



ALIGNMENT CHART

	✓		
			✓
		✓	
			✓

Pennsylvania Career Ready Skills Continuum

- 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 Pennsylvania Career Ready Skills Continuum

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 Pennsylvania Career Ready Skills Continuum. Boxes are checked to indicate that the Second Step digital programs meet a given Pennsylvania social-emotional standard within the identified grade or grade-band (for instance, Kindergarten–Grade 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

Pennsylvania Career Ready Skills Continuum

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 them 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, and sharing as solutions to problems

Category	Standard	Attention	Working memory	Inhibitory control	Focus attention	Recognize that attention helps them 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, and sharing as solutions to problems	
Self-Awareness and Self-Management	Recognize and label basic feelings.								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Demonstrate awareness of self and one's own preferences.	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Distinguish between situations that elicit positive or negative feelings.								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Express a want and the means to achieve it.						✓											
Establishing and Maintaining Relationships	Interact in pro-social ways (e.g., reciprocal conversation, turn taking, sharing) with peers and adults.	✓		✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓
	Identify similarities and differences between self and others.																	
	Engage in reciprocal communication with peers and adults.								✓		✓				✓	✓	✓	✓
Social Problem-Solving Skills	Recognize that conflict occurs and identify ways to respond.														✓	✓	✓	✓
	Acknowledge the consequences of choices.									✓	✓		✓	✓	✓	✓	✓	✓
	Identify similarities and differences of various social contexts.																	
	Recognize and respond to the feelings of others.								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Grades 1-2

Pennsylvania Career Ready Skills Continuum

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
Category	Standard																				
Self-Awareness and Self-Management	Identify different ways of expressing a feeling.							✓	✓	✓					✓						
	Identify one's own strengths, needs, and preferences.						✓								✓		✓		✓		
	Select coping skill strategies in response to adverse situations (e.g., positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk).										✓					✓					
	Distinguish among and set short term, mid-range, and long-term goals.																				
Establishing and Maintaining Relationships	Explain ways to establish relationships that are positive and supportive of others.											✓	✓	✓	✓						
	Demonstrate respect for the uniqueness of others.									✓				✓	✓	✓				✓	✓
	Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.											✓								✓	✓
	Identify multiple ways to solve conflicts and practice solving problems.																	✓	✓	✓	✓
Social Problem-Solving Skills	Identify consequences of a decision to oneself and others prior to action.											✓	✓			✓		✓	✓	✓	✓
	Identify possible behaviors and anticipate reactions in response to a specific social context.											✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Respond to others given a sense of the others' point of view.											✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Grades 3-5

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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 one's self 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		
Category	Standard																													
Self-Awareness and Self-Management	Identify different ways of expressing a feeling.										✓	✓	✓	✓																
	Identify one's own strengths, needs, and preferences.							✓	✓									✓												
	Select coping skill strategies in response to adverse situations (e.g., positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk).					✓							✓	✓	✓							✓	✓							
	Distinguish among and set short term, mid-range, and long-term goals.							✓	✓	✓	✓																			
Establishing and Maintaining Relationships	Explain ways to establish relationships that are positive and supportive of others.																✓	✓	✓	✓	✓									
	Demonstrate respect for the uniqueness of others.																	✓		✓	✓						✓	✓	✓	✓
	Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.																					✓	✓							
	Identify multiple ways to solve conflicts and practice solving problems.																								✓	✓	✓	✓	✓	
Social Problem-Solving Skills	Identify consequences of a decision to oneself and others prior to action.									✓			✓		✓				✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
	Identify possible behaviors and anticipate reactions in response to a specific social context.																✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	
	Respond to others given a sense of the others' point of view.																			✓	✓		✓	✓	✓	✓	✓	✓	✓	



Grades 6-8

Pennsylvania Career Ready Skills Continuum

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
Category	Standard																				
Self-Awareness and Self-Management	Identify behavioral expressions of feelings within a context.											✓	✓	✓	✓	✓	✓	✓	✓		
	Explain to others one's own strengths, needs, and preferences specific to a context.	✓		✓		✓												✓	✓		
	Identify and select coping skills relevant to adverse situations.												✓	✓	✓				✓		
	Identify and evaluate distractors that impact reaching ones' goals.			✓	✓	✓															
Establishing and Maintaining Relationships	Explain how empathy and perspective taking foster relationship building.																	✓	✓		
	Interact with others demonstrating respect, cooperation, and acceptance.								✓		✓								✓	✓	
	Explain how expressive communication strategies can affect others.								✓										✓	✓	
Social Problem-Solving Skills	Identify conflict resolution skills to deescalate, diffuse, and resolve differences.																		✓	✓	
	Make a decision based on upon anticipated consequences.	✓		✓	✓	✓			✓		✓		✓	✓	✓	✓			✓	✓	✓
	Distinguish among various social contexts and how they impact personal feelings.											✓	✓	✓	✓	✓		✓	✓	✓	✓
	Analyze various perspectives on a situation.																✓	✓	✓		