



ALIGNMENT CHART

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Minnesota Responsible Decision-Making Learning Goals

- 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 Minnesota Learning Goals

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 Minnesota Responsible Decision-Making Learning Goals. Boxes are checked to indicate that the Second Step digital programs meet a given state learning goal 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 3

Minnesota Responsible Decision-Making Learning Goals

Second Step® Elementary Digital Program

Key Skills and Concepts																									
Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting							Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving						
Attention	Working memory	Inhibitory control	Cognitive flexibility	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Understand that the brain can grow and change	Recognize that skills improve with practice and effort	Make a practice plan	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 kindness helps them make friends and strengthen relationships	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	Explore possible outcomes of solutions	Pick the best solution	

Learning Goals

Competencies	Learning Goals	Key Skills and Concepts																								
		Attention	Working memory	Inhibitory control	Cognitive flexibility	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Understand that the brain can grow and change	Recognize that skills improve with practice and effort	Make a practice plan	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 kindness helps them make friends and strengthen relationships	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	Explore possible outcomes of solutions	Pick the best solution
Relationship Skills	RS.1.1. Take turns and share with others.			✓											✓			✓		✓						
	RS.1.2. Use facial expressions, body language, and tone to effectively communicate thoughts, feelings, emotions, and intentions.																									
	RS.1.3. Practice sharing genuine encouraging comments to support peers.															✓	✓	✓	✓							
	RS.1.4. Listen to others when they are speaking.	✓	✓	✓	✓	✓											✓									
	RS.2.1. Recognize how various relationships are different.																									
	RS.2.2. Identify the qualities others, such as friends, have that you would like to see in yourself.																									
	RS.2.3. Demonstrate ability to develop positive peer relationships based on shared activities/interests.															✓	✓	✓	✓							
	RS.3.1. Describe what conflict is and feelings associated with it.																									
	RS.3.2. Demonstrate understanding of the other's point of view when there is conflict.																			✓	✓	✓	✓	✓	✓	✓
	RS.3.3. Identify potential solutions to the conflict.																			✓	✓		✓	✓	✓	✓
Self-Awareness	S-A.1.1. Recognize and label own emotions and feelings.										✓		✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	
	S-A.1.2. Identify positive and negative emotions.										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	S-A.1.3. Identify emotions related to different situations or events.										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	S-A.2.1. Describe own personal qualities, such as likes and dislikes, needs and wants, strengths and challenges.						✓		✓	✓																
	S-A.2.2. Describe an activity/task in which they may need help in order to be successful.						✓		✓	✓				✓												
	S-A.2.3. Identify family, peer, school, community, cultural, and linguistic strengths.																									
	S-A.3.1. Describe what it feels like to feel safe and respected.																									
	S-A.3.2. Explain positive and negative consequences for own choices and actions.																		✓		✓	✓			✓	✓
	S-A.3.3. Demonstrate responsibility in taking care of own belongings.																									
	S-A.3.4. Demonstrate responsibility when using others' belongings, e.g., asking permission and taking care of the belongings.																									



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Attention	Working memory	Inhibitory control	Cognitive flexibility	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Understand that the brain can grow and change	Recognize that skills improve with practice and effort	Make a practice plan	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 kindness helps them make friends and strengthen relationships	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	Explore possible outcomes of solutions	Pick the best solution

Learning Goals

Competencies	Learning Goals																								
	Brain Builders (Executive-Function Skills)	Unit 1: Growth Mindset & Goal-Setting	Unit 2: Emotion Management	Unit 3: Empathy & Kindness	Unit 4: Problem-Solving																				
Self-Management	S-M.1.1. Demonstrate calming strategies in order to manage emotions, thoughts, impulses, and stress.											✓	✓					✓	✓		✓				
	S-M.1.2. Describe how feelings relate to thoughts and behaviors.									✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓
	S-M.1.3. Recognize choices in own behaviors.					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	S-M.1.4. Recognize the importance of not giving up (perseverance).						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	S-M.2.1. Identify personal goals with assistance from an adult.																								
	S-M.2.2. Monitor progress toward personal goals with assistance from an adult.																								
	S-M.2.3. Describe and implement simple steps necessary to achieve short-term goals.					✓			✓	✓															
	S-M.2.4. Identify personal resources to achieve goals.										✓														
S-M.2.5. Demonstrate the ability to receive and act on feedback.																									
Social Awareness	SA.1.1. Identify a range of emotional expressions in others, e.g., by facial expression or tone of voice.											✓	✓		✓	✓	✓	✓				✓			
	SA.1.2. Recognize that others may experience situations differently.											✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	SA.1.3. Anticipate reactions in others in response to a specific situation.											✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	SA.2.1. Describe ways that people are similar and different.											✓													
	SA.2.2. Describe positive qualities in others.																								
	SA.2.3. Use respectful language and actions when dealing with conflict or differences of opinions.																			✓	✓	✓	✓	✓	✓
	SA.3.1. Identify and execute responsibilities that contribute to the classroom.																								
	SA.3.2. Identify how they help others, e.g., feed the dog, share, or clean up when asked.															✓	✓	✓	✓						
	SA.3.3. Express how it feels to help others.															✓		✓	✓						
	SA.4.1. Identify a trusted adult.																								
SA.4.2. Explain situations in which students may need help.						✓			✓	✓			✓						✓	✓					
SA.4.3. Understand how and where to get help in an emergency situation.																									



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Learning Goals																										
Competencies	Responsible Decision-Making																									
		RD.1.1. Identify and follow shared bus, classroom, and school norms.					✓									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		RD.1.2. Identify and illustrate safe and unsafe behaviors.					✓																			
		RD.1.3. Understand that decisions can have positive and negative effects on self and others.					✓	✓	✓	✓	✓	✓							✓		✓	✓		✓	✓	✓
		RD.2.1. Implement "Stop, Think, and Act" strategy when making decisions.																	✓	✓	✓	✓	✓	✓	✓	✓
		RD.2.2. Demonstrate cooperation with social and classroom norms and procedures.					✓										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RD.2.3. Explain the consequences and rewards of actions on self, others, or group.					✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓		✓	✓	✓		



Grades 4-5

Minnesota Responsible Decision-Making Learning Goals

Second Step® Elementary Digital Program

Key Skills and Concepts																							
Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving							
Attention	Working memory	Inhibitory control	Cognitive flexibility	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	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 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 oneself 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	

Learning Goals

Competencies	Learning Goals																									
		Attention	Working memory	Inhibitory control	Cognitive flexibility	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	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 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 oneself 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	RS.1.1. Recognize how groups behave differently than individuals and affect an individual's emotions, attitudes, and behaviors.																									
	RS.1.2. Recognize how facial expressions, body language, and tone affect interactions.																									
	RS.1.3. Demonstrate different ways to provide feedback to peers.																		✓	✓	✓	✓	✓			
	RS.1.4. Use attentive listening skills to foster better communication.															✓										
	RS.2.1. Recognize the difference between positive and negative relationships and identify behaviors that contribute to each.																									
	RS.2.2. Recognize the value of friendships with a variety of people.																									
	RS.2.3. Identify a problem in a relationship and know how to seek appropriate assistance such as asking for peer mediation, adult assistance, and so on.																	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RS.2.4. Demonstrate capacity to engage in cooperative learning and working toward group learning goals with peers.					✓	✓	✓	✓						✓			✓								
	RS.2.5. Distinguish between positive and negative peer pressure.																									
	RS.3.1. Identify conflicts as a natural part of life.																	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RS.3.2. Demonstrate the ability to state the problem from multiple perspectives.																					✓	✓	✓	✓	✓
	RS.3.3. Identify solutions to interpersonal conflict that meet own and others' needs.																					✓	✓	✓	✓	✓
	RS.3.4. Demonstrate ability to state the problem using I-statements.																		✓	✓						
	RS.3.5. Understand differences between intent and impact of actions/words.																									
	Self-Awareness	S-A.1.1. Develop more complex vocabulary to communicate their emotions and feelings.																								
S-A.1.2. Distinguish degrees of own emotional intensity.																										
S-A.1.3. Recognize the connection between own thoughts, emotions, and behaviors.									✓	✓	✓	✓			✓	✓	✓	✓								
S-A.1.4. Describe own physical response to emotion.								✓																		
S-A.2.1. Describe the personal strengths and assets they possess that make them successful members of their school and community.																										



Grades 4-5

Minnesota Responsible Decision-Making Learning Goals

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Attention	Working memory	Inhibitory control	Cognitive flexibility	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	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 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 oneself 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

Learning Goals

Competencies	Learning Goals																							
	Self-Awareness	S-A.2.2. Identify and explore opportunities to develop skills and talents.					✓	✓	✓	✓														
		S-A.2.3. Determine ways to use family, school, and community resources to accomplish tasks.									✓													
		S-A.3.1. Define own role in ensuring safety and respect for others.																						
Self-Management	S-A.3.2. Accept positive or negative consequences of own choices and actions.											✓			✓									
	S-A.3.3. Identify areas of personal responsibility.																							
	S-A.3.4. Explain the benefits of being responsible to self and others.																							
	S-M.1.1. Use coping skills such as calming down, walking away, self-talk, seeking help, or mediation to manage own emotions and behaviors.												✓	✓	✓	✓								
	S-M.1.2. Use constructive ways of expressing own emotions, thoughts, impulses, and stress such as through using I-statements.																							
	S-M.1.3. Understand causes and effects of own emotions, thoughts, impulses, stress, and distress.												✓	✓	✓	✓								
	S-M.1.4. Adapt for and overcome obstacles by demonstrating perseverance.	✓	✓	✓	✓	✓	✓	✓	✓	✓														
	S-M.1.5. Analyze the relationship between own ethical values—such as honesty, respect, and integrity—and behavior.																							
	S-M.2.1. Identify goals across multiple domains (e.g., academic, personal, and social).																							
	S-M.2.2. Monitor progress toward goals across multiple domains.																							
	S-M.2.3. Implement steps necessary to achieve goals.																							
	S-M.2.4. Identify internal and external resources necessary to overcome obstacles in meeting goals.																							
	S-M.2.5. Demonstrate the ability to actively engage in a feedback loop.																							
Social Awareness	SA.1.1. Identify how own behavior affects the emotions of others.																							
	SA.1.2. Demonstrate respect for others' perspectives and points of view.																							
	SA.1.3. Identify verbal, physical, or situational cues that indicate how others may feel.																							



Grades 4-5

Minnesota Responsible Decision-Making Learning Goals

Second Step® Elementary Digital Program

		Key Skills and Concepts																								
		Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving								
		Attention	Working memory	Inhibitory control	Cognitive flexibility	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	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 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 oneself 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		
Learning Goals																										
Competencies	Social Awareness	SA.2.1. Describe benefits of personal qualities of others and why everyone shouldn't be the same.																								
		SA.2.2. Offer alternative ways for addressing conflict or differences of opinions with peers.																			✓	✓	✓	✓		
		SA.2.3. Identify contributions of various social and cultural groups.																								
		SA.2.4. Define and recognize examples of stereotyping, discrimination, and prejudice.																								
		SA.3.1. Work collaboratively with peers to identify, understand, and respond to a social need. This work could be a community or school service project.														✓		✓	✓							
		SA.3.2. Describe what was learned about self in helping others.																								
		SA.3.3. Identify and perform tasks that contribute to the school and community.														✓			✓							
		SA.4.1. Recognize qualities of positive peer and adult role models.																								
		SA.4.2. Distinguish situations when students need support versus when they don't.													✓					✓					✓	✓
		SA.4.3. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.																								
Competencies	Responsible Decision-Making	RD.1.1. Contribute to school safety by supporting classroom, lunchroom, and playground shared norms and rules.																								
		RD.1.2. Identify ways certain decisions or choices affect short- and long-term goals.					✓	✓	✓	✓																
		RD.1.3. Identify positive and negative consequences of decisions for self and others.								✓		✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
		RD.2.1. Identify a variety of decisions/problems that students have at school.													✓			✓	✓		✓	✓	✓	✓	✓	
		RD.2.2. Generate alternative solutions to own identified problems.																				✓	✓	✓	✓	
		RD.2.3. Assess consequences of possible solutions for the identified problems and demonstrate methods for reaching consensus or a decision.																				✓	✓	✓	✓	
		RD.2.4. Evaluate the results of own actions after making a decision.							✓	✓												✓	✓	✓	✓	



Grades 6-8

Minnesota Responsible Decision-Making Learning Goals

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 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

Learning Goals																						
Competencies	Relationship Skills	RS.1.1. Understand the different roles in a group, such as leader, facilitator, and follower and how these roles contribute to failure or success in group efforts.																				
		RS.1.2. Monitor how facial expressions, body language, and tone affect interactions.																				
		RS.1.3. Students are able to respond with positive action steps from feedback.																✓	✓	✓		
		RS.1.4. Differentiate between passive, assertive, and aggressive responses from others.																				
		RS.2.1. Demonstrate strategies for resisting negative peer pressure.							✓	✓											✓	
		RS.2.2. Identify and demonstrate ways to be involved in constructive, prosocial activities with others.	✓						✓	✓		✓						✓	✓	✓	✓	✓
		RS.2.3. Understand the potential consequences of safe and unsafe behaviors in relationships.																✓	✓	✓	✓	✓
		RS.2.4. Demonstrate ability to develop relationships with peers that are effective and supportive.																✓	✓	✓	✓	✓
		RS.3.1. Reflect on own role in conflict.																✓	✓	✓	✓	
		RS.3.2. Identify how all parties in conflict might get their needs met—a win-win situation.																		✓		
		RS.3.3. Apply conflict resolution skills to de-escalate, defuse, and resolve differences.																✓	✓	✓	✓	
		RS.3.4. Identify positive support people to seek out in a conflict situation.																	✓			✓
		Self-Awareness	S-A.1.1. Recognize the importance of complex emotions, such as an indicator of a situation that needs attention.											✓	✓	✓	✓					
			S-A.1.2. Analyze own emotional states that contribute to or detract from own ability to problem-solve.											✓	✓	✓	✓	✓				
S-A.1.3. Assess emotional reactions in different contexts, such as face-to-face or through electronic communication.																✓						
S-A.2.1. Self-reflect to recognize their strengths to meet a need and/or address a challenge.	✓		✓	✓	✓	✓																
S-A.2.2. Analyze how own personal qualities and temperaments influence choices and successes.			✓	✓	✓	✓																



Grades 6-8

Minnesota Responsible Decision-Making Learning Goals

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 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

Learning Goals

Competencies	Learning Goals																			
	Self-Awareness	Self-Management	Social Awareness	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	
Self-Awareness	S-A.2.3. Identify and enhance an individual affinity/interest group, such as an extracurricular group or after-school group.																			
	S-A.3.1. Demonstrate how to assert rights in a way that respects the rights of others.																			
	S-A.3.2. Analyze the short- and long-term outcomes of choices and behavior.																			
	S-A.3.3. Identify areas of control one has over situations in life.																			
Self-Management	S-A.3.4. Define own responsibility for the outcomes of safe, risky, or harmful behaviors.																			
	S-M.1.1. Apply strategies to manage stress.																			
	S-M.1.2. Reflect on the positive and negative consequences of expressing emotions in different situations and contexts.																			
	S-M.1.3. Evaluate the role attitudes play in being successful.																			
	S-M.1.4. Evaluate how ethical values such as honesty, respect, and integrity contribute to lifelong success and relationship building.																			
	S-M.1.5. Apply strategies to motivate successful performance (perseverance).																			
	S-M.2.1. Connect goal-setting skills to academic, personal, and civic success.																			
	S-M.2.2. Monitor progress toward goals and adjust steps as needed.																			
	S-M.2.3. Demonstrate the ability to balance and prioritize multiple goals.																			
	S-M.2.4. Utilize internal and external resources to help achieve goals.																			
Social Awareness	S-M.2.5. Demonstrate the ability to filter feedback from adults and peers.																			
	SA.1.1. Analyze how own behavior affects the emotions of others and determine ways to adjust accordingly.																			
	SA.1.2. Summarize another's point of view.																			
	SA.1.3. Predict others' feelings and perspectives in a variety of situations.																			
SA.1.4. Recognize the factors that affect how they are perceived by others.																				



Grades 6-8

Minnesota Responsible Decision-Making Learning Goals

Second Step® Middle School Digital Program

Key Skills and Concepts																			
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Learning Goals

Competencies	Learning Goals	Key Skills and Concepts																		
		Unit 1: Mindsets & Goals	Unit 2: Recognizing Bullying & Harassment	Unit 3: Thoughts, Emotions & Decisions	Unit 4: Managing Relationships & Social Conflict															
Social Awareness	SA.2.1. Analyze how people of different groups can help one another and show appreciation for one another.																			
	SA.2.2. Describe ways that communities and cultures are similar and different.																			
	SA.2.3. Recognize how similarities and differences in cultural norms and social cues affect the way people interact.																			
	SA.2.4. Explain how decisions and behaviors of individuals affect the well-being of schools or communities.					✓			✓	✓	✓									
	SA.3.1. Explain how individual attitudes and behaviors affect the well-being of their school or community.					✓			✓	✓	✓									
	SA.3.2. Learn about social movements, such as civil rights, abolition, and suffrage, and the leaders of the movements and strategies.																			
	SA.3.3. Work collaboratively with peers to analyze and address a shared school initiative.								✓		✓									
	SA.4.1. Apply qualities of positive peer and adult role models to self.																			
	SA.4.2. Recognize a situation when support was needed but students did not ask for it.																			
	SA.4.3. Analyze whether peers, school, and community members are supportive or unsupportive in accomplishing goals.																			
Responsible Decision-Making	RD.1.1. Analyze the reasons for school rules and local laws and identify the ethical values and social norms they support.																			
	RD.1.2. Monitor how decision-making affects progress toward achieving a goal through reflection on past choices and social and community norms.			✓	✓	✓														
	RD.1.3. Recognize the effect of peer pressure on decision-making.									✓					✓					
	RD.2.1. Identify and apply the steps of systematic decision-making, using creativity and innovation.																✓			
	RD.2.2. Gather additional information from multiple sources to generate alternative solutions.																✓	✓	✓	
	RD.2.3. Discuss alternatives in relation to multiple contextual factors.															✓	✓	✓		
	RD.2.4. Analyze how decision-making skills affect study habits and academic performance.																			