





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

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



Brain Builders (Executive-Function Skills)

	Michigan So Learning Co and Indicat	erten-Grade 2 ocial and Emotional ompetencies ors entary Digital Program	Attention	Working memory	Inhibitory control	Focus attention and ignore distraction	Persevere through challenges while recognizing mistakes are part of lear	Recognize unhelpful thoughts and re with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotior	Recognize and identify emotions in c	Recognize strong emotions	Manage strong emotions by using st to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to	Manage strong emotions to feel caln solving problems	Apply strategies to solve problems	Recognize accidents and make amer	State the problem without blame or name-calling	Think of many solutions to a problem
	Indicator	Benchmark																				
	1A. Demonstrate an awareness of	1A-1 Recognize and label their emotions and feelings								~	~	~	✓	✓	~	~	~		~			
	their emotions	1A-2 Describe their emotions and the situations that cause them (triggers)								~	~	~	~	~	~	~	~		~			
	1B. Demonstrate	1B-1 Identify their likes and dislikes																				
	an awareness of their personal traits, including	1B-2 Describe things they do well or the knowledge that they have					~	~	~													
	their strengths and interests	1B-3 Describe an activity or task in which they may need help in order to improve					~		~													
		1C-1 Identify at least one adult they trust																				
ency	1C. Demonstrate awareness of their external	1C-2 Identify situations in which they need to seek help from an adult (big problem versus small problem)					•		~									~	~			•
Competency	supports	1C-3 Recognize how and where to get help in an emergency situation																				
0	1D. Demonstrate a sense of personal	1D-1 Understand their responsibility to meet schoolwide safety expectations knowing it promotes a safe and productive environment																				
	responsibility	1D-2 Recognize that there are positive and negative consequences for their choices and actions				~							✓	•			•	~	~	~	~	
	2A. Identify and manage their emotions and behavior constructively	2A-1 Utilize techniques that allow them to calm themselves											V					~				

Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts

Unit 2: Emotion Management



Kindergarten-Grade 2

		k ınaerga	rten-Grade 2				ore di	enge e par	thoughts	orove	OWN	moti	ons	s by 1	act	တ္သ	others	can	s to f	e prot	d ma	nt bl	to a p
			cial and Emotional mpetencies ors		nemory	control	ention and igno	Persevere through challenge recognizing mistakes are par	Recognize unhelpful tho with helpful thoughts	Recognize that skills impropractice and effort	nd name one's	and identify e	strong emoti	trong emotion m	kindness and ners	rs' perspective	Develop empathy for oth	that empathy	Manage strong emotions solving problems	strategies to solve	Recognize accidents and	the problem witho	nany solutions
	;	Second Step® Eleme	ntary Digital Program	Attention	Working r	Inhibitory control	Focus attention	Persevere recognizir	Recognize with helpf	Recognize practice a	Identify and name	Recognize	Recognize strong	Manage strong em to feel calm	Recognize kindnes toward others	Take othe	Develop e	Recognize that	Manage s solving pr	Apply stra	Recognize	State the name-call	Think of n
		Indicator	Benchmark																				
		2A. Identify and manage their emotions and behavior	2A-2 Practice using words to share their feelings about an interaction or situation rather than physically or aggressively expressing feelings																	•	~	•	
		constructively	2A-3 Practice moving to a "calm down" space in the room after a triggering event																				
			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.)																				
	Self-M		2B-3 Describe the differences between and consequences or benefits of lying and truth-telling																				
ک			2C-1 Identify a short-term goal (wish, dream)																				
Competency		2C. Set, monitor, adapt, and	2C-2 Determine whether the goal is under their control or someone else's control																				
Con		evaluate goals to achieve success in school and life	2C-3 Identify and take steps needed to accomplish a short-term goal					•		•													
		THE SCHOOL WHA THE	2C-4 Identify people who can support them in reaching their short-term goal																				
		3A. Demonstrate awareness of other people's	3A-1 Use listening and attention skills to identify the feelings and perspectives of others (face, body, voice)									•	•	~	•	•	v	~	~	•	•	•	~
	eness	emotions and perspectives	3A-2 Recognize that words and actions can hurt others																	•	•	•	~
	ial Aware	3B. Demonstrate consideration for others	3B-1 Recognize and name how they can help others within their school, home, and community												•	~	~	•					
	Social	and a desire to positively contribute to the school 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)												•			V					

Unit 1: Growth Mindset & Goal-Setting

(Executive-Function Skills)

Key Skills and Concepts



Vindergarten_Grade 2

	Kinderga	rten-Grade 2				re dis	enges part	ughts	rove	own e	motio	suc	s by us	act ki	(A)	ers	can le	s to fe	probl	mak	ut blar	to a pı
	Learning Co and Indicate		ntion	king memory	ibitory control	Focus attention and igno	Persevere through challe recognizing mistakes are	Recognize unhelpful thou with helpful thoughts	Recognize that skills imp practice and effort	dentify and name one's o	cognize and identify e	Recognize strong emotic	Manage strong emotions to feel calm	Recognize kindness and toward others	others' perspective:	Develop empathy for other	Recognize that empathy	Manage strong emotions solving problems	y strategies to solve	Recognize accidents and	e the problem withou e-calling	k of many solutions t
			Atte	Wor	In hi	Foci	Pers	Rec	Rec	Iden	Reo	Rec	Mar to fe	Rec	Take	Dev	Rec	Mar solv	Apply	Rec	State name-	Thir
	Indicator	Benchmark																				
	3C. Demonstrate an awareness of	3C-1 Describe ways that people are similar and different																				
eness	different cultures and a respect for human dignity	3C-2 Name positive qualities in people that cross all cultures and groups																				
Awar		3D-1 Understand the importance of and demonstrate respect for personal space												•								
Social	3D. Read social cues and respond constructively	3D-2 Appropriately engage in play with others: introduce self, ask permission, join in, and invite others to join in												•			~					
		3D-3 Wait their turn, observe the situation, and know when it's appropriate to respond			•																	
	4A. Use positive	4A-1 Pay attention to others when they are speaking	•	~	•	~																
	communication and social skills	4A-2 Demonstrate the use of verbal etiquette (use please, thank you, excuse me, etc.)																				
nc y	to interact	4A-3 Take turns and share with others												✓			/		V			~
	effectively with others	4A-4 Effectively and appropriately communicate needs, wants, and ideas in a respectful manner																	~	~	•	~
Skills		4B-1 Identify the multiple types of relationships they have with others																				
s di	4B. Develop and	4B-2 List traits of a good friend																				
nship	maintain positive relationships	4B-3 Demonstrate ability to make new friends												✓	✓	✓	~					
Relatic	Tolucionships	4B-4 Identify and practice behaviors, such as active listening and sharing, to maintain positive relationships	~	~	~									•	~	•	~	•	•	~	~	~
	4C. Demonstrate an ability to	4C-1 Identify interpersonal problems they need adult help to resolve and appropriately ask for help																~	~			•
	prevent, manage, and resolve interpersonal conflicts in	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																•	~	V	•	•
	helpful ways	4C-3 Identify and state feelings and problems in conflict																•	~	•	•	~

Unit 1: Growth Mindset & Goal-Setting

(Executive-Function Skills)

Key Skills and Concepts

Unit 2: Emotion Management



	Mic Lea and	chigan So Irning Co I Indicato	rten-Grade 2 cial and Emotional mpetencies rs ntary Digital Program	Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and repla with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in othe	Recognize strong emotions	Manage strong emotions by using strate to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind	Manage strong emotions to feel calm be 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
		Indicator	Benchmark																				
			5A-1 Recognize that one has choices in how to respond																~	~	~	~	~
		Use personal,	5A-2 Identify ways to promote safety for oneself and others				~																
	cultu	cal, safety, and ural factors in ing decisions	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																				
	- Maki 2B.D	Develop,	5B-1 Recognize that they have choices in how to respond to situations																~	~	~	~	~
etency	imple mode	ement, and lel effective	5B-2 Implement stop, think, and act strategies in solving problems																•	•	•	~	~
Competency	skills respo	sion-making s to deal oonsibly with	5B-3 Demonstrate social and classroom behavior (ask permission, listen to speaker, ask for help, offer to help, participate)	•	~	~	~								•	~	~	~	~	~	~	•	~
	and s	/ academic social ations	5B-4 Demonstrate constructive academic behaviors and self-regulation (listen, pay attention, follow directions, ignore distractions)	✓	v	•	V							V					✓				
	deve	Play a elopmentally	5C-1 Recognize the various roles of the personnel that govern the school (all staff)																				
	appro in cla mana	ropriate role assroom agement and tive school	5C-2 Participate in individual roles and responsibilities in the classroom and in school																				

Brain Builders (Executive-Function Skills) **Key Skills and Concepts**

Unit 2: Emotion Management



Grades 3-5

Indicator

heir strengths

1C. Demonstrate

1D. Demonstrate a

sense of persona

responsibility

awareness of their external

Michigan Social and Emotional **Learning Competencies** and Indicators

1D-3 Demonstrate ability to say no to

Brain Builders

(Executive-Function Skills)

Unit 1: Growth Mindset & Goal-Setting

Second Step® Elementary Digital Program

o o to	-5 ocial and Emotional ompetencies ors entary Digital Program	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 w	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it ha 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-tal	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 befor problem-solving	Explain the importance of speaking up for one's self when solving a problem	State the problem without blaming and fror all points of view	Generate solutions to take all points of viev into consideration	Evaluate possible outcomes of solutions to 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 proble
	Benchmark																											
	1A-1 Recognize intensity levels of their emotions											~	~	~	~	~												
	1A-2 Recognize how emotions can change													~	/	~						~						
	1A-3 Recognize how thoughts are linked with emotions and emotions are linked to behavior											~	~	~	~	~	~	~	✓	~	~	~						
	1A-4 Describe ways emotions impact their behavior(s)											~		~	✓							~						
	1A-5 Draw an "anger thermometer" and discuss why they might move along the thermometer																											
	1B-1 Describe their personal identities (for example, gender identity, race, ethnicity, national origin, ability)																											
	1B-2 Describe the personal traits they possess that make them successful members of their classroom and school community																											
	1B-3 Describe their growth areas, prioritize the personal traits and interests that they want to develop, and explore opportunities to develop them					~	~	~	~	~	~																	
	1C-1 Recognize qualities of positive role models in their lives																											
	1C-2 Identify positive adults in various facets of their lives																											
	1C-3 Identify peer, home, and school supports and/or resources they can access to help solve problems																											~
	1C-4 Write a letter to a role model telling why they consider them to be their role model																											
a	1D-1 Define what it means to be responsible and identify things for which they are responsible																											
	1D-2 Explain the benefits of being responsible																											

Key Skills and Concepts

Unit 3: Empathy & Kindness

negative peer pressure



Grades 3-5

	Learning Co and Indicate	gan Social and Emotional Ling Competencies Indicators Itep* Elementary Digital Program Easter Benchmark 2A-1 Use self-monitoring strategies such a self-talk to regulate emotions 2A-2 Respond effectively to pressure situations, e.g., walk away, seek help or mediation 2A-3 Communicate their perspective on triggering behaviors or situations using "I" messages 2A-4 Express emotions in a respectful manner 2B-1 Tell the truth in a difficult situation, whenoring personal boundaries 2B-2 Follow through on their commitments 2C-1 Distinguish between long-term and short-term goals 2C-2 Describe why learning is important in achieving personal goals 2C-3 Evaluate the action steps taken to accomplish a goal and identify what, if anything, they could have done differently to accomplish a goal and identify what, if anything, they could have done differently to accomplish a goal and dignary what, if anything, they could have done differently to accomplish a goal and identify what, if anything, they could have done differently to accomplish a goal and identify what, if anything, they could have done differently to accomplish a goal and identify what, if anything, they could have done differently to accomplish a goal and identify what, if anything, they could have done differently to accomplish a goal and identify what, if anything, they could have done differently to accomplish a goal and identify what, if anything, they could have done differently to accomplish a goal and identify what, if anything, they could have done differently to accomplish a goal and identify what, if anything, they could have done differently to accomplish a goal and identify what, if anything, they could have done differently to accomplish a goal and identify what, if anything, they could have done differently to accomplish a goal and identify what, if anything, they could have done differently to accomplish a goal and identify what, if anything they could have done differently to accomplish a goal and identify what accomplish a goal and iden		Working memory	Inhibitory control	Cognitive flexibility	Understand that the brain ca grow and change	Recognize that skills improve effort, help from others, and tr	Set goals	Make plans	Monitor progress toward goa	Reflect to inform future goals	Recognize that strong emotic to think clearly	ldentify and label similar emo different intensity levels	Recognize that regulating em necessary to make decisions	Apply reappraisal as an emoti management strategy	Apply planning ahead to man strong emotions	Recognize that kindness help friends and strengthen relatic	Recognize that people can ha points of view about the sam	Recognize that empathy and p can help them get along with c	Applying perspective-taking empathize with others	Applying perspective-taking imake their community a betto	Explain the importance of bei problem-solving	Explain the importance of speone's self when solving a prob	State the problem without bla all points of view	Generate solutions to take all into consideration	Evaluate possible outcomes or problem based on all points or	Pick a solution that is safe, re could work for everyone	ldentify when, where, and with think it would be best to work
	Indicator	Benchmark	Attention				2 0,	_ 0	o,								(0)								07 (0	<u> </u>			
		2A-1 Use self-monitoring strategies such as self-talk to regulate emotions													~	~	~						~						
	2A. Identify and manage	situations, e.g., walk away, seek help													~		•								~	•	•	~	•
	their emotions and behavior constructively	triggering behaviors or situations using																						•	~				
ınt													~		•	~	~						~	~	•				
Self-Management	2B. Demonstrate honesty and	2B-1 Tell the truth in a difficult situation, while honoring personal boundaries																											
Man	integrity	2B-2 Follow through on their commitments																											
Self-										✓	•																		
	2C. Set, monitor,	2C-2 Describe why learning is important in achieving personal goals					~	~																					
	adapt, and evaluate goals to achieve success in school and life	accomplish a goal and identify what, if anything, they could have done differently to						•	•	•	•	•																	
		achieve their goals, i.e., home, school, and						•	•	~	•	•																	
SS		3A-1 Predict how their own behavior affects the emotions of others																•		✓					✓		•		
varene	3A. Demonstrate awareness of	3A-2 Define and understand perspective and point of view																	~	~	~	~			•	•	•	•	
Social Awarene	other people's emotions and perspectives	Benchmark 2A-1 Use self-monitoring strategies such as self-talk to regulate emotions 2A-2 Respond effectively to pressure situations, e.g., walk away, seek help or mediation 2A-3 Communicate their perspective on triggering behaviors or situations using "I" messages 2A-4 Express emotions in a respectful manner 2B-1 Tell the truth in a difficult situation, while honoring personal boundaries 2B-2 Follow through on their commitments 2C-1 Distinguish between long-term and short-term goals 2C-2 Describe why learning is important in achieving personal goals 2C-3 Evaluate the action steps taken to accomplish a goal and identify what, if anything, they could have done differently to facilitate that 2C-4 Identify resources that help them achieve their goals, i.e., home, school, and community support 3A-1 Predict how their own behavior affects the emotions of others 3A-2 Define and understand perspective and point of view 3A-3 Use listening skills to identify the feelings and perspectives of others											~	•	•	~	~	~	•	•	~	~	~	•	•	•	~	~	
So		"I" messages 2A-4 Express emotions in a respectful manner 2B-1 Tell the truth in a difficult situation, while honoring personal boundaries 2B-2 Follow through on their commitments 2C-1 Distinguish between long-term and short-term goals 2C-2 Describe why learning is important in achieving personal goals 2C-3 Evaluate the action steps taken to accomplish a goal and identify what, if anything, they could have done differently to facilitate that 2C-4 Identify resources that help them achieve their goals, i.e., home, school, and community support 3A-1 Predict how their own behavior affects the emotions of others 3A-2 Define and understand perspective and point of view 3A-3 Use listening skills to identify the feelings and perspectives of others 3A-4 Recognize how words and actions can											~											•	~				

Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts

points of view

es to

Unit 2: Emotion Management

make it hard



Grades 7 F

	Learning Co and Indicate	-5 ocial and Emotional ompetencies	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-takir 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
	Indicator	Benchmark																											
	3B. Demonstrate consideration	3B-1 Share reasons for helping others																~	~	~	/	/							
	for others and a desire to positively	3B-2 Identify roles they have that contribute to their school, home, and neighboring community								•										•	•	•							
	contribute to the school and community	3B-3 Work together with peers to address a need							•	~	•	~							~	•		•							
		3C-1 Identify contributions of various social and cultural groups																											
	3C. Demonstrate an awareness of different cultures and a respect for human dignity	3C-2 Recognize that people from different cultural and social groups share many things in common and identify similarities and differences																											
	naman aiginty	3C-3 Define stereotyping, discrimination, and prejudice																											
ency	3D. Read social	3D-1 Describe tone and how it is used to communicate with others																											
Competency	cues and respond	3D-2 Describe the impact of body language and facial expressions in communication																											
٥ 		3D-3 Develop awareness that social cues may be different among various groups																											
	4A. Use positive	4A-1 Give and receive compliments in a genuine manner																											
	communication and social skills	4A-2 Use attentive listening skills to foster better communication																			~								
	to interact effectively with	4A-3 Demonstrate good sportsmanship																											
	others	4A-4 Demonstrate cooperative behaviors in a group (listen, encourage, acknowledge opinions, compromise, reach consensus)	•	~	•	•			•	•	•	•							•			•			•	•	•	~	•
	40.0	4B-1 Recognize the difference between helpful and harmful behaviors in relationships																											
	4B. Develop and maintain positive relationships	4B-2 Identify a problem in a relationship and seek appropriate assistance																					•	•	~	~	~	•	~
	- Forestromonipo	4B-3 Understand the positive and negative impact of peer pressure on self and others																											

Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts

Unit 2: Emotion Management



Grades 3-5

	Grades 3	-5					in car	improve rs, and tr			d goal	goals	motio	.emo.	ng em sions	emoti	man	help elatio	an ha same	and p with o	king s	king s bette	of bei	of spe a prob	ut bla	ke all	mes c ints o	fe, res	d with work
		ocial and Emotional ompetencies ors		петогу	control	flexibility	nd that the bra change	kills		SI	rogress toward	Reflect to inform future	Recognize that strong emotio to think clearly	Identify and label similar different intensity levels	Recognize that regulating en necessary to make decision	Apply reappraisal as an emoti management strategy	Apply planning ahead to man strong emotions	Recognize that kindness help friends and strengthen relatio	Recognize that people can ha points of view about the same	Recognize that empathy and can help them get along with	Applying perspective-taking empathize with others	Applying perspective-taking make their community a bett	Explain the importance of bei problem-solving	Explain the importance of spe one's self when solving a prob	State the problem without all points of view	Generate solutions to take into consideration	Evaluate possible outcomes c problem based on all points o	Pick a solution that is safe, r could work for everyone	ldentify when, where, and with think it would be best to work
	Second Step* Eleme	entary Digital Program	Attention	Working memory	Inhibitory control	Cognitive flexibility	Understand that the grow and change	Recognize that sleffort, help from c	Set goals	Make plans	Monitor progress	Reflect to	Recognize to think cl	ldentify ar different ii	Recognize necessary	Apply reap managem	Apply plar strong em	Recognize friends an	Recognize points of v	Recognize can help th	Applying perpartize	Applying properties of their contractions of the contraction of the co	Explain th problem-s	Explain th one's self	State the	Generate into consi	Evaluate p problem b	Pick a solu could wor	Identify wl think it wo
	Indicator	Benchmark																											
	0	4C-1 Show an understanding of conflict as a natural part of life																					~	✓	~	•	~	~	•
	4C. Demonstrate an ability to prevent, manage,	4C-2 Describe causes and effects of conflicts, including how their behavior impacts others' emotions																					•	~	~	•	•	~	~
	prevent, manage, and resolve interpersonal conflicts in helpful ways	4C-3 Distinguish between destructive and constructive ways of dealing with conflict																											
	helpful ways	4C-4 Activate the steps of a peaceful conflict-resolution process (listen, express feelings, discuss solutions, make amends, etc.)																					•	•	•	•	•	~	•
		5A-1 Identify social norms that affect decision-making																											
	FA.11	5A-2 Define cyberbullying and response strategies																											
<u>ج</u>	5A. Use personal, ethical, safety, and cultural factors in making decisions	5A-3 Identify when someone is targeted and how to respond to a situation to support the individual																											
petend		5A-4 Recognize and describe how the media can influence one's behavior																											
Compete		5A-5 Stand up for self or a peer who is being disrespected																											
	5B. Develop, implement, and	5B-1 Describe the steps of a decision-making model																					•	•	~	•	•	~	
	model effective decision-making	5B-2 Generate alternative solutions to problems and predict possible outcomes																								✓	✓	~	~
	skills to deal responsibly with	5B-3 Effectively participate in group decision-making processes							~	'	•	•								~		/							
	daily academic and social situations	5B-4 Demonstrate academic behaviors and self-regulation skills such as organization, completing assignments, planning							•	✓	•	•											•						~
	5C. Play a developmentally	5C-1 Identify and organize materials needed to be prepared for class																											
	appropriate role in classroom	5C-2 Understand personal relationships with personnel that govern the school																											
	management and positive school climate	5C-3 Discuss and model appropriate classroom behavior individually and collectively													•	•	•			•	•	•	•	•	~	•	•	~	~

Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts

points of view

es to

Unit 2: Emotion Management

ns make it hard



Indicator

1A. Demonstrate

1B. Demonstrate

their personal

traits, including

their strengths and interests

C. Demonstrate

heir external

responsibility

Michigan Social and Emotional **Learning Competencies** and Indicators

Unit 1: Mindsets & Goals

Second Step® Middle School Digital Program

6-8 ocial and Emotional ompetencies tors lle School Digital Program	Recognize that social challenges are commor and get better in time	Understand that the brain can grow and chan	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 intere 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 positive school climate	Recognize how social and environmental factors contribute to bullying and harassmen their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at sch	Understand how emotions influence decision-making in positive and negative way	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 pe involved in a conflict	Apply the four-step conflict resolution proces	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships
Benchmark																				
1A-1 Recognize uncomfortable emotions as indicators of situations in need of attention	~											/	/	/	V	~	/	V	V	~
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-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-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-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																		•	~	✓

Key Skills and Concepts

Unit 3: Thoughts, Emotions & Decisions Unit 4: Managing Relationships & Social Conflict

Unit 2: Recognizing Bullying & Harassment



Indicator

and behavior

2B. Demonstrate honesty and integrity

2C. Set, monitor,

adapt, and evaluate goals to achieve success in school and life

BA. Demonstrate

Self-Management

Michigan Social and Learning Competen and Indicators

Unit 1: Mindsets & Goals

Second Step® Middle School Digit

o o to	-8 ocial and Emotional ompetencies ors le School Digital Program	Recognize that social challenges are and get better in time	Understand that the brain can grow a	Set personal goals and create plans tachieve them	Determine how to adjust and persist making a mistake	Apply personal strengths to develop or get better at something new	Recognize common types of bullying and harassment	Understand the negative impact of b and harassment	Determine the best upstander strate for a situation	Understand students' responsibility I positive school climate	Recognize how social and environme factors contribute to bullying and har their school	Prepare to take action to disrupt fact contribute to bullying and harassmer	Understand how emotions influence decision-making in positive and nega	Recognize and reframe unhelpful tho	Recognize the signs of stress and an	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives cinvolved in a conflict	Apply the four-step conflict resolutio	Identify ways to make amends	Recognize the signs of healthy and urelationships
	Benchmark																				
	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-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-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			•	•	•															
	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																~	~	~	~	

Key Skills and Concepts

tors that nt at school

Unit 2: Recognizing Bullying & Harassment

Unit 3: Thoughts, Emotions & Decisions Unit 4: Managing Relationships & Social Conflict



Indicator

3B. Demonstrate

different cultures

and a respect for

human dignity

3D. Read social cues and respond

effectively with

others

Michigan Social and Emotional **Learning Competencies** and Indicators

respectfully and effectively to others

Unit 1: Mindsets & Goals

Second Step® Middle School Digital Program

o to	-8 cial and Emotional mpetencies ors e School Digital Program	Recognize that social challenges are co and get better in time	Understand that the brain can grow an	Set personal goals and create plans to achieve them	Determine how to adjust and persist af making a mistake	Apply personal strengths to develop ar or get better at something new	Recognize common types of bullying and harassment	Understand the negative impact of bull and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to positive school climate	Recognize how social and environment factors contribute to bullying and haras their school	Prepare to take action to disrupt factor contribute to bullying and harassment.	Understand how emotions influence decision-making in positive and negati	Recognize and reframe unhelpful thoug	Recognize the signs of stress and anxi	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of involved in a conflict	Apply the four-step conflict resolution	Identify ways to make amends	Recognize the signs of healthy and unl relationships
	Benchmark																				
	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-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						V	•	~	•	~	•									
	3D-1 Observe social situations (such as school dances, peer pressure situations, cliques, public speaking) and respectfully respond in a culturally appropriate way																				
d	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-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																	~	•	~	

Key Skills and Concepts

rs that at school

Unit 2: Recognizing Bullying & Harassment

Unit 3: Thoughts, Emotions & Decisions Unit 4: Managing Relationships & Social Conflict



Indicator

4B. Develop and maintain positive

4C. Demonstrate an ability to prevent, manage, and resolve

conflicts in helpful ways

5A. Use personal,

naking decisions

Relationship Skills

Michigan Social and Emotional **Learning Competencies** and Indicators

societal rules, and how they impact decisions

Unit 1: Mindsets & Goals

Second Step® Middle School Digital Program

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	Benchmark																					
	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-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							~	~	~		•				~			~		~	
	5A-1 Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions																					
d	5A-2 Apply bystander strategies (intervene, advocate, or get adult support) based on context during a situation of peer aggression, intimidation, or harassment								V	V	v	v										
	5A-3 Analyze the reasons for school and																					

Key Skills and Concepts

rs that at school

Unit 3: Thoughts, Emotions & Decisions Unit 4: Managing Relationships & Social Conflict

Unit 2: Recognizing Bullying & Harassment



Michigan Social and Emotional

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Competency Responsible Decison-Making	Indicator	Benchmark																				
	5B. Develop, implement, and	5B-1 Identify and apply the steps of systematic decision-making																~	~	~	~	
	model effective decision-making skills to deal	5B-2 Develop decision-making strategies for avoiding risky behavior			~														~	~		
	responsibly with daily academic and social situations	5B-3 Explore how external influences (such as media, peer, or cultural norms) affect their decision-making										•						V				
	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																	~		~	

Unit 1: Mindsets & Goals

yths to develop an interest thing new

Key Skills and Concepts

to disrupt factors that and harassment at school

Unit 2: Recognizing Bullying & Harassment

responsibility to create a

Unit 3: Thoughts, Emotions & Decisions Unit 4: Managing Relationships & Social Conflict