



ALIGNMENT CHART

New York State Social-Emotional Learning Benchmarks

- 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 New York State Benchmarks

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 New York State Social-Emotional Learning Benchmarks. Boxes are checked to indicate that the Second Step digital programs meet a given benchmark 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 benchmark through discussion, writing, drawing, or other related activities.
2. There are opportunities for teachers to gather evidence of student learning in relation to the benchmarks.

1. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

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



Kindergarten-Grade 2

New York State Social-Emotional Learning Benchmarks

Second Step® Elementary Digital Program

		Key Skills and Concepts																			
		Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving				
		Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind acts	Manage strong emotions to feel calm before solving problems	Apply strategies to solve problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem
Goal	Benchmark																				
Goal 1: Develop self-awareness that nurtures and affirms a strong sense of identity, informs decisions about personal actions, and builds a sense of agency.	1A.1a. Recognize and name their basic emotions, where they feel them in their bodies, and describe situations that may evoke these emotions.								✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
	1A.1b. Identify their emotions and make choices to support their well-being, including simple self-regulation techniques such as belly breathing.			✓					✓		✓	✓					✓				
	1B.1a. Identify likes, dislikes, and personal strengths.					✓	✓	✓													
	1B.1b. Identify family, peer, school, and community assets that contribute to their identity in multiple groups and communities.																				
	1C.1a. Identify and set short-term personal or academic goals.																				
	1C.1b. Describe how learning is helpful to their personal and academic growth.																				
Goal 2: Use social awareness and interpersonal skills to establish and maintain mutually supportive relationships with individuals and groups and nurture a strong sense of belonging.	2A.1a. Recognize that others may experience situations differently from them.													✓	✓	✓		✓	✓	✓	✓
	2A.1b. Use listening skills to identify the feelings and perspectives of others.													✓							
	2B.1a. Recognize their similarities to and differences from others.								✓	✓				✓							
	2B.1b. Express respectful curiosity about the history and lived experiences of others.																				
	2B.1c. Recognize bullying behaviors and practice safety and courage in seeking help from a trusted adult to respond.																				
	2C.1a. Identify ways to interact with others that protect personal and collective safety and well-being, including establishing, maintaining, and respecting boundaries.												✓	✓	✓	✓	✓	✓	✓	✓	✓
	2C.1b. Demonstrate adaptability in social contexts that consider community and personal well-being.												✓	✓	✓	✓	✓	✓	✓	✓	✓
	2D.1a. Identify opportunities, challenges, and conflicts commonly experienced by themselves and their peers.																✓	✓	✓	✓	✓
2D.1b. Communicate needs and wants clearly with peers and trusted adults, and practice approaches to navigating conflicts with adult support.																✓	✓	✓	✓	✓	



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

Goal	Benchmark	Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind acts	Manage strong emotions to feel calm before solving problems	Apply strategies to solve problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem		
Goal 3: Demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, family, school, and community contexts.	3A.1a. Explain how their actions impact self and others.				✓							✓	✓			✓	✓	✓	✓	✓	✓	✓	
	3A.1b. Create, understand, and practice shared classroom expectations that support the well-being of self and others.				✓								✓					✓	✓				
	3B.1a. Identify a range of decisions that they make at school and at home and the effects of those decisions.																						
	3B.1b. Apply a simple decision-making approach to make intentional choices when they are interacting across lines of difference.																	✓	✓	✓	✓	✓	✓
	3C.1a. Identify ways they can help their classroom community.																						
	3C.1b. Identify ways they can help their family.																						



Grades 3-5

New York State Social-Emotional Learning Benchmarks

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	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	Recognize that regulating emotions is necessary to make decisions	Apply reappraisal as an emotion-management strategy	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective-taking can help them get along with others	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		
Goal	Benchmark																													
Goal 1: Develop self-awareness that nurtures and affirms a strong sense of identity, informs decisions about personal actions, and builds a sense of agency.	1A.2a. Identify a range of increasingly complex emotions and possible causes.											✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	1A.2b. Identify and practice self-regulation skills and coping strategies that help them to express their emotions.														✓	✓						✓	✓	✓						
	1B.2a. Describe aspects of their identity, such as strengths, skills, beliefs, qualities, opinions, and interests, including those reflective of membership in multiple identity groups.							✓	✓	✓	✓																			
	1B.2b. Explain how family members, peers, school personnel, and community members can support their identity development.																													
	1C.2a. Set a short-term goal and begin working toward it.							✓	✓	✓	✓																			
	1C.2b. Identify steps in working toward a goal.							✓	✓	✓	✓																			
Goal 2: Use social awareness and interpersonal skills to establish and maintain mutually supportive relationships with individuals and groups and nurture a strong sense of belonging.	2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.										✓	✓					✓	✓										✓		
	2A.2b. Communicate perceived understanding of the expressed feelings and perspectives of others.										✓	✓	✓	✓	✓		✓	✓	✓	✓	✓						✓	✓	✓	✓
	2B.2a. Identify contributions of individuals and social and cultural groups across lines of difference.																													
	2B.2b. Demonstrate ability to communicate across a variety of groups.																				✓	✓			✓	✓	✓	✓		
	2B.2c. Identify ways to respond when they experience or witness bullying and/or relational aggression, such as seeking support of a trusted adult, or demonstrating courage in speaking up for themselves or a peer.																													
2C.2a. Describe and practice approaches for developing and maintaining supportive relationships, including ways to respond to peer pressure.																	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	



Grades 3-5

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		Key Skills and Concepts																												
		Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting					Unit 2: Emotion Management					Unit 3: Empathy & Kindness					Unit 4: Problem-Solving									
		Attention	Working memory	Inhibitory control	Cognitive flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	Recognize that regulating emotions is necessary to make decisions	Apply reappraisal as an emotion-management strategy	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective-taking can help them get along with others	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		
Goal	Benchmark																													
Goal 2: Use social awareness and interpersonal skills to establish and maintain mutually supportive relationships with individuals and groups and nurture a strong sense of belonging.	2C.2b. Engage in strategies to work effectively and cooperatively across lines of difference.																✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	2D.2a. Identify strategies for preventing, managing, or navigating interpersonal conflicts.																					✓	✓	✓	✓	✓	✓	✓	✓	
	2D.2b. Apply simple approaches to navigating conflicts.																						✓	✓	✓	✓	✓	✓	✓	✓
Goal 3: Demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, family, school, and community contexts.	3A.2a. Demonstrate consideration for the safety and well-being of self and others.															✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	3A.2b. Demonstrate knowledge of how social expectations affect decision-making and actions in multiple contexts.																													
	3B.2a. Identify and apply decision-making steps that consider impact on self and others.																					✓	✓	✓	✓	✓	✓	✓	✓	✓
	3B.2b. As part of a decision-making approach, generate multiple solutions and evaluate the impact on self and others for a range of academic and social situations.																								✓	✓	✓	✓	✓	✓
	3C.2a. Identify ways they can take action to support their school community.								✓	✓													✓							
	3C.2b. Identify ways they can take action to support their local community.																						✓							



Grades 6-8

New York State Social-Emotional Learning Benchmarks

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

Goal	Benchmark	Unit 1: Mindsets & Goals	Unit 2: Recognizing Bullying & Harassment	Unit 3: Thoughts, Emotions, & Decisions	Unit 4: Managing Relationships & Social Conflict
Goal 1: Develop self-awareness that nurtures and affirms a strong sense of identity, informs decisions about personal actions, and builds a sense of agency.	1A.3a. Identify the connections between their thoughts, feelings, and behaviors.			✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
	1A.3b. Apply self-regulation skills to effectively express emotions, including strong emotions.				✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
	1B.3a. Identify how their personal strengths, challenges, experiences, and identities influence choices and outcomes.			✓	
	1B.3b. Explore and assess school and community assets and opportunities to identify resources that will contribute to their identity development.				
	1C.3a. Develop a plan and prioritize steps in working toward a goal.		✓	✓	✓
	1C.3b. Monitor progress on a short-term goal and make necessary adjustments to their plan to work toward their goal.	✓		✓	
Goal 2: Use social awareness and interpersonal skills to establish and maintain mutually supportive relationships with individuals and groups and nurture a strong sense of belonging.	2A.3a. Practice perspective-taking to infer understanding of others' thoughts, feelings, and intentions.	✓		✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
	2A.3b. Practice respectful curiosity to better understand others' lived experiences.				✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
	2B.3a. Exchange ideas and beliefs with individuals and social and cultural groups across lines of difference through open-minded communication.				
	2B.3b. Demonstrate understanding of how culture or life experience shapes communication within and between identity groups.				



Grades 6-8

New York State Social-Emotional Learning Benchmarks

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
Goal	Benchmark																				
Goal 2: Use social awareness and interpersonal skills to establish and maintain mutually supportive relationships with individuals and groups and nurture a strong sense of belonging.	2B.3c. Reflect on the role of bias against individual, social, and cultural differences in bullying, stereotyping, prejudice, and microaggressions.									✓											
	2C.3a. Practice empathy in order to establish and maintain positive relationships with individuals and groups across lines of difference.	✓					✓	✓	✓	✓							✓	✓	✓	✓	
	2C.3b. Demonstrate cooperation and teamwork to promote group well-being and collective efficacy.											✓							✓		
	2D.3a. Describe potential causes and consequences of conflicts; recognize that power and privilege impact relationships.										✓	✓					✓	✓	✓	✓	
	2D.3b. Practice strategies for responding constructively to conflict and relational aggression.								✓			✓							✓	✓	✓
Goal 3: Demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, family, school, and community contexts.	3A.3a. Consider how curiosity, honesty, fairness, and compassion enable them to take the needs and wants of self and others into account when making decisions, including seeking help from an adult for a peer whose well-being may be endangered.							✓	✓									✓	✓		
	3A.3b. Analyze the sources and effects of school and societal rules, including those that cause or perpetuate injustice, and their impact on individuals and groups.								✓	✓	✓										
	3B.3a. Reflect on how decision-making skills contribute to their study habits, academics, relationships, and participation in group activities in and out of school.		✓		✓											✓		✓		✓	
	3B.3b. As part of decision-making, consider strategies for making choices based on their values that promote personal and collective safety and well-being.					✓													✓		✓
	3C.3a. Participate in civic experiences such as community service to address identified needs in their school, including those rooted in bias and injustice, and reflect on their efforts.											✓									
3C.3b. Participate in civic experiences such as community service to address identified needs in their community, including those rooted in bias and injustice, and reflect on their efforts.																					