possible behaviors and reactions in response to a specific situation.											✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
		SD.I.B.1. Recognize and develop a respect for individual similarities and differences.																	✓										
		SD.I.B.2. Develop strategies for building relationships with others who are different from oneself.																	✓	✓	✓	✓		✓	✓	✓	✓	✓	
		SD.I.B.3. Define and recognize examples of stereotyping, discrimination, and prejudice.																											
		SD.I.B.4. Demonstrate respect for the perspective of others.																			✓	✓				✓	✓	✓	✓



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Social Development	Interpersonal Skills	Standards																												
		SD.II.A.1. Respond appropriately and respectfully in social situations.																			✓	✓			✓	✓	✓	✓		
		SD.II.A.2. Describe how words, voice tone, and body language communicate and can impact relationships positively and negatively.																												✓
		SD.II.A.5. Recognize the needs of others and how those needs may differ from their own.																		✓	✓	✓	✓			✓	✓	✓	✓	✓
		SD.II.A.6. Identify a problem in a relationship and seek appropriate assistance.																						✓	✓	✓	✓	✓	✓	
		SD.II.B.3. Demonstrate a capacity to manage actions and emotional expressions with guidance from adults.			✓											✓	✓							✓		✓				
		SD.II.B.4. Understand the positive and negative impact of peer pressure on self and others.																												
		SD.II.C.1. Describe and utilize conflict-resolution strategies.																						✓	✓	✓	✓	✓	✓	✓
SD.II.C.2. Describe and apply strategies to be proactive, advocate, and resolve conflict in a constructive manner.																						✓	✓	✓	✓	✓	✓	✓		
SD.II.C.3. Develop greater active listening and more respectful communication skills.																				✓				✓						



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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						
		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	
Character Development	Standards																					
	Core Principles	CD.I.A.1. Compare and contrast personal core principles with personal behavior.																				
		CD.I.A.2. Illustrate and discuss personal core principles in the context of relationships and classroom work.	✓		✓	✓	✓			✓	✓		✓						✓	✓	✓	
		CD.I.B.1. Analyze community needs in the larger community, analyze effects on the community, design positive, responsible action, and reflect on personal involvement.											✓									
		CD.I.B.2. Develop ethical reasoning through discussions of ethical issues in content areas.																				
		CD.I.B.3. Create clear and consistent expectations of good character throughout all school activities and in all areas of the school.	✓								✓		✓							✓		
		CD.I.B.4. Practice and receive feedback on responsible actions including academic and behavioral skills.																				
		CD.I.C.1.a. Analyze characteristics of a caring relationship and hurtful relationship.																				✓
		CD.I.C.1.b. Compare and contrast characteristics of a caring relationship and hurtful relationship.																				✓
		CD.I.C.1.c. Engage in and model relationships in their family, school, and community that are caring.	✓																	✓	✓	✓
		CD.I.C.2.a. Compare and contrast different points of view respectfully.																		✓	✓	
		CD.I.C.2.c. Model respectful ways to respond to others' points of view.																		✓	✓	
		CD.I.C.3.a. Differentiate behavior as bullying or not, based on the power of the individuals that are involved.						✓				✓										
		CD.I.C.3.b. Model positive peer interactions that are void of bullying behaviors.	✓							✓			✓							✓	✓	✓
CD.I.C.3.c. Compare and contrast how bullying affects the targets of bullying, bystanders, and the student who bullies.																						



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Standards																					
Core Principles	CD.I.C.3.d. Practice effective strategies to use when bullied, including how to identify and advocate for personal rights.							✓			✓										
	CD.I.C.3.e. Analyze how a bystander can be part of the problem or part of the solution by becoming an upstander (someone who stands up against injustice).																				
	CD.I.C.3.f. Apply empathic concern and try to understand the perspective or point of view of others.																✓	✓	✓		
Responsible Decision-Making and Problem-Solving	CD.II.A.1.a. Manage safe and unsafe situations.							✓			✓							✓	✓		✓
	CD.II.A.1.b. Monitor how responsible decision-making affects progress toward achieving a goal.				✓																
	CD.II.A.2.b. Recognize how, when, and whom to ask for help and utilize the resources available.	✓		✓	✓	✓		✓							✓	✓					✓
	CD.II.A.2.c. Monitor factors that will inhibit or advance effective time management.			✓																	
	CD.II.A.3.a. Construct and model classroom expectations and routines.	✓																			
	CD.II.A.3.b. Compare and contrast behaviors that do or do not support classroom management.																				
	CD.II.B.1. Identify specific feelings about the problem and apply appropriate self-regulation skills.																		✓		
	CD.II.B.2. State what the problem is and identify the perspectives of those involved.																	✓	✓		
	CD.II.B.3. Identify the desired outcome and discuss if it is attainable.																	✓	✓	✓	
	CD.II.B.4. Use creativity and innovation to generate multiple possible solutions and discuss each option in relation to resources, situation, and personal principles.																		✓	✓	
CD.II.B.5. Identify the best solution and analyze if it is likely to work.																		✓	✓		
CD.II.B.6. Generate a plan for carrying out the chosen option.																		✓	✓		
CD.II.B.7. Evaluate the effects of the solution.																		✓	✓		



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Personal Development	Self-Awareness	PD.I.A.1. Describe common emotions and effective behavioral responses.	✓										✓	✓	✓	✓	✓		✓				
		PD.I.A.2. Recognize common stressors and the degree of emotion experienced.													✓	✓							
		PD.I.A.3. Analyze and assess reactions to emotions in multiple domains (for example, in face-to-face or electronic communication).												✓									
		PD.I.B.1. Analyze personality traits, personal strengths, weaknesses, interests, and abilities.			✓																		
		PD.I.B.2. Inventory personal preferences.																				✓	
		PD.I.B.3. Describe benefits of various personal qualities (for example, honesty, curiosity, and creativity).																					
		PD.I.B.4. Describe benefits of reflecting on personal thoughts, feelings, and actions.																					
		PD.I.B.5. Identify self-enhancement/self-preservation strategies.														✓						✓	
	PD.I.B.6. Identify common resources and role models for problem-solving.																					✓	
	PD.I.B.7. Recognize how behavioral choices impact success.			✓	✓	✓	✓																
	PD.I.B.8. Identify additional external supports (for example, friends, inspirational characters in literature, historical figures, and media representations).	✓		✓	✓	✓																✓	
Self-Management		PD.II.A.1. Identify multiple techniques to manage stress and maintain confidence.																					
		PD.II.A.3. Recognize effective behavioral responses to strongly emotional situations.																					
		PD.II.B.1. Demonstrate personal responsibilities to self and others (for example, friends, family, school, community, state, country, culture, and world).			✓																		
		PD.II.B.4. Describe positive and negative experiences that shape personal perspectives.																					
		PD.II.B.5. Demonstrate empathy in a variety of settings and situations.	✓																				
		PD.II.B.6. Evaluate causes and effects of impulsive behavior.																					



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Standards																						
Social Development	Self-Management	PD.II.C.1. Analyze factors that lead to the achievement of goals.		✓	✓	✓	✓															
		PD.II.C.2. Describe the effect personal habits have on school and personal goals.		✓	✓	✓	✓															
		PD.II.C.3. Identify factors that may negatively affect personal success.			✓	✓																
		PD.II.C.4. Describe common and creative strategies for overcoming or mitigating obstacles.			✓	✓	✓															
		PD.II.C.5. Explain the role of meaningful practice in skill development.		✓																		
		PD.II.C.6. Design action plans for achieving short-term and long-term goals.			✓		✓															
		PD.II.C.7. Utilize school, family, community, and other external supports.	✓		✓	✓	✓			✓			✓			✓				✓		✓
		PD.II.C.8. Establish criteria for evaluating goals.			✓		✓															
Social Awareness	SD.I.A.1. Identify ways to express empathy.	✓							✓									✓	✓	✓		
	SD.I.A.2. Recognize nonverbal cues in the behaviors of others.																	✓	✓			
	SD.I.A.3. Demonstrate respect for other people's perspectives.																	✓	✓	✓		
	SD.I.A.4. Recognize how behaviors impact others' perceptions of oneself.																					
	SD.I.B.1. Analyze the impact of stereotyping, discrimination, and prejudice.							✓				✓										
	SD.I.B.2. Practice strategies for accepting and respecting similarities and differences.								✓			✓							✓	✓		
	SD.I.B.3. Practice "perspective-taking" as a strategy to increase acceptance of others.																		✓	✓		
	SD.I.B.4. Demonstrate a growth mindset and willingness to integrate diverse points of view.																		✓	✓		



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Social Development	Interpersonal Skills	Standards	SD.II.A.1. Determine when and how to respond to the needs of others, demonstrating empathy, respect, and compassion.	✓					✓			✓								✓		
		SD.II.A.2. Monitor how facial expressions, body language, and tone impact interactions.																				
		SD.II.A.3. Engage in advocacy and/or refusal skills during times of bullying, harassment, intimidation, or abusive behavior.								✓			✓									✓
		SD.II.A.4. Engage and respond in personal and social discourse and receive feedback to make decisions that will lead to personal and social change.											✓									
		SD.II.A.5. Understand group dynamics and respond appropriately.										✓								✓		
		SD.II.B.1. Evaluate how self-regulation and relationships impact their life.												✓			✓	✓				
		SD.II.C.1. Identify roles and associated needs of individuals engaged in conflict and how those are integral to resolution.																✓	✓	✓	✓	
		SD.II.C.2. To resolve differences, apply conflict-resolution skills while being encouraging and affirming.																		✓	✓	✓
		SD.II.C.3. Practice greater active listening and respectful communication skills.																		✓	✓	
		SD.II.C.4. Identify their role in managing and resolving conflict (for example, staying calm, listening to all sides, being open to different solutions).																		✓	✓	✓
SD.II.C.5. Reflect on previous experiences to gain conflict-management skills.																	✓	✓	✓			