



ALIGNMENT CHART

	✓			
			✓	
		✓		
				✓

Nevada Statewide Social and Emotional Competencies

- **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 Nevada Social and Emotional Competencies

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 Nevada Statewide Social and Emotional Competencies. Boxes are checked to indicate that the Second Step digital programs meet a given state competency 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

Nevada Statewide Social and Emotional Competencies

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	

Competencies																									
Concepts	Self-Awareness	1.1. Identify one's emotions.																							
		1.2. Maintain an accurate and positive self-concept.																							
		1.3. Recognize individual strengths.																							
		1.4. Experience a sense of self-efficacy.																							
	Self-Management	2.1. Regulate emotions.																							
		2.2. Manage stress.																							
		2.3. Monitor and achieve behaviors related to school and life success.																							
	Social Awareness	3.1. Exhibit empathy.																							
		3.2. Appreciate diversity.																							
		3.3. Understand social and ethical norms for behavior, and recognize family, school, and community supports.																							
Relational Skills	4.1. Build and maintain relationships with diverse groups and individuals.																								
	4.2. Communicate clearly to express needs and resolve conflict.																								
Responsible Decision-Making	5.1. Problem-solve effectively.																								
	5.2. Maintain accountable behaviors in school, personal, and community contexts.																								



Grades 4-5

Nevada Statewide Social and Emotional Competencies

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		
Concepts	Self-Awareness	1.1. Identify one's emotions.							✓	✓	✓	✓					✓									
		1.2. Maintain an accurate and positive self-concept.					✓	✓	✓	✓																
		1.3. Recognize individual strengths.																								
		1.4. Experience a sense of self-efficacy.					✓	✓	✓	✓			✓	✓		✓	✓	✓						✓	✓	
	Self-Management	2.1. Regulate emotions.								✓	✓	✓	✓					✓								
		2.2. Manage stress.										✓	✓													
		2.3. Monitor and achieve behaviors related to school and life success.					✓	✓	✓	✓																
	Social Awareness	3.1. Exhibit empathy.													✓	✓	✓	✓				✓	✓	✓	✓	✓
		3.2. Appreciate diversity.													✓	✓	✓	✓				✓	✓	✓	✓	✓
		3.3. Understand social and ethical norms for behavior, and recognize family, school, and community supports.						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Relational Skills	4.1. Build and maintain relationships with diverse groups and individuals.													✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	4.2. Communicate clearly to express needs and resolve conflict.																	✓	✓							
Responsible Decision-Making	5.1. Problem-solve effectively.																✓	✓	✓	✓	✓	✓	✓	✓	✓	
	5.2. Maintain accountable behaviors in school, personal, and community contexts.																		✓	✓	✓	✓	✓	✓	✓	



Grades 6-8

Nevada Statewide Social and Emotional Competencies

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	
Concepts	Self-Awareness	1.1. Identify one's emotions.	✓									✓	✓	✓	✓							
		1.2. Maintain an accurate and positive self-concept.	✓	✓	✓	✓	✓															
		1.3. Recognize individual strengths.		✓			✓															
		1.4. Experience a sense of self-efficacy.	✓	✓	✓	✓	✓		✓		✓								✓	✓		
	Self-Management	2.1. Regulate emotions.											✓	✓	✓							
		2.2. Manage stress.												✓	✓	✓						
		2.3. Monitor and achieve behaviors related to school and life success.																				
	Social Awareness	3.1. Exhibit empathy.						✓	✓	✓	✓						✓	✓	✓	✓		
		3.2. Appreciate diversity.								✓								✓	✓	✓	✓	
		3.3. Understand social and ethical norms for behavior, and recognize family, school, and community supports.	✓		✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
Relational Skills	4.1. Build and maintain relationships with diverse groups and individuals.															✓	✓	✓	✓	✓	✓	
	4.2. Communicate clearly to express needs and resolve conflict.																	✓	✓	✓	✓	
Responsible Decision-Making	5.1. Problem-solve effectively.															✓	✓	✓	✓	✓	✓	
	5.2. Maintain accountable behaviors in school, personal, and community contexts.																	✓	✓	✓	✓	