



**ALIGNMENT CHART**

# North Carolina Healthful Living and Guidance Essential Standards

- Second Step® Elementary Digital Program
- Second Step® Middle School Digital Program

## About Second Step® Programs

The research-based Second Step Elementary and Second Step Middle School digital programs are universal, web-based classroom programs designed to promote social-emotional competence, which can help increase students’ school success and decrease problem behaviors.<sup>1, 2</sup> 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 North Carolina Healthful Living and Guidance Essential Standards

The following tables indicate which specific Second Step grade-band lessons and related materials can help students develop the knowledge, skills, and attitudes needed to meet the North Carolina Healthful Living and Guidance Essential Standards. Boxes are checked to indicate that the Second Step digital programs meet a given state standard within the identified grade or grade-band (for instance, Grades K–5) when:

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

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

## North Carolina Healthful Living and Guidance Essential Standards

Second Step® Elementary Digital Program

Key Skills and Concepts															
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving		
Attention	Working memory	Inhibitory control	Focus attention	Recognize that attention helps us learn and stay safe	Recognize that skills improve with practice and effort	Understand that mistakes are part of learning	Identify familiar feelings from contextual and behavioral cues	Name and apply slow breathing as an emotion management strategy	Name and apply asking an adult for help as an emotion management strategy	Recognize the kind acts of others	Recognize their own kind acts	Demonstrate things they can say or do to show kindness to others	Manage strong emotions to feel calm before solving problems	State the problem	Demonstrate apologizing, taking turns, sharing as solutions to problems

Courses/Strands	Standards	Attention	Working memory	Inhibitory control	Focus attention	Recognize that attention helps us learn and stay safe	Recognize that skills improve with practice and effort	Understand that mistakes are part of learning	Identify familiar feelings from contextual and behavioral cues	Name and apply slow breathing as an emotion management strategy	Name and apply asking an adult for help as an emotion management strategy	Recognize the kind acts of others	Recognize their own kind acts	Demonstrate things they can say or do to show kindness to others	Manage strong emotions to feel calm before solving problems	State the problem	Demonstrate apologizing, taking turns, sharing as solutions to problems
Mental and Emotional Health	K.MEH.1.1. Recognize feelings and ways of expressing them.								✓	✓	✓	✓	✓	✓	✓	✓	✓
	K.MEH.1.2. Recall stressors and stress responses.																
	K.MEH.1.3. Illustrate personal responsibility for actions and possessions.				✓	✓											✓
Interpersonal Communication and Relationships	K.ICR.1.1. Explain reasons for sharing.													✓			✓
	K.ICR.1.2. Compare people in terms of what they have in common and how they are unique.																
	K.ICR.1.3. Summarize protective behaviors to use when approached by strangers.																
	K.ICR.1.4. Recognize bullying, teasing, and aggressive behaviors and how to respond.																
Physical Education: Personal/Social Responsibility	PE.K.PR.4.1. Use basic strategies and concepts for working cooperatively in group settings.														✓	✓	✓
	PE.K.PR.4.2. Understand how social interaction can make activities more enjoyable.											✓	✓	✓			
	PE.K.PR.4.3. Use safe practices when engaging in physical education activities.																
Social-Emotional Development	SE.1. Understand the meaning and importance of personal responsibility and awareness.				✓	✓				✓	✓				✓		✓
	SE.2. Understand the relationship between self and others in the broader world.											✓	✓	✓	✓	✓	✓
	SE.3. Use communication strategies effectively for a variety of purposes and audiences.															✓	✓
Cognitive Development	C.1. Use creative strategies to make decisions and solve problems.														✓	✓	✓
	C.2. Use analytical strategies to understand situations.								✓								



## Grade 1

### North Carolina Healthful Living and Guidance Essential Standards

Second Step® Elementary Digital Program

Key Skills and Concepts															
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving		
Attention	Working memory	Inhibitory control	Focus attention	Manage distractions	Recognize that skills improve with practice and effort	Use growth mindset language	Identify feelings from contextual and behavioral cues	Infer a likely emotion that would arise from a particular situation	Apply emotion-management strategies of slow counting and asking an adult for help	Identify how someone else might feel when shown or not shown kindness	Identify ways to be kind in response to scenarios	Recognize that some kind acts are better than others in certain situations	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Demonstrate how to recognize accidents and make amends

Courses/Strands	Standards	Attention	Working memory	Inhibitory control	Focus attention	Manage distractions	Recognize that skills improve with practice and effort	Use growth mindset language	Identify feelings from contextual and behavioral cues	Infer a likely emotion that would arise from a particular situation	Apply emotion-management strategies of slow counting and asking an adult for help	Identify how someone else might feel when shown or not shown kindness	Identify ways to be kind in response to scenarios	Recognize that some kind acts are better than others in certain situations	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Demonstrate how to recognize accidents and make amends
Mental and Emotional Health	1.MEH.1.1. Use effective communication to express and cope with emotions.								✓	✓	✓				✓	✓	✓
	1.MEH.1.2. Use methods of positive coping with disappointment and failure.							✓			✓				✓		
	1.MEH.1.3. Classify stressors as eustress or distress.																
Interpersonal Communication and Relationships	1.ICR.1.1. Explain the importance of demonstrating respect for the personal space and boundaries of others.																
	1.ICR.1.2. Explain the value of having a diversity of students in the classroom.																
	1.ICR.1.3. Contrast tattling with reporting aggression, bullying, and violent behavior.																
	1.ICR.1.4. Contrast appropriate and inappropriate touch.																
	1.ICR.1.5. Illustrate how to seek adult assistance for inappropriate touch.																
Physical Education: Personal/Social Responsibility	PE.K.PR.4.1. Use basic strategies and concepts for working cooperatively in group settings.											✓	✓	✓	✓	✓	✓
	PE.K.PR.4.2. Understand how social interaction can make activities more enjoyable.											✓	✓	✓			
	PE.K.PR.4.3. Use safe practices when engaging in physical education activities.																
Social-Emotional Development	SE.1. Understand the meaning and importance of personal responsibility and awareness.				✓	✓					✓				✓	✓	✓
	SE.2. Understand the relationship between self and others in the broader world.											✓	✓	✓	✓	✓	✓
	SE.3. Use communication strategies effectively for a variety of purposes and audiences.															✓	✓
Cognitive Development	C.1. Use creative strategies to make decisions and solve problems.						✓									✓	✓
	C.2. Use analytical strategies to understand situations.								✓	✓		✓				✓	✓



## Grade 2

### North Carolina Healthful Living and Guidance Essential Standards

Second Step® Elementary Digital Program

Key Skills and Concepts																		
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving					
Attention	Working memory	Inhibitory control	Use growth mindset language	Replace unhelpful thoughts with helpful thoughts	Persevere through challenges while recognizing that mistakes are part of learning	Recognize that skills improve with practice, effort, and asking for help	Identify complex feelings from contextual and behavioral cues	Recognize that people can feel differently about the same situation	Apply using helpful thoughts as an emotion-management strategy	Define empathy	Recognize how empathy helps them identify when and how to show others kindness	Apply empathy and perform kind acts for others	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Generate their own solutions to a given problem	Recognize that some solutions work better than others in a given situation	Apply ways to make amends	

Courses/Strands	Standards	Attention	Working memory	Inhibitory control	Use growth mindset language	Replace unhelpful thoughts with helpful thoughts	Persevere through challenges while recognizing that mistakes are part of learning	Recognize that skills improve with practice, effort, and asking for help	Identify complex feelings from contextual and behavioral cues	Recognize that people can feel differently about the same situation	Apply using helpful thoughts as an emotion-management strategy	Define empathy	Recognize how empathy helps them identify when and how to show others kindness	Apply empathy and perform kind acts for others	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Generate their own solutions to a given problem	Recognize that some solutions work better than others in a given situation	Apply ways to make amends	
Mental and Emotional Health	2.MEH.1.1. Identify appropriate standards for behavior.						✓				✓			✓	✓	✓			✓	
	2.MEH.1.2. Summarize behaviors that help to avoid risks.																			
	2.MEH.1.3. Explain the influence of peers, the media, and the family on feelings and emotions.																			
	2.MEH.1.4. Explain the influence of self-concept on performance and vice versa.				✓	✓	✓	✓												
	2.MEH.1.5. Summarize the potential negative effects of stress on the body and mind.																			
Interpersonal Communication and Relationships	2.ICR.1.1. Classify behaviors as helpful or hurtful to friendships.																			
	2.ICR.1.2. Interpret the feelings of others and how to respond when angry or sad.					✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2.ICR.1.3. Explain why it is wrong to tease others.																			
	2.ICR.1.4. Recognize bullying behaviors and what to do if someone is bullied.																			
	2.ICR.1.5. Exemplify how to communicate with others with kindness and respect.													✓	✓		✓	✓	✓	✓
Physical Education: Personal/Social Responsibility	PE.2.PR.4.1. Explain the value of working cooperatively in groups.																			
	PE.2.PR.4.2. Summarize the benefits of positive social interaction to make activities more enjoyable.																			
	PE.2.PR.4.3. Use safe practices when engaging in physical education activities with little or no prompting.																			
Social-Emotional Development	SE.1. Understand the meaning and importance of personal responsibility and awareness.										✓				✓	✓				✓
	SE.2. Understand the relationship between self and others in the broader world.											✓	✓	✓	✓	✓	✓	✓	✓	✓
	SE.3. Use communication strategies effectively for a variety of purposes and audiences.															✓				✓
Cognitive Development	C.1. Use creative strategies to make decisions and solve problems.				✓	✓	✓	✓								✓	✓	✓	✓	✓
	C.2. Use analytical strategies to understand situations.								✓				✓	✓		✓	✓	✓	✓	✓



## Grade 3

### North Carolina Healthful Living and Guidance Essential Standards

Second Step® Elementary Digital Program

Key Skills and Concepts																	
Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting			Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving				
Attention	Working memory	Inhibitory control	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	Make an effective plan for how to get better at a skill	Describe the role and purpose of emotions	Identify and label similar emotions with different intensity levels	Recognize taking a break as an emotion management strategy	Identify how kindness helps make friends and strengthen relationships	Recognize that different people may prefer to be shown kindness in different ways	Demonstrate kind acts and recognize that people like to receive kindness in different ways	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Restate the wants and needs of each person in a problem situation	Generate their own solutions to a problem	Pick the best solution

Courses/Strands	Standards	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	Make an effective plan for how to get better at a skill	Describe the role and purpose of emotions	Identify and label similar emotions with different intensity levels	Recognize taking a break as an emotion management strategy	Identify how kindness helps make friends and strengthen relationships	Recognize that different people may prefer to be shown kindness in different ways	Demonstrate kind acts and recognize that people like to receive kindness in different ways	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Restate the wants and needs of each person in a problem situation	Generate their own solutions to a problem	Pick the best solution	
Mental and Emotional Health	3.MEH.1.1. Explain how self-control is a valuable tool in avoiding health risks.																			
	3.MEH.1.2. Classify stress as preventable or manageable.																			
	3.MEH.2.1. Identify common sources for feelings of grief or loss.																			
	3.MEH.2.2. Summarize how to seek resources for assistance with feelings of grief or loss.																			
Interpersonal Communication and Relationships	3.ICR.1.1. Summarize qualities and benefits of a healthy relationship.											✓								
	3.ICR.1.2. Plan how to show compassion for all living things and respect for other people's property.											✓		✓						
	3.ICR.1.3. Illustrate how to seek help from an adult if a weapon is found or a threat is communicated.																			
	3.ICR.1.4. Illustrate how to effectively and respectfully express opinions that differ.															✓	✓			
	3.ICR.1.5. Analyze situations in terms of the strategies used by people in those situations that help or hinder healthy relationships.												✓	✓	✓	✓	✓	✓	✓	✓
Physical Education: Personal/Social Responsibility	PE.3.PR.4.1. Use self-control to demonstrate personal responsibility and respect for self and others.							✓			✓			✓	✓	✓	✓	✓	✓	
	PE.3.PR.4.2. Use cooperation and communication skills to achieve common goals.															✓	✓	✓	✓	
	PE.3.PR.4.3. Explain the importance of working productively with others.																	✓	✓	
Social-Emotional Development	SE.1. Understand the meaning and importance of personal responsibility and awareness.										✓				✓	✓				
	SE.2. Understand the relationship between self and others in the broader world.											✓	✓	✓		✓	✓	✓	✓	
	SE.3. Use communication strategies effectively for a variety of purposes and audiences.															✓	✓			
Cognitive Development	C.1. Use creative strategies to make decisions and solve problems.						✓	✓								✓	✓	✓	✓	
	C.2. Use analytical strategies to understand situations.									✓			✓	✓		✓	✓	✓	✓	



## Grade 4

### North Carolina Healthful Living and Guidance Essential Standards

Second Step® Elementary Digital Program

Key Skills and Concepts																		
Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting			Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving					
Attention	Working memory	Inhibitory control	Cognitive flexibility	Identify what a goal is and what an effective plan includes	Identify a shared class goal and make a plan to reach that goal	Monitor progress and modify a plan to reach a goal	Recognize that strong emotions make it hard to think clearly	Recognize that managing emotions is necessary to make good decisions	Apply reappraisal as an emotion-management strategy	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to help empathize with others	Recognize that another person's point of view can change one's own thoughts or actions	Manage strong emotions to feel calm before solving problems	Demonstrate speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions that take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone

Courses/Strands	Standards	Attention	Working memory	Inhibitory control	Cognitive flexibility	Identify what a goal is and what an effective plan includes	Identify a shared class goal and make a plan to reach that goal	Monitor progress and modify a plan to reach a goal	Recognize that strong emotions make it hard to think clearly	Recognize that managing emotions is necessary to make good decisions	Apply reappraisal as an emotion-management strategy	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to help empathize with others	Recognize that another person's point of view can change one's own thoughts or actions	Manage strong emotions to feel calm before solving problems	Demonstrate speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions that take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone	
Mental and Emotional Health	4.MEH.1.1. Summarize effective coping strategies to manage stress.								✓	✓	✓				✓						
	4.MEH.1.2. Implement healthy strategies for handling stress, including asking for assistance.										✓				✓						
	4.MEH.2.1. Identify unique personal characteristics that contribute to positive mental health.																				
Interpersonal Communication and Relationships	4.MEH.2.2. Explain how effective problem-solving aids in making healthy choices.															✓	✓	✓	✓	✓	✓
	4.ICR.1.1. Explain the importance of showing respect for self and respect and empathy for others.											✓	✓	✓		✓	✓	✓	✓	✓	✓
	4.ICR.1.2. Exemplify empathy toward those affected by disease and disability.																				
	4.ICR.1.3. Interpret facial expressions and posture to emotions and empathy.																				
	4.ICR.1.4. Recognize situations that might lead to violence.																				
	4.ICR.1.5. Exemplify how to seek assistance for bullying.																				
	4.ICR.1.6. Contrast healthy and unhealthy relationships.																				
Physical Education: Personal/Social Responsibility	4.ICR.2.1. Summarize physical and emotional changes during puberty.																				
	4.ICR.2.2. Recognize that individuals experience puberty at different rates (early, average, late).																				
	PE.4.PR.4.1. Use self-control through structure, expectations, and engagement to demonstrate personal responsibility and respect for self and others.					✓	✓	✓					✓		✓		✓	✓	✓	✓	✓
	PE.4.PR.4.2. Use cooperation and communication skills to achieve common goals.					✓	✓	✓							✓	✓	✓	✓	✓	✓	✓
	PE.4.PR.4.3. Understand the importance of culture and ethnicity in developing self-awareness and working productively with others.																				



## Grade 4

### North Carolina Healthful Living and Guidance Essential Standards

Second Step® Elementary Digital Program

Key Skills and Concepts																		
Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting			Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving					
Attention	Working memory	Inhibitory control	Cognitive flexibility	Identify what a goal is and what an effective plan includes	Identify a shared class goal and make a plan to reach that goal	Monitor progress and modify a plan to reach a goal	Recognize that strong emotions make it hard to think clearly	Recognize that managing emotions is necessary to make good decisions	Apply reappraisal as an emotion-management strategy	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to help empathize with others	Recognize that another person's point of view can change one's own thoughts or actions	Manage strong emotions to feel calm before solving problems	Demonstrate speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions that take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone

Courses/Strands	Standards	Attention	Working memory	Inhibitory control	Cognitive flexibility	Identify what a goal is and what an effective plan includes	Identify a shared class goal and make a plan to reach that goal	Monitor progress and modify a plan to reach a goal	Recognize that strong emotions make it hard to think clearly	Recognize that managing emotions is necessary to make good decisions	Apply reappraisal as an emotion-management strategy	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to help empathize with others	Recognize that another person's point of view can change one's own thoughts or actions	Manage strong emotions to feel calm before solving problems	Demonstrate speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions that take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone	
Social-Emotional Development	SE.1. Understand the meaning and importance of personal responsibility and awareness.										✓				✓	✓	✓				
	SE.2. Understand the relationship between self and others in the broader world.											✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SE.3. Use communication strategies effectively for a variety of purposes and audiences.															✓	✓				
Cognitive Development	C.1. Use creative strategies to make decisions and solve problems.					✓	✓	✓							✓	✓	✓	✓	✓	✓	✓
	C.2. Use analytical strategies to understand situations.										✓		✓				✓	✓	✓	✓	✓





## Grade 5

### North Carolina Healthful Living and Guidance Essential Standards

Second Step® Elementary Digital Program

Key Skills and Concepts																		
Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness		Unit 4: Problem-Solving					
Attention	Working memory	Inhibitory control	Cognitive flexibility	Identify a personal goal and make a plan to reach the goal	Monitor progress and identify roadblocks	Modify a plan to move or work around roadblocks	Reflect to inform future goals	Recognize the unique things that cause them to experience strong emotions	Identify emotion-management strategies they currently use that work well for them	Anticipate and plan for situations that cause strong emotions	Identify and analyze how individuals use empathy to make their community better	Use empathy and perspective-taking to identify a problem and a potential solution within their community	Manage strong emotions to feel calm before solving problems	State the problem without blaming and from the perspectives of all people involved	Generate solutions to take all people's perspectives into consideration	Evaluate possible outcomes of solutions to a problem based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem

Courses/Strands	Standards	Attention	Working memory	Inhibitory control	Cognitive flexibility	Identify a personal goal and make a plan to reach the goal	Monitor progress and identify roadblocks	Modify a plan to move or work around roadblocks	Reflect to inform future goals	Recognize the unique things that cause them to experience strong emotions	Identify emotion-management strategies they currently use that work well for them	Anticipate and plan for situations that cause strong emotions	Identify and analyze how individuals use empathy to make their community better	Use empathy and perspective-taking to identify a problem and a potential solution within their community	Manage strong emotions to feel calm before solving problems	State the problem without blaming and from the perspectives of all people involved	Generate solutions to take all people's perspectives into consideration	Evaluate possible outcomes of solutions to a problem based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem		
Mental and Emotional Health	5.MEH.1.1. Implement positive stress management strategies.										✓	✓			✓							
	5.MEH.1.2. Evaluate the effectiveness of stress management strategies.										✓	✓										
	5.MEH.2.1. Interpret the feelings of depression and sadness as normal responses to loss.																					
Interpersonal Communication and Relationships	5.MEH.2.2. Summarize how to seek assistance from reliable resources for depression and sadness.																					
	5.ICR.1.1. Illustrate the dangers of communicating with unknown individuals.																					
	5.ICR.1.2. Summarize things you can do to seek assistance when encountering a stranger.																					
	5.ICR.1.3. Explain the impact of stereotyping and discrimination on other people's self-respect and feelings.																					
	5.ICR.1.4. Summarize how to solve problems and resolve conflict without avoidance or violence.														✓	✓	✓	✓	✓	✓	✓	
	5.ICR.2.1. Recall that puberty is characterized by the development of secondary sex characteristics and onset of reproductive capacity.																					
	5.ICR.2.2. Differentiate between accurate and inaccurate sources of information about puberty and development.																					
	5.ICR.2.3. Summarize the functions of the male and female reproductive systems.																					
	5.ICR.2.4. Illustrate how societal differences can impact behavioral choices and feelings regarding one's reproductive health.																					
5.ICR.2.5. Deconstruct media messages as they relate to their influence on perceptions of desirable body sizes and shapes.																						





## Grade 5

### North Carolina Healthful Living and Guidance Essential Standards

Second Step® Elementary Digital Program

Key Skills and Concepts																			
Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness		Unit 4: Problem-Solving						
Attention	Working memory	Inhibitory control	Cognitive flexibility	Identify a personal goal and make a plan to reach the goal	Monitor progress and identify roadblocks	Modify a plan to move or work around roadblocks	Reflect to inform future goals	Recognize the unique things that cause them to experience strong emotions	Identify emotion-management strategies they currently use that work well for them	Anticipate and plan for situations that cause strong emotions	Identify and analyze how individuals use empathy to make their community better	Use empathy and perspective-taking to identify a problem and a potential solution within their community	Manage strong emotions to feel calm before solving problems	State the problem without blaming and from the perspectives of all people involved	Generate solutions to take all people's perspectives into consideration	Evaluate possible outcomes of solutions to a problem based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem	

Courses/Strands	Standards	Attention	Working memory	Inhibitory control	Cognitive flexibility	Identify a personal goal and make a plan to reach the goal	Monitor progress and identify roadblocks	Modify a plan to move or work around roadblocks	Reflect to inform future goals	Recognize the unique things that cause them to experience strong emotions	Identify emotion-management strategies they currently use that work well for them	Anticipate and plan for situations that cause strong emotions	Identify and analyze how individuals use empathy to make their community better	Use empathy and perspective-taking to identify a problem and a potential solution within their community	Manage strong emotions to feel calm before solving problems	State the problem without blaming and from the perspectives of all people involved	Generate solutions to take all people's perspectives into consideration	Evaluate possible outcomes of solutions to a problem based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem	
Physical Education: Personal/Social Responsibility	PE.5.PR.4.1. Use self-control to work independently in developing responsibility and respect for self and others.					✓	✓	✓	✓							✓	✓	✓	✓	✓	
	PE.5.PR.4.2. Use cooperation and communication skills to achieve common goals.												✓	✓		✓	✓	✓	✓	✓	
	PE.5.PR.4.3. Understand the importance of culture and ethnicity in developing self-awareness and working productively with others.																				
Social-Emotional Development	SE.1. Understand the meaning and importance of personal responsibility and awareness.										✓	✓			✓	✓				✓	✓
	SE.2. Understand the relationship between self and others in the broader world.												✓	✓	✓	✓	✓	✓	✓	✓	✓
	SE.3. Use communication strategies effectively for a variety of purposes and audiences.															✓					
Cognitive Development	C.1. Use creative strategies to make decisions and solve problems.					✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓
	C.2. Use analytical strategies to understand situations.									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



## Grade 6

### North Carolina Healthful Living and Guidance Essential Standards

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 and create plans to achieve personal goals	Monitor progress toward goals	Recognize common types of bullying	Understand the negative impacts of bullying	Determine the best upstander strategy for a situation	Apply responsible decision-making to be an upstander	Assess when and why one feels a strong emotion	Understand how emotions influence decision-making in positive and negative ways	Apply emotion-management strategies across different contexts	Recognize the difference between minor and major social conflicts	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends after a social conflict

Courses/Strands	Standards	Unit 1: Mindsets & Goals	Unit 2: Recognizing Bullying & Harassment	Unit 3: Thoughts, Emotions & Decisions	Unit 4: Managing Relationships & Social Conflict
Mental and Emotional Health	6.MEH.1.1. Implement a structured decision-making model to enhance health behaviors.				✓
	6.MEH.1.2. Execute a goal-setting plan to enhance health behaviors.	✓	✓		
	6.MEH.2.1. Organize common responses to stressors based on the degree to which they are positive or negative and their likely health outcomes.				
	6.MEH.2.2. Differentiate between positive and negative stress management strategies.				
	6.MEH.3.1. Interpret failure in terms of its potential for learning and growth.				
Interpersonal Communication and Relationships	6.MEH.3.2. Analyze the relationship between health-enhancing behaviors (communication, goal-setting and decision-making) and the ability to cope with failure.				
	6.ICR.1.1. Classify behaviors as either productive or counterproductive to group functioning.				
	6.ICR.1.2. Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences.			✓	✓
	6.ICR.1.3. Use strategies to communicate care, consideration, and respect for others.			✓	✓
	6.ICR.2.1. Explain the impact of early sexual activity outside of marriage on physical, mental, emotional, and social health.				✓
	6.ICR.2.2. Summarize the responsibilities of parenthood.				
	6.ICR.2.3. Use effective refusal skills to avoid negative peer pressure, sexual behaviors, and sexual harassment.			✓	✓
6.ICR.2.4. Use resources in the family, school, and community to report sexual harassment and bullying.			✓	✓	
6.ICR.2.5. Summarize strategies for predicting and avoiding conflict.					



## Grade 6

### North Carolina Healthful Living and Guidance Essential Standards

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 and create plans to achieve personal goals	Monitor progress toward goals	Recognize common types of bullying	Understand the negative impacts of bullying	Determine the best upstander strategy for a situation	Apply responsible decision-making to be an upstander	Assess when and why one feels a strong emotion	Understand how emotions influence decision-making in positive and negative ways	Apply emotion-management strategies across different contexts	Recognize the difference between minor and major social conflicts	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends after a social conflict

Courses/Strands	Standards	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Interpersonal Communication and Relationships	6.ICR.2.6. Design nonviolent solutions to conflicts based on an understanding of the perspectives of those involved in the conflicts.													✓	✓
	6.ICR.2.7. Explain the signs of an abusive relationship and access resources for help.														
	6.ICR.3.1. Identify the challenges associated with the transitions in social relationships that take place during puberty and adolescence.														
	6.ICR.3.2. Summarize the relationship between conception and the menstrual cycle.														
Physical Education: Personal/Social Responsibility	PE.6.PR.4.1. Use appropriate strategies to seek greater independence from adults when completing assigned tasks.														
	PE.6.PR.4.2. Use well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.													✓	
	PE.6.PR.4.3. Analyze conflicts that arise in competitive activities to determine the most appropriate ways of resolving the conflicts.														
Social-Emotional Development	SE.1. Understand the meaning and importance of personal responsibility and awareness.								✓					✓	✓
	SE.2. Understand the relationship between self and others in the broader world.	✓			✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
	SE.3. Use communication strategies effectively for a variety of purposes and audiences.	✓					✓	✓	✓				✓	✓	✓
Cognitive Development	C.1. Use creative strategies to make decisions and solve problems.		✓	✓	✓			✓	✓					✓	✓
	C.2. Use analytical strategies to understand situations.							✓	✓		✓	✓	✓	✓	✓



## Grade 7

### North Carolina Healthful Living and Guidance Essential Standards

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 trying new things can help the brain grow and change	Interpret mistakes as learning opportunities	Identify roadblocks to goals and use If-Then Plans to respond to them	Recognize types of harassment and understand how they differ from bullying	Understand the impact of harassment on individuals and the school community	Understand students' rights to be protected from harassment	Understand students' responsibilities to create a harassment-free school environment	Identify the underlying emotions that influence unhelpful thoughts	Recognize unhelpful thoughts	Apply emotion-management strategies across contexts	Reframe unhelpful thoughts	Identify the actions that contribute to an escalating conflict	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Take responsibility and make amends

Courses/Strands	Standards	Unit 1	Unit 2	Unit 3	Unit 4			
Mental and Emotional Health	7.MEH.1.1. Interpret the transition of adolescence, including emotions in flux.							
	7.MEH.1.2. Infer the potential outcome from impulsive behaviors.							
	7.MEH.1.3. Organize resources (family, school, community) for mental and emotional health problems.							
	7.MEH.2.1. Critique a variety of stress management strategies.							
	7.MEH.2.2. Design a stress management plan that is appropriate for the situation and individual traits and skills.							
	7.MEH.3.1. Identify resources that would be appropriate for treating common mental disorders.							
	7.MEH.3.2. Implement strategies to seek help from an adult for self-destructive thoughts or behaviors.							
Interpersonal Communication and Relationships	7.ICR.1.1. Contrast characteristics of healthy and unhealthy relationships.							
	7.ICR.1.2. Predict short-term and long-term consequences of violence to perpetrators, victims, and bystanders.		✓	✓				
	7.ICR.1.3. Illustrate strategies that can be used to manage anger in healthy and non-hurtful ways.				✓	✓	✓	✓
	7.ICR.1.4. Use structured thinking to avoid becoming a perpetrator or victim in cyber-bullying.							
	7.ICR.1.5. Explain why tolerance is beneficial in a society characterized by diversity.							
	7.ICR.1.6. Illustrate the appropriate role of bystanders in preventing and stopping bullying violence.		✓	✓	✓			
	7.ICR.2.1. Explain the effects of culture, media, and family values on decisions related to becoming or remaining abstinent.							



## Grade 7

### North Carolina Healthful Living and Guidance Essential Standards

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 trying new things can help the brain grow and change	Interpret mistakes as learning opportunities	Identify roadblocks to goals and use If-Then Plans to respond to them	Recognize types of harassment and understand how they differ from bullying	Understand the impact of harassment on individuals and the school community	Understand students' rights to be protected from harassment	Understand students' responsibilities to create a harassment-free school environment	Identify the underlying emotions that influence unhelpful thoughts	Recognize unhelpful thoughts	Apply emotion-management strategies across contexts	Reframe unhelpful thoughts	Identify the actions that contribute to an escalating conflict	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Take responsibility and make amends

Courses/Strands	Standards	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Interpersonal Communication and Relationships	7.ICR.2.2. Identify the positive benefits of abstinence from sexual activity outside of marriage.															
	7.ICR.3.1. Recognize common STDs (including HIV and HPV), modes of transmission, symptoms, effects if untreated, and methods of prevention.															
	7.ICR.3.2. Summarize the safe and effective use of FDA-approved methods of preventing sexually transmitted diseases.															
	7.ICR.3.3. Recognize that sexual harassment may contribute to sexual abuse and sexual assault and the feelings that result from these behaviors.															
Physical Education: Personal/Social Responsibility	7.ICR.3.4. Use strategies to be safe, reject inappropriate or unwanted sexual advances, and to report incidents to an adult when assistance is needed.						✓		✓							
	PE.7.PR.4.1. Contrast between appropriate and inappropriate strategies to seek greater independence from adults when completing assigned tasks.															
	PE.7.PR.4.2. Contrast between appropriate and inappropriate strategies for communicating ideas and feelings.															
Social-Emotional Development	PE.7.PR.4.3. Understand the role of diversity in physical activity, respecting limitations and strengths of members of a variety of groups.															
	SE.1. Understand the meaning and importance of personal responsibility and awareness.								✓		✓	✓				✓
	SE.2. Understand the relationship between self and others in the broader world.	✓				✓	✓	✓	✓			✓	✓	✓	✓	✓
Cognitive Development	SE.3. Use communication strategies effectively for a variety of purposes and audiences.	✓							✓					✓	✓	✓
	C.1. Use creative strategies to make decisions and solve problems.		✓	✓	✓		✓	✓	✓						✓	✓
	C.2. Use analytical strategies to understand situations.					✓				✓	✓	✓	✓	✓	✓	✓



## Grade 8

### North Carolina Healthful Living and Guidance Essential Standards

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		
Follow norms when discussing sensitive topics	Identify important aspects of their identity, including interests	Apply personal strengths to develop an interest	Anticipate roadblocks to success and plan strategies to overcome them	Recognize bullying and harassment	Recognize that social and environmental factors contribute to bullying and harassment	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school	Recognize the signs of stress and anxiety	Recognize that some stress can be positive	Apply stress-management strategies to cope	Recognize the signs of healthy and unhealthy relationships	Treat others with respect despite differing values and opinions	Apply conflict-management strategies when values and perspectives differ

Courses/Strands	Standards	Unit 1: Mindsets & Goals	Unit 2: Recognizing Bullying & Harassment	Unit 3: Thoughts, Emotions & Decisions	Unit 4: Managing Relationships & Social Conflict
Mental and Emotional Health	8.MEH.1.1. Evaluate stress management strategies based on personal experience.			✓	✓
	8.MEH.1.2. Design a plan to prevent stressors or manage the effects of stress.			✓	✓
	8.MEH.1.3. Design effective methods to deal with anxiety.			✓	✓
	8.MEH.2.1. Evaluate the uses of defense mechanisms in terms of whether they are healthy or unhealthy.				
	8.MEH.2.2. Critique personal use of structured thinking to enhance emotional well-being (based on appropriateness, effectiveness, and consistency).				
	8.MEH.3.1. Recognize signs and symptoms of hurting self or others.				✓
	8.MEH.3.2. Implement a plan for seeking adult help for peers who express symptoms of self-injury or suicidal intent.				
Interpersonal Communication and Relationships	8.ICR.1.1. Contrast characteristics of healthy and unhealthy relationships for friendships and for dating.				✓
	8.ICR.1.2. Identify the reasons that people engage in violent behaviors (bullying, hazing, dating violence, sexual assault, family violence, verbal abuse, sex trafficking) and resources for seeking help.		✓	✓	✓
	8.ICR.1.3. Explain the effects of tolerance and intolerance on individuals and society.				
	8.ICR.1.4. Illustrate communication skills that build and maintain healthy relationships.				✓
	8.ICR.1.5. Use decision-making strategies appropriate for responding to unknown people via the Internet, telephone, and face-to-face.				
	8.ICR.1.6. Recognize resources that can be used to deal with unhealthy relationships.				✓
	8.ICR.2.1. Recall abstinence as voluntarily refraining from intimate sexual behavior that could lead to unintended pregnancy and disease.				





## Grade 8

### North Carolina Healthful Living and Guidance Essential Standards

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		
Follow norms when discussing sensitive topics	Identify important aspects of their identity, including interests	Apply personal strengths to develop an interest	Anticipate roadblocks to success and plan strategies to overcome them	Recognize bullying and harassment	Recognize that social and environmental factors contribute to bullying and harassment	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school	Recognize the signs of stress and anxiety	Recognize that some stress can be positive	Apply stress-management strategies to cope	Recognize the signs of healthy and unhealthy relationships	Treat others with respect despite differing values and opinions	Apply conflict-management strategies when values and perspectives differ

Courses/Strands	Standards	1	2	3	4	5	6	7	8	9	10	11	12	
Interpersonal Communication and Relationships	8.ICR.2.2. Recall skills and strategies for abstaining from sexual activity outside of marriage.													
	8.ICR.3.1. Explain the health, legal, financial, and social consequences of adolescent and unintended pregnancy and the advantages of delaying parenthood.													
	8.ICR.3.2. Evaluate methods of FDA-approved contraceptives in terms of their safety and their effectiveness in preventing unintended pregnancy.													
	8.ICR.3.3. Select family, school, and community resources for the prevention of sexual risk-taking through abstinence and safer sex practices.													
	8.ICR.3.4. Summarize ways to avoid being a victim or perpetrator of sexual abuse via digital media (including social network sites, texting, and cell phones).													
Physical Education: Personal/Social Responsibility	PE.8.PR.4.1. Analyze a variety of settings and situations to determine appropriate safety, ethics, and the form of social interaction.					✓	✓	✓	✓			✓	✓	✓
	PE.8.PR.4.2. Exemplify well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.													
	PE.8.PR.4.3. Compare factors in different cultures that influence the choice of physical activity and nutrition.													
Social-Emotional Development	SE.1. Understand the meaning and importance of personal responsibility and awareness.	✓							✓			✓	✓	✓
	SE.2. Understand the relationship between self and others in the broader world.	✓				✓	✓	✓	✓			✓	✓	✓
	SE.3. Use communication strategies effectively for a variety of purposes and audiences.								✓					✓
Cognitive Development	C.1. Use creative strategies to make decisions and solve problems.		✓	✓				✓	✓			✓	✓	✓
	C.2. Use analytical strategies to understand situations.						✓	✓	✓	✓		✓	✓	✓