



ALIGNMENT CHART

New York State Social and 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 units, lessons, activities, materials, and teaching strategies can help students develop the knowledge, skills, and attitudes needed to meet the New York State Social and Emotional Learning Benchmarks.

Boxes are checked to indicate that the Second Step digital programs meet a given state 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 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

New York State Social and Emotional Learning Benchmarks

Second Step® Elementary Digital Program

Benchmarks	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
1A.1a. Recognize and describe emotions and how they are linked to behavior.										✓	✓	✓	✓					✓							
1A.1b. Demonstrate control of impulsive behavior.	✓				✓																				
1B.1a. Describe one's likes, dislikes, needs, wants, strengths, challenges, and opinions.						✓		✓	✓	✓															
1B.1b. Identify family, peer, school, and community strengths and supports.								✓	✓				✓												
1C.1a. Describe why learning is important in helping students achieve personal goals.						✓		✓	✓																
1C.1b. Identify goals for personal behavior progress, achievement, or success.								✓	✓																
2A.1a. Recognize that others may experience situations differently from oneself.																✓	✓				✓	✓	✓		
2A.1b. Use listening skills to identify the feelings and perspectives of others.																✓	✓					✓	✓		
2B.1a. Describe the ways that people are similar and different.																✓	✓								
2B.1b. Describe positive qualities in others.																									
2C.1a. Identify ways to work and play well with others.																✓	✓	✓	✓						
2C.1b. Demonstrate adaptability and appropriate social behavior at school.	✓	✓	✓	✓	✓	✓	✓						✓	✓				✓	✓	✓	✓	✓	✓	✓	✓
2D.1a. Identify problems and conflicts commonly experienced by peers.																			✓	✓	✓	✓	✓	✓	✓
2D.1b. Identify approaches to resolving conflicts constructively.																			✓	✓	✓	✓	✓	✓	✓
3A.1a. Explain why acts that hurt others are wrong.																									
3A.1b. Identify social norms and safety considerations that guide behavior.							✓																		
3B.1a. Identify a range of decisions that students make at school and at home.						✓	✓						✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3B.1b. Make positive choices when interacting with classmates.				✓		✓								✓	✓	✓	✓	✓							
3C.1a. Identify and perform roles that contribute to one's classroom.																									
3C.1b. Identify and perform roles that contribute to one's family.																									



Grade 4–Grade 5

New York State Social and Emotional Learning Benchmarks

Second Step® Elementary Digital Program

Benchmarks	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	
1A.2a. Describe a range of emotions and the situations that cause them.									✓	✓	✓	✓												
1A.2b. Describe and demonstrate ways to express emotions in a constructive manner.										✓	✓	✓					✓							
1A.2c. Demonstrate control of behaviors that interfere with time on task.	✓	✓	✓								✓	✓												
1B.2a. Describe personal strengths/skills and interests that one wants to develop.					✓	✓	✓	✓																
1B.2b. Explain how family members, peers, school personnel, and community members can support responsible behavior and school success.																								
1C.2a. Describe the steps in setting and working toward goal achievement.					✓	✓	✓	✓																
1C.2b. Monitor progress on achieving a short-term personal goal.						✓	✓	✓																
2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.									✓	✓			✓	✓	✓									
2A.2b. Describe the expressed feelings and perspectives of others.									✓	✓			✓	✓	✓									
2B.2a. Identify differences among, and contributions of, various social and cultural groups.													✓	✓	✓	✓								
2B.2b. Demonstrate how to interact positively with those who are different from oneself.			✓											✓	✓	✓			✓	✓	✓	✓	✓	✓
2C.2a. Describe approaches for making and keeping friends.														✓	✓	✓			✓	✓	✓	✓	✓	✓
2C.2b. Analyze ways to work effectively in groups.													✓	✓	✓				✓	✓	✓	✓	✓	✓
2D.2a. Describe causes and consequences of conflicts.													✓	✓	✓				✓	✓	✓	✓	✓	✓
2D.2b. Apply constructive approaches in resolving conflicts.															✓		✓	✓	✓	✓	✓	✓	✓	✓
3A.2a. Demonstrate the ability to respect the rights of self and others.													✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.																								
3B.2a. Identify and apply the steps of systematic decision making.						✓	✓	✓											✓	✓	✓	✓	✓	✓
3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.							✓	✓												✓	✓	✓	✓	✓
3C.2a. Identify and perform roles that contribute to the school community.						✓								✓	✓	✓				✓	✓	✓	✓	✓
3C.2b. Identify and perform roles that contribute to one's local community.																					✓	✓	✓	✓



Grade 6–Grade 8

New York State Social and Emotional Learning Benchmarks

Second Step® Middle School Digital Program

Benchmarks	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
1A.3a. Analyze factors that create stress or motivate successful performance.			✓	✓	✓							✓		✓	✓					
1A.3b. Apply strategies to manage stress and to motivate oneself to constructively address challenges.	✓		✓	✓	✓								✓		✓			✓		
1A.3c. Demonstrate the capacity to maintain concentration on a task.			✓	✓	✓															
1B.3a. Analyze how personal strengths and areas in need of improvement influence choices and outcomes.			✓	✓	✓															
1B.3b. Analyze how making use of school and community supports and opportunities can help one surmount challenges and contribute to achievement in school and in life.	✓	✓	✓	✓	✓			✓		✓										
1C.3a. Set a short-term goal and develop a plan for achieving it.			✓	✓	✓															
1C.3b. Analyze why one achieved or did not achieve a goal.		✓		✓	✓							✓						✓		
2A.3a. Hypothesize others' feelings and perspectives in a variety of situations and explain the reasons for one's conjecture.	✓					✓	✓					✓					✓			
2A.3b. Analyze how one's behavior may affect others.						✓	✓		✓	✓	✓	✓			✓	✓			✓	
2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.						✓		✓	✓	✓	✓									
2B.3b. Analyze the effects of taking action to oppose bullying and/or bias based behavior based on individual and group differences.								✓	✓	✓	✓									
2C.3a. Analyze ways to establish positive relationships with others.	✓								✓	✓	✓				✓	✓	✓	✓	✓	✓
2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness.										✓	✓							✓		
2D.3a. Evaluate strategies for preventing and resolving interpersonal problems.								✓	✓	✓	✓				✓		✓	✓	✓	✓
2D.3b. Define unhealthy peer pressure and evaluate strategies for resisting it.							✓	✓	✓	✓	✓						✓	✓	✓	✓



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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	
Benchmarks																				
3A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.							✓	✓		✓				✓	✓	✓	✓	✓		
3A.3b. Analyze the reasons for school and societal rules.																				
3B.3a. Analyze how decision-making skills have an impact on study habits, academic performance, and interpersonal relationships.	✓	✓	✓	✓											✓		✓	✓	✓	
3B.3b. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.						✓	✓	✓	✓	✓										
3C.3a. Evaluate one's participation in efforts to address an identified school need.	✓						✓	✓		✓										
3C.3b. Evaluate one's participation in efforts to address an identified need in one's local community.																				