SECOND STEP®

ALIGNMENT CHART

Profile of a South Carolina Graduate 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 Profile of a South Carolina Graduate 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 Profile of a South Carolina Graduate 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 competency through discussion, writing, drawing, or other related activities.

2. There are opportunities for teachers to gather evidence of student learning in relation to the competencies.

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

Second Step®

Kindergarten-Grade 5

Profile of a South Carolina Graduate Competencies

Second Step® Elementary Digital Program

Competencies	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	Understand that the brain can grow and change	Improve skills through practice and effort	Set goals and make plans to reach a goal	Identify and understand 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	Develop empathy for others	Take others' perspectives	Act with empathy	Manage strong emotions to feel calm before solving problems	Describe the problem	Identify the wants and needs of those involved	Think of many solutions	Explore the outcomes of the solutions	Pick the best solution
I can make meaning from diverse media to better understand the world around me.																							
I can communicate through diverse formats for a range of purposes and audiences.																	✔		✔	✔			
I can explore questions and build knowledge through inquiry.																✔							
I can work with numerical data, solve problems, and construct mathematical solutions.																							
I can assess the credibility of sources and synthesize my new learning to build knowledge.																							
I can engage in a systemic design process to develop data-informed solutions to authentic design challenges.																							
I can develop a plan, monitor my progress, and persevere through challenges to achieve my goal.						✔		✔	✔														
I can develop skills, strategies, and emotional awareness while navigating conflicts with others.																		✔	✔	✔	✔	✔	✔
I can effectively lead teams with clarity, purpose, and care.																							
I can initiate relationships with diverse individuals and networks for a purpose, and sustain relationships with authenticity and care.														✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
I can support my own physical, emotional, and social health in order to live a healthy and productive life.						✔		✔		✔		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
I can participate in my community, build my civic knowledge, and take action to improve my community.																✔	✔						

Second Step®

Grades 6–8

Profile of a South Carolina Graduate Competencies

Second Step® Middle School Digital Program

Key Skills and Concepts

Competencies	Unit 1: Mindsets & Goals — 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	Unit 2: Recognizing Bullying & Harassment — 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	Unit 3: Thoughts, Emotions & Decisions — 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	Unit 4: Managing Relationships & Social Conflict — 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
I can make meaning from diverse media to better understand the world around me.																				
I can communicate through diverse formats for a range of purposes and audiences.											✔							✔	✔	
I can explore questions and build knowledge through inquiry.																				
I can work with numerical data, solve problems, and construct mathematical solutions.																				
I can assess the credibility of sources and synthesize my new learning to build knowledge.																				
I can engage in a systemic design process to develop data-informed solutions to authentic design challenges.																				
I can develop a plan, monitor my progress, and persevere through challenges to achieve my goal.			✔	✔	✔															
I can develop skills, strategies, and emotional awareness while navigating conflicts with others.																✔	✔	✔	✔	
I can effectively lead teams with clarity, purpose, and care.																				
I can initiate relationships with diverse individuals and networks for a purpose, and sustain relationships with authenticity and care.																✔	✔	✔	✔	✔
I can support my own physical, emotional, and social health in order to live a healthy and productive life.				✔	✔			✔	✔		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
I can participate in my community, build my civic knowledge, and take action to improve my community.								✔	✔	✔	✔									