



ALIGNMENT CHART

Michigan Social and Emotional Learning Competencies and Indicators

- 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 Michigan Competencies and Indicators

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 Michigan Social and Emotional Learning Competencies and Indicators. Boxes are checked to indicate that the Second Step digital programs meet a given benchmark for each state competency and indicator within the identified grade or grade-band (for instance, Grades K–5) when:

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

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

Michigan Social and Emotional Learning Competencies and Indicators

Second Step® Elementary Digital Program

Key Skills and Concepts																			
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving				
Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind acts	Manage strong emotions to feel calm before solving problems	Apply strategies to solve problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem

Competency	Indicator	Benchmark																					
			Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind acts	Manage strong emotions to feel calm before solving problems	Apply strategies to solve problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem	
Self-Awareness	1A. Demonstrate an awareness of their emotions	1A-1 Recognize and label their emotions and feelings							✓	✓	✓	✓	✓	✓	✓	✓		✓					
		1A-2 Describe their emotions and the situations that cause them (triggers)							✓	✓	✓	✓	✓	✓	✓	✓	✓		✓				
	1B. Demonstrate an awareness of their personal traits, including their strengths and interests	1B-1 Identify their likes and dislikes																					
		1B-2 Describe things they do well or the knowledge that they have					✓	✓	✓														
		1B-3 Describe an activity or task in which they may need help in order to improve					✓		✓														
	1C. Demonstrate awareness of their external supports	1C-1 Identify at least one adult they trust																					
		1C-2 Identify situations in which they need to seek help from an adult (big problem versus small problem)					✓		✓									✓	✓				✓
1D. Demonstrate a sense of personal responsibility	1C-3 Recognize how and where to get help in an emergency situation																						
	1D-1 Understand their responsibility to meet schoolwide safety expectations knowing it promotes a safe and productive environment																						
Self-Management	2A. Identify and manage their emotions and behavior constructively	1D-2 Recognize that there are positive and negative consequences for their choices and actions				✓							✓	✓			✓	✓	✓	✓	✓		
		2A-1 Utilize techniques that allow them to calm themselves											✓					✓					



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Competency	Indicator	Benchmark																					
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Self-Management	2A. Identify and manage their emotions and behavior constructively	2A-2 Practice using words to share their feelings about an interaction or situation rather than physically or aggressively expressing feelings																	✓	✓	✓		
		2A-3 Practice moving to a "calm down" space in the room after a triggering event																					
	2B. Demonstrate honesty and integrity	2B-1 Describe a situation when they could have lied but they told the truth																					
		2B-2 Share reasons why they follow classroom or school rules (their own safety, the safety of others, reduced chance of damaging property, etc.)																					
		2B-3 Describe the differences between and consequences or benefits of lying and truth-telling																					
	2C. Set, monitor, adapt, and evaluate goals to achieve success in school and life	2C-1 Identify a short-term goal (wish, dream)																					
2C-2 Determine whether the goal is under their control or someone else's control																							
2C-3 Identify and take steps needed to accomplish a short-term goal						✓			✓														
2C-4 Identify people who can support them in reaching their short-term goal																							
Social Awareness	3A. Demonstrate awareness of other people's emotions and perspectives	3A-1 Use listening and attention skills to identify the feelings and perspectives of others (face, body, voice)										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
		3A-2 Recognize that words and actions can hurt others																	✓	✓	✓	✓	
	3B. Demonstrate consideration for others and a desire to positively contribute to the school and community	3B-1 Recognize and name how they can help others within their school, home, and community													✓	✓	✓	✓					
		3B-2 Identify how they help others and how they feel about helping (for example, feed the dog, share, clean up when asked)														✓							



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Competency	Indicator		Benchmark																					
	Indicator	Benchmark	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		
Social Awareness	3C. Demonstrate an awareness of different cultures and a respect for human dignity	3C-1 Describe ways that people are similar and different																						
		3C-2 Name positive qualities in people that cross all cultures and groups																						
	3D. Read social cues and respond constructively	3D-1 Understand the importance of and demonstrate respect for personal space													✓									
3D-2 Appropriately engage in play with others: introduce self, ask permission, join in, and invite others to join in														✓			✓							
Relationship Skills	4A. Use positive communication and social skills to interact effectively with others	4A-1 Pay attention to others when they are speaking	✓	✓	✓	✓																		
		4A-2 Demonstrate the use of verbal etiquette (use please, thank you, excuse me, etc.)																						
		4A-3 Take turns and share with others													✓			✓		✓				✓
		4A-4 Effectively and appropriately communicate needs, wants, and ideas in a respectful manner																		✓	✓	✓	✓	✓
	4B. Develop and maintain positive relationships	4B-1 Identify the multiple types of relationships they have with others																						
		4B-2 List traits of a good friend																						
		4B-3 Demonstrate ability to make new friends													✓	✓	✓	✓						
	4C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways	4C-1 Identify interpersonal problems they need adult help to resolve and appropriately ask for help	4C-1a																					
			4C-1b																					
		4C-2 Recognize there are many ways to solve conflicts and practice solving problems using a menu of choices, including the use of "I" messages	4C-2a	✓	✓	✓									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4C-2b																								
4C-3 Identify and state feelings and problems in conflict																	✓	✓	✓	✓	✓	✓		



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			Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind acts	Manage strong emotions to feel calm before solving problems	Apply strategies to solve problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem	
Competency	Indicator	Benchmark																					
	5A. Use personal, ethical, safety, and cultural factors in making decisions	5A-1 Recognize that one has choices in how to respond																	✓	✓	✓	✓	✓
		5A-2 Identify ways to promote safety for oneself and others				✓																	
		5A-3 Identify ways to respond to unfamiliar adults in different settings																					
		5A-4 Stand up for a friend or peer and let others know when a person is being treated unfairly																					
	5B. Develop, implement, and model effective decision-making skills to deal responsibly with daily academic and social situations	5B-1 Recognize that they have choices in how to respond to situations																	✓	✓	✓	✓	✓
		5B-2 Implement stop, think, and act strategies in solving problems																	✓	✓	✓	✓	✓
		5B-3 Demonstrate social and classroom behavior (ask permission, listen to speaker, ask for help, offer to help, participate)	✓	✓	✓	✓									✓	✓	✓	✓	✓	✓	✓	✓	✓
		5B-4 Demonstrate constructive academic behaviors and self-regulation (listen, pay attention, follow directions, ignore distractions)	✓	✓	✓	✓								✓					✓				
	5C. Play a developmentally appropriate role in classroom management and positive school climate	5C-1 Recognize the various roles of the personnel that govern the school (all staff)																					
5C-2 Participate in individual roles and responsibilities in the classroom and in school climate																							



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 that 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	Applying perspective-taking strategies to empathize with others	Applying perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem

Competency	Indicator	Benchmark																												
Social Awareness	3B. Demonstrate consideration for others and a desire to positively contribute to the school and community	3B-1 Share reasons for helping others																												
		3B-2 Identify roles they have that contribute to their school, home, and neighboring community																												
		3B-3 Work together with peers to address a need											✓	✓	✓	✓														
	3C. Demonstrate an awareness of different cultures and a respect for human dignity	3C-1 Identify contributions of various social and cultural groups	3C-1 Identify contributions of various social and cultural groups																											
			3C-2 Recognize that people from different cultural and social groups share many things in common and identify similarities and differences																											
			3C-3 Define stereotyping, discrimination, and prejudice																											
	3D. Read social cues and respond constructively	3D-1 Describe tone and how it is used to communicate with others	3D-1 Describe tone and how it is used to communicate with others																											
			3D-2 Describe the impact of body language and facial expressions in communication																											
			3D-3 Develop awareness that social cues may be different among various groups																											
Relationship Skills	4A. Use positive communication and social skills to interact effectively with others	4A-1 Give and receive compliments in a genuine manner																												
		4A-2 Use attentive listening skills to foster better communication																												
		4A-3 Demonstrate good sportsmanship																												
		4A-4 Demonstrate cooperative behaviors in a group (listen, encourage, acknowledge opinions, compromise, reach consensus)																												
	4B. Develop and maintain positive relationships	4B-1 Recognize the difference between helpful and harmful behaviors in relationships	4B-1 Recognize the difference between helpful and harmful behaviors in relationships	✓	✓	✓	✓																							
			4B-2 Identify a problem in a relationship and seek appropriate assistance																					✓	✓	✓	✓	✓	✓	✓
4B-3 Understand the positive and negative impact of peer pressure on self and others																														



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 that 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	Applying perspective-taking strategies to empathize with others	Applying perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem	

Competency		Indicator	Benchmark	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 that 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	Applying perspective-taking strategies to empathize with others	Applying perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem				
Relationship Skills	4C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways	4C-1 Show an understanding of conflict as a natural part of life																								✓	✓	✓	✓	✓	✓	✓		
		4C-2 Describe causes and effects of conflicts, including how their behavior impacts others' emotions																									✓	✓	✓	✓	✓	✓	✓	
		4C-3 Distinguish between destructive and constructive ways of dealing with conflict																																
		4C-4 Activate the steps of a peaceful conflict-resolution process (listen, express feelings, discuss solutions, make amends, etc.)																									✓	✓	✓	✓	✓	✓	✓	
Responsible Decision-Making	5A. Use personal, ethical, safety, and cultural factors in making decisions	5A-1 Identify social norms that affect decision-making																																
		5A-2 Define cyberbullying and response strategies																																
		5A-3 Identify when someone is targeted and how to respond to a situation to support the individual																																
		5A-4 Recognize and describe how the media can influence one's behavior																																
		5A-5 Stand up for self or a peer who is being disrespected																																
	5B. Develop, implement, and model effective decision-making skills to deal responsibly with daily academic and social situations	5B-1 Describe the steps of a decision-making model																																
		5B-2 Generate alternative solutions to problems and predict possible outcomes																											✓	✓	✓	✓	✓	✓
		5B-3 Effectively participate in group decision-making processes									✓	✓	✓	✓									✓		✓									
		5B-4 Demonstrate academic behaviors and self-regulation skills such as organization, completing assignments, planning									✓	✓	✓	✓												✓							✓	
	5C. Play a developmentally appropriate role in classroom management and positive school climate	5C-1 Identify and organize materials needed to be prepared for class																																
5C-2 Understand personal relationships with personnel that govern the school																																		
5C-3 Discuss and model appropriate classroom behavior individually and collectively																																		



Grades 6-8

Michigan Social and Emotional Learning Competencies and Indicators

Second Step® Middle School Digital Program

		Key Skills and Concepts																				
		Unit 1: Mindsets & Goals					Unit 2: Recognizing Bullying & Harassment					Unit 3: Thoughts, Emotions & Decisions					Unit 4: Managing Relationships & Social Conflict					
		Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Recognize common types of bullying and harassment	Understand the negative impact of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships	
Competency	Indicator	Benchmark																				
	1A. Demonstrate an awareness of their emotions	1A-1 Recognize uncomfortable emotions as indicators of situations in need of attention	✓											✓	✓	✓	✓	✓	✓	✓	✓	✓
		1A-2 Identify emotional states that contribute to or detract from their ability to problem-solve												✓	✓		✓	✓	✓	✓	✓	
		1A-3 Explain the possible outcomes associated with the different forms of communicating their emotions																✓		✓		
	1B. Demonstrate an awareness of their personal traits, including their strengths and interests	1B-1 Analyze how their personal traits and temperaments influence choices, successes, and areas of growth			✓	✓	✓															
		1B-2 Apply self-reflection techniques to recognize their potential, strengths, and growth areas		✓	✓	✓	✓															
		1B-3 Administer school-to-work personality trait tests																				
	1C. Demonstrate awareness of their external supports	1C-1 Identify positive peer or adult support they can access	✓		✓	✓	✓		✓	✓	✓		✓				✓			✓		✓
		1C-2 Evaluate the benefits of additional external supports when they participate in extracurricular activities																				
		1C-3 Recognize outside influences on the development of their personal traits and discern whether those influences are supportive or non-supportive																				
	1D. Demonstrate a sense of personal responsibility	1D-1 Identify the areas of school and life that are within their control														✓						
		1D-2 Analyze the short- and long-term outcomes of risky and harmful behaviors on their health and well-being																				
		1D-3 Identify behaviors they can choose to support their health and well-being													✓		✓					✓
1D-4 Explain the connection between choice and responsibility for the consequences involved if they engage in risky and harmful behaviors																						
1D-5 Recognize, establish, and adhere to their own personal boundaries																			✓	✓	✓	



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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 impact of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships

Competency	Indicator	Benchmark																					
	Self-Management	2A. Identify and manage their emotions and behavior constructively	2A-1 Apply strategies that help them manage stressful situations and persevere toward successful performance	✓		✓	✓	✓								✓	✓	✓			✓		
2A-2 Reflect on possible consequences, both positive and negative, before expressing an emotion or engaging in a particular behavior									✓	✓					✓	✓	✓	✓	✓	✓	✓		
2A-3 Evaluate the role attitude plays in success (such as pessimism vs. optimism)				✓	✓	✓	✓								✓								
2B. Demonstrate honesty and integrity		2B-1 Understand the benefits of honesty when building and sustaining healthy relationships																					
		2B-2 Understand the benefits of having personal integrity for life success																					
2C. Set, monitor, adapt, and evaluate goals to achieve success in school and life		2C-1 Analyze factors that lead to goal achievement (for example, managing time, adequate resources, confidence)		✓	✓	✓	✓																
	2C-2 Describe the effect personal habits (both positive and negative) have on school and personal goals, and discuss ideas about how to shift negative habits to more supportive habits		✓	✓	✓	✓																	
	2C-3 Describe and evaluate action steps for achieving short-term and long-term goals, utilizing institutional, community, and external supports			✓	✓	✓																	
Social Awareness	3A. Demonstrate awareness of other people's emotions and perspectives	3A-1 Analyze ways their behavior may affect the feelings of others and adjust accordingly															✓	✓	✓	✓	✓		
		3A-2 Provide support and encouragement to others in need	✓						✓	✓	✓		✓										
		3A-3 Accept and show respect for other people's opinions															✓	✓	✓	✓			



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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 impact of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships		
Competency	Social Awareness	Indicator	Benchmark																					
		3B. Demonstrate consideration for others and a desire to positively contribute to the school and community	3B-1 Explain how their decisions and behaviors affect the well-being of their school and community																					
			3B-2 Explore a community or global need and generate possible solutions																					
			3B-3 Engage in social critique and make decisions that will lead to social change							✓	✓	✓	✓	✓	✓									
		3C. Demonstrate an awareness of different cultures and a respect for human dignity	3C-1 Analyze how people of different groups can help one another and enjoy each other's company																					
			3C-2 Explain how individual, social, and cultural differences may increase vulnerability to stereotyping and identify ways to address this							✓	✓	✓	✓	✓	✓									
	3D. Read social cues and respond constructively	3D-1 Observe social situations (such as school dances, peer pressure situations, cliques, public speaking) and respectfully respond in a culturally appropriate way																						
		3D-2 Recognize and maintain personal boundaries of others (friends, family members, and teachers)																				✓	✓	
		3D-3 Demonstrate how their personal boundaries affect interactions with others																				✓	✓	
	4A. Use positive communication and social skills to interact effectively with others	4A-1 Practice reflective listening																						
4A-2 Demonstrate an ability to take the necessary role (for example, leader or team player) to achieve group goals													✓											
4A-3 Use understanding of how and why others respond in a given situation (assertive, passive, or aggressive) in order to respond respectfully and effectively to others																			✓	✓	✓			



Grades 6-8

Michigan Social and Emotional Learning Competencies and Indicators

Second Step® Middle School Digital Program

Key Skills and Concepts																			
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Competency	Indicator	Benchmark																				
	Relationship Skills	4B. Develop and maintain positive relationships	4B-1 Distinguish between helpful and harmful peer pressure																			
4B-2 Demonstrate strategies for resisting harmful peer pressure										✓	✓	✓	✓									
4B-3 Involve themselves in positive activities with their peer group			✓																			
4B-4 Develop friendships based on personal values																						✓
4B-5 Identify the impact of social media in developing and sustaining positive relationships																						
4B-6 Understand the difference between safe and risky behaviors in a relationship																						
4C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways		4C-1 Identify the roles of individuals in conflict and understand their responsibility in reaching resolution															✓	✓	✓	✓		
		4C-2 Apply conflict-resolution skills to de-escalate, defuse, and resolve differences															✓	✓	✓	✓		
		4C-3 Generate ideas about how all parties in conflict might get their needs met																	✓	✓		
		4C-4 Access positive supports when needed in a conflict situation or crisis								✓	✓	✓		✓					✓	✓		✓
Responsible Decision-Making	5A. Use personal, ethical, safety, and cultural factors in making decisions	5A-1 Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions																				
		5A-2 Apply bystander strategies (intervene, advocate, or get adult support) based on context during a situation of peer aggression, intimidation, or harassment								✓	✓	✓	✓									
		5A-3 Analyze the reasons for school and societal rules, and how they impact decisions																				



Grades 6-8

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Competency	Indicator	Benchmark																				
	Responsible Decision-Making	5B. Develop, implement, and model effective decision-making skills to deal responsibly with daily academic and social situations	5B-1 Identify and apply the steps of systematic decision-making															✓	✓	✓	✓	
		5B-2 Develop decision-making strategies for avoiding risky behavior			✓														✓	✓		
		5B-3 Explore how external influences (such as media, peer, or cultural norms) affect their decision-making										✓						✓				
	Responsible Decision-Making	5C. Play a developmentally appropriate role in classroom management and positive school climate	5C-1 Compare and contrast behaviors that do or do not support classroom management and positive school culture to provide recommendations to administration																			
		5C-2 Demonstrate behaviors that support classroom management and positive school culture	✓						✓	✓	✓	✓	✓					✓	✓	✓	✓	
5C-3 Advocate for oneself in a respectful and deliberate manner if believed to be treated unfairly																		✓		✓		