



**ALIGNMENT CHART**

# Tennessee Social and Personal Competencies

- Second Step® Elementary Digital Program
- Second Step® Middle School Digital Program

This alignment chart illustrates how the Second Step Elementary and Second Step Middle School digital programs and the Tennessee Social and Personal Competencies complement and support each other across key social-emotional concepts.

## The Importance of Social-Emotional Learning

Social-emotional learning (SEL) is recognized as a key ingredient for school and life success. In a 2011 meta-analysis of 213 school-based SEL programs, researchers found that students in an SEL intervention demonstrated significantly improved social-emotional skills, attitudes, and behavior, as well as an 11-percentile-point gain in academic performance, compared to students who didn't participate in an SEL program.<sup>1</sup>

A related meta-analysis in 2017 showed that conduct problems were reduced and emotional distress and drug use were much lower for students who took part in an SEL program than those who didn't, even years later.<sup>2</sup> Researchers

found that almost four years after participating in an SEL program, students fared markedly better academically—by an average of 13 percentile points—than their peers who didn't participate in an SEL program. The meta-analysis also indicated that, regardless of race, socioeconomic background, or school location, students showed significant positive benefits one year after participating in an SEL program.

Educators across the nation acknowledge the benefits of SEL in schools and agree that teaching students social-emotional skills is a necessary and valuable component of their education.

## About the Second Step® Elementary and Second Step® Middle School Digital 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 to help increase students' school success and decrease problem behaviors. They help students 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 the tools for students to develop 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.

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® Elementary Digital Program Alignment with Tennessee Social and Personal Competencies for Kindergarten-Grade 2**

Key Skills and Concepts							
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				
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 personal strengths and areas for improvement	Recognize ways to get better at a skill

Key Skills and Concepts												
Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving				
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

Competency	Dimension	Developmental Indicator	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 personal strengths and areas for improvement	Recognize ways to get better at a skill	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		
Self-Awareness	1A. Demonstrate an awareness of his/her emotions	1A.1. Recognizes and accurately names emotions/feelings									✓	✓	✓	✓	✓	✓	✓	✓	✓						
		1A.2. Identifies and communicates emotions/feelings										✓	✓	✓	✓	✓	✓	✓	✓	✓					
		1A.3. Describes emotions and the situations that cause them (i.e., triggers)										✓	✓	✓	✓					✓		✓	✓		
	1B. Demonstrate an awareness of his/her personal qualities and interests	1B.1. Describes personal likes and dislikes									✓														
		1B.2. Recognizes personal qualities and interests						✓			✓	✓									✓				
		1B.3. Identifies an interest as it relates to personal experiences						✓	✓		✓	✓													✓
		1B.4. Identifies and describes preferences									✓				✓	✓					✓				
	1C. Demonstrate an awareness of his/her strengths and limitations	1C.1. Identifies likes and dislikes															✓								
		1C.2. Describes things one does well or the knowledge they have						✓	✓		✓	✓													✓
		1C.3. Describes an activity/task in which one may need help in order to improve							✓		✓	✓													✓
	1D. Demonstrate a sense of personal responsibility and advocacy	1D.1. Understands and follows schoolwide expectations for safe and productive learning		✓	✓	✓	✓	✓	✓		✓			✓	✓					✓	✓	✓	✓	✓	✓
		1D.2. Recognizes that there are positive and negative consequences of personal choices, behaviors, and actions					✓	✓	✓					✓	✓						✓	✓	✓	✓	✓
		1D.3. Demonstrates responsible use and care of personal and others' belongings											✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		1D.4. Identifies attitudes and behaviors that lead to successful learning		✓	✓	✓	✓	✓	✓		✓				✓							✓			
		1D.5. Advocates for self by asking for help					✓	✓							✓							✓			



**Second Step® Elementary Digital Program Alignment with Tennessee Social and Personal Competencies for Kindergarten-Grade 2**

Key Skills and Concepts							
Brain Builders (Executive-Function Skills)		Unit 1: Growth Mindset & Goal-Setting					
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 personal strengths and areas for improvement	Recognize ways to get better at a skill

Key Skills and Concepts												
Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving				
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

Competency	Dimension	Developmental Indicator	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 personal strengths and areas for improvement	Recognize ways to get better at a skill	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		
Self-Awareness	1E. Identify external and community resources and supports	1E.1. Identifies at least one adult they trust					✓			✓															
		1E.2. Identifies situations in which they need to seek help from an adult									✓										✓				
		1E.3. Recognizes how and where to get help in an emergency situation																			✓				
Self-Management	2A. Understand and use strategies for managing his/her emotions and behaviors constructively	2A.1. Identifies sources of common stress and demonstrates the ability to manage emotions					✓	✓			✓	✓	✓	✓						✓			✓		
		2A.2. Identifies and describes how emotions relate to thoughts and behaviors							✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		
		2A.3. Describes and practices using words to share their emotions about an interaction or situation						✓	✓			✓	✓	✓						✓	✓	✓	✓		
	2B. Set, monitor, adapt, and evaluate his/her goals to achieve success in school and life	2B.1. Identifies a short-term goal (wish, dream)						✓		✓	✓														
		2B.2. Identifies the steps needed to accomplish a short-term goal				✓	✓			✓	✓														
Social Awareness	3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues	3A.1. Recognizes the emotions/feelings of others by using attention and/or listening skills to assess facial expressions, body language, and tone of voice									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
		3A.2. Recognizes the effect of words and actions on others' emotions										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		



**Second Step® Elementary  
Digital Program Alignment with  
Tennessee Social and Personal  
Competencies for**

**Kindergarten-Grade 2**

Key Skills and Concepts							
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				
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 personal strengths and areas for improvement	Recognize ways to get better at a skill

Key Skills and Concepts												
Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving				
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

Competency	Dimension	Developmental Indicator	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 personal strengths and areas for improvement	Recognize ways to get better at a skill	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		
Social Awareness	3B. Exhibit civic responsibility in multiple settings	3B.1. Recognizes and names how others within the school, home, and community help them								✓							✓			✓					
		3B.2. Identifies how to help others										✓				✓	✓	✓	✓		✓	✓	✓		
		3B.3. Expresses how it feels to help others										✓				✓	✓	✓	✓		✓	✓	✓		
	3C. Demonstrate an awareness and respect for human dignity, including culture and differences	3C.1. Describes characteristics of two people who are similar and different										✓					✓								
		3C.2. Names qualities of others from a variety of cultures and groups																							
Relationship Skills	4A. Use positive communication and social skills to interact effectively with others	4A.1. Develops and maintains friendships									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
		4A.2.1. Takes turns																				✓		✓	
		4A.2.2. Shares with others																				✓		✓	
		4A.2.3. Says "please," "thank you," and/or "excuse me"																				✓		✓	
		4A.2.4. Uses compliments to encourage others						✓	✓	✓	✓				✓		✓								
		4A.2.5. Pays attention when others are talking	✓	✓	✓	✓																			
		4A.3. Effectively and appropriately communicates needs, wants, and ideas in a respectful manner				✓								✓	✓						✓	✓	✓	✓	
	4B. Develop and maintain positive relationships	4B.1. Identifies multiple types of relationships they have with others																							
		4B.2. Identifies and practices appropriate behaviors that maintain positive relationships										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
		4B.3. Lists traits of a good friend																							
4B.4. Demonstrates the ability to make friends and sustain positive relationships											✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		



**Second Step® Elementary  
Digital Program Alignment with  
Tennessee Social and Personal  
Competencies for  
Kindergarten-Grade 2**

Key Skills and Concepts							
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				
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 personal strengths and areas for improvement	Recognize ways to get better at a skill

Key Skills and Concepts												
Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving				
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

Competency	Dimension	Developmental Indicator	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 personal strengths and areas for improvement	Recognize ways to get better at a skill	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		
Relationship Skills	4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways	4C.1. Begins to develop and practice the use of problem-solving and conflict-resolution skills										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
		4C.2. Recognizes that there are many ways to solve conflicts and practices solving problems using different methods including using "I" messages																		✓	✓	✓	✓	✓	✓
		4C.3. Identifies and states feelings and problems when in a conflict situation										✓	✓	✓	✓					✓	✓	✓	✓	✓	
		4C.4. Identifies interpersonal problems that need adult help to resolve, and appropriately asks for help																			✓				✓
Responsible Decision-Making	5A. Consider and use multiple factors in decision-making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals	5A.1. Recognizes that one has choices in how to respond in a situation and that all choices have consequences				✓	✓	✓	✓	✓				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
		5A.2. Identifies and illustrates safe and unsafe situations				✓							✓	✓											✓
		5A.3. Identifies the differences between a stranger, acquaintance, and friend																							
	5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations	5B.1. Implements Stop, Think, Act, Review strategies in solving problems																		✓	✓		✓	✓	
		5B.2. Demonstrates appropriate social and classroom behavior	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		5B.3. Demonstrates constructive academic behaviors	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓										



**Second Step® Elementary Digital Program Alignment with Tennessee Social and Personal Competencies for Grades 3-5**

Key Skills and Concepts						
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting			
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

Key Skills and Concepts																			
Unit 1: Growth Mindset & Goal-Setting		Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving									
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

Competency	Dimension	Developmental Indicator	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				
Self-Awareness	1A. Demonstrate an awareness of his/her emotions	1A.1. Recognizes intensity levels of emotions in different situations											✓	✓																		✓	
		1A.2. Recognizes how emotions can change													✓			✓	✓														
		1A.3. Recognizes how thoughts are linked with emotions and emotions are linked to behavior												✓		✓	✓	✓															
		1A.4. Describes ways emotions affect behavior												✓		✓										✓							
	1B. Demonstrate an awareness of his/her personal qualities and interests	1B.1. Compares likes and dislikes of self and others and is aware of personal qualities and interests of self and others																			✓												
		1B.2. Understands the relationship between interests and continued experiences and development							✓																								
		1B.3. Demonstrates awareness that personal qualities and interests affect decision-making																															
	1C. Demonstrate an awareness of his/her strengths and limitations	1C.1. Identifies strengths and limitations							✓				✓																				
		1C.2. Describes and prioritizes strengths and interests that one wants to develop																															✓
	1D. Demonstrate a sense of personal responsibility and advocacy	1D.1. Defines what it means to be responsible and identifies ways one can be responsible in everyday life in school and in the community																															
		1D.2. Explains the benefits of being responsible																															
		1D.3. Demonstrates responsible behaviors										✓						✓	✓					✓	✓							✓	
		1D.4. Demonstrates the ability to say "no" to negative peer pressure and explain why it is important																															
		1D.5. Self-advocates to support responsible choices and to avoid negative behaviors by reaching out to adults for assistance																									✓	✓					



**Second Step® Elementary  
Digital Program Alignment with  
Tennessee Social and Personal  
Competencies for**

**Grades 3-5**

Key Skills and Concepts						
Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting		
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

Key Skills and Concepts																			
Unit 1: Growth Mindset & Goal-Setting			Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving								
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

Competency	Dimension	Developmental Indicator	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			
Self-Awareness	1E. Identify external and community resources and supports	1E.1. Recognizes qualities of positive role models																			✓		✓									
		1E.2. Identifies positive adults in various facets of their lives																														
		1E.3. Identifies peer, home, and school supports and/or resources to help solve problems									✓																					
Self-Management	2A. Understand and use strategies for managing his/her emotions and behaviors constructively	2A.1. Uses self-monitoring strategies (i.e., self-talk) to manage stress and regulate emotions													✓	✓	✓							✓								
		2A.2. Identifies the relationship between thoughts, emotions, and actions												✓		✓	✓	✓														
		2A.3. Demonstrates skills to respond effectively to pressure situations (e.g. calm down, walk away, seek help, or meditate)													✓		✓	✓														
		2A.4. Expresses emotions in a respectful manner													✓		✓	✓									✓					
	2B. Set, monitor, adapt, and evaluate his/her goals to achieve success in school and life	2B.1. Distinguishes between short- and long-term goals																														
2B.2. Describes why learning is important in helping them achieve personal goals							✓	✓		✓																						
2B.3. Identifies ability to meet the goal independently or with supports										✓	✓																					✓
2B.4. Identifies personal skills, planning, or strategies that lead to accomplishments										✓	✓	✓																				
2B.5. Evaluates what one might have done differently to achieve greater success on a recent goal											✓	✓																				
Social Awareness	3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues	3A.1. Recognizes the emotions of others by using listening and/or visual cues												✓					✓		✓	✓										
		3A.2. Recognizes multiple points of view or perspectives in a situation																		✓		✓	✓	✓			✓	✓	✓	✓	✓	
		3A.3. Recognizes nonverbal, environmental, or social cues to identify the emotions and perspectives of others													✓		✓	✓		✓		✓	✓			✓		✓	✓	✓	✓	
		3A.4. Predicts the impact of own behavior on the emotions of others												✓		✓				✓		✓	✓	✓			✓		✓	✓	✓	



**Second Step® Elementary Digital Program Alignment with Tennessee Social and Personal Competencies for**

**Grades 3-5**

Key Skills and Concepts						
Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting		
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

Key Skills and Concepts																			
Unit 1: Growth Mindset & Goal-Setting			Unit 2: Emotion Management					Unit 3: Empathy & Kindness				Unit 4: Problem-Solving							
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

Competency	Dimension	Developmental Indicator	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		
Social Awareness	3B. Exhibit civic responsibility in multiple settings	3B.1. Describes what was learned about self in helping others																✓		✓		✓									
		3B.2. Shares reasons for helping others																		✓		✓	✓	✓							
		3B.4. Works collaboratively with peers to complete a job, task, or address a need								✓	✓	✓											✓	✓							
	3C. Demonstrate an awareness and respect for human dignity, including culture and differences	3C.1. Defines stereotyping, discrimination, and prejudice																													
		3C.2. Recognizes the similarities of different cultures and social groups																			✓		✓								
3C.3. Recognizes the value of different cultures and social groups																															
Relationship Skills	4A. Use positive communication and social skills to interact effectively with others	4A.1. Gives and receives compliments in a genuine manner																	✓		✓										
		4A.2. Uses active listening skills to foster better communication																				✓									
		4A.3.1. Plays fairly																													
		4A.3.2. Is a gracious winner																													
		4A.3.3. Is an accepting loser																													
	4A.4. Demonstrates cooperative behaviors in a group (e.g., listens, encourages, acknowledges opinions, compromises, and seeks consensus)								✓	✓	✓												✓	✓	✓	✓	✓	✓	✓	✓	
	4B. Develop and maintain positive relationships	4B.1. Recognizes the difference between helpful and harmful behaviors in a relationship																		✓		✓									
4B.2. Identifies a problem in a relationship and determines the appropriate means of resolution (e.g., problem-solving process, peer mediation, adult assistance)																							✓	✓	✓	✓	✓	✓	✓	✓	
4B.3. Describes the positive and negative impact of peer pressure on self and others																															





**Second Step® Elementary  
Digital Program Alignment with  
Tennessee Social and Personal  
Competencies for**

**Grades 3-5**

Key Skills and Concepts						
Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting		
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

Key Skills and Concepts																			
Unit 1: Growth Mindset & Goal-Setting			Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving								
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

Competency	Dimension	Developmental Indicator	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			
Relationship Skills	4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways	4C.1. Shows an understanding of conflict as a natural part of life																					✓	✓								
		4C.2. Describes ways to be proactive and prevent conflict												✓		✓											✓					
		4C.3. Describes causes and effects of conflicts, including how behavior affects own and others' emotions																							✓	✓	✓		✓			✓
		4C.4. Distinguishes between destructive and constructive ways of dealing with conflicts																									✓	✓	✓	✓	✓	✓
		4C.5. Activates steps of the conflict resolution (problem-solving) process (active listening, expressing feelings, identifying the problem, brainstorming solutions, making amends)																							✓	✓	✓	✓	✓	✓	✓	✓
Responsible Decision-Making	5A. Consider and use multiple factors in decision-making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals	5A.1. Identifies social norms that affect decision-making											✓								✓											
		5A.2. Defines cyberbullying and response strategies																														
		5A.3. Understands bullying and how to respond to support the victim or targeted person/group																														
	5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations	5B.1. Describes steps of a decision-making model																✓									✓	✓	✓	✓		
		5B.2. Effectively participates in group decision-making								✓	✓	✓										✓	✓	✓								
		5B.3. Reflects on the pros and cons of the decision made or options considered											✓										✓	✓				✓	✓	✓	✓	✓



**Second Step® Middle School  
Digital Program Alignment with  
Tennessee Social and Personal  
Competencies for**

**Grades 6-8**

Key Skills and Concepts				
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

Key Skills and Concepts														
Unit 2: Recognizing Bullying & Harassment					Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict					
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

Competency	Dimension	Developmental Indicator	Unit 1: Mindsets & Goals	Unit 2: Recognizing Bullying & Harassment	Unit 3: Thoughts, Emotions & Decisions	Unit 4: Managing Relationships & Social Conflict	
Self-Awareness	1A. Demonstrate an awareness of his/her emotions	1A.1. Recognizes uncomfortable emotions as indicators of situations in need of attention	✓	✓	✓	✓	
		1A.2. Identifies emotional states that contribute to or detract from ability to problem solve			✓	✓	
		1A.3. Explains the possible outcomes associated with the different forms of communicating emotions			✓	✓	
	1B. Demonstrate an awareness of his/her personal qualities and interests	1B.1. Accommodates and plans for the likes and dislikes of a group					✓
		1B.2. Identifies interaction between personal qualities and interests with academic activities and social opportunities		✓			✓
		1B.3. Utilizes interest to gain additional experiences toward mastery of a skill or concept		✓	✓		✓
		1B.4. Evaluates influence of personal qualities and interests on decision-making			✓		✓
	1C. Demonstrate an awareness of his/her strengths and limitations	1C.1. Identifies personal strengths and limitations as they relate to specific activities		✓	✓		✓
		1C.2. Applies self-reflection techniques to recognize potential, strengths, and growth areas	✓	✓	✓	✓	✓
		1C.3. Implements a plan to build on strengths or address limitations	✓	✓	✓	✓	✓
	1D. Demonstrate a sense of personal responsibility and advocacy	1D.1. Identifies areas of school and life that are within personal control	✓	✓	✓	✓	✓
		1D.2. Plans and develops an action plan to set and achieve short- and long-term goals		✓	✓		✓
1D.3. Analyzes the short- and long-term outcomes between safe and responsible behavior versus risky and harmful behavior on their health and well-being						✓	



**Second Step® Middle School  
Digital Program Alignment with  
Tennessee Social and Personal  
Competencies for**

**Grades 6-8**

Key Skills and Concepts				
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

Key Skills and Concepts														
Unit 2: Recognizing Bullying & Harassment						Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict				
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

Competency	Dimension	Developmental Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Self-Awareness	1D. Demonstrate a sense of personal responsibility and advocacy	1D.4. Explains the connection between choice and responsibility for the consequences involved if they engage in risky or harmful behaviors																	
		1D.5. Recognizes, establishes, and adheres to personal boundaries and responsibilities	✓																✓
	1E. Identify external and community resources and supports	1E.1. Identifies positive peer/adult support when needed	✓				✓												
		1E.2. Evaluates the benefits of additional external supports when participating in extracurricular activities					✓												
		1E.3. Recognizes outside influences on the development of personal traits and discerns whether they are supportive or non-supportive			✓		✓												✓
Self-Management	2A. Understand and use strategies for managing his/her emotions and behaviors constructively	2A.1. Maintains confidence during stress, emotional responses, or changing emotions	✓								✓	✓	✓	✓	✓		✓		
		2A.2. Recognizes the affective behavioral responses to thoughts, emotions, and actions										✓	✓	✓	✓				
		2A.3. Reflects on possible consequences, both positive and negative, before expressing an emotion or behavior								✓	✓	✓	✓	✓	✓	✓			✓
	2B. Set, monitor, adapt, and evaluate his/her goals to achieve success in school and life	2B.1. Designs action plans for achieving short-term and long-term goals and establishing timelines					✓												
		2B.2. Identifies and utilizes potential resources for achieving goals (e.g., home, school, and community support)					✓												
		2B.3. Sets a positive character goal					✓												
		2B.4. Establishes criteria for evaluating personal and academic success			✓		✓												
	2B.5. Demonstrates goal-setting skills related to potential career paths					✓												✓	



**Second Step® Middle School  
Digital Program Alignment with  
Tennessee Social and Personal  
Competencies for**

**Grades 6-8**

Key Skills and Concepts				
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

Key Skills and Concepts														
Unit 2: Recognizing Bullying & Harassment					Unit 3: Thoughts, Emotions & Decisions					Unit 4: Managing Relationships & Social Conflict				
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

Competency	Dimension	Developmental Indicator	Unit 1: Mindsets & Goals	Unit 2: Recognizing Bullying & Harassment	Unit 3: Thoughts, Emotions & Decisions	Unit 4: Managing Relationships & Social Conflict	
Social Awareness	3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues	3A.1. Analyzes ways that a person's emotions can be affected by the behavior of others	✓	✓	✓	✓	
		3A.2. Accepts and shows respect for other people's perspectives, opinions, or points of view				✓	
	3B. Exhibit civic responsibility in multiple settings	3B.1. Explains how their decisions and behaviors affect the well-being of their school, home, and community	✓	✓	✓	✓	✓
		3B.2. Explores a community or global need to generate possible solutions		✓	✓	✓	
		3B.3. Engages in social critique and makes decisions that will lead to social change		✓	✓	✓	
		3B.4. Evaluates the impact of a school, home, or community initiative that the student was personally involved in			✓	✓	
3C. Demonstrate an awareness and respect for human dignity, including culture and differences	3C.1. Recognizes the value of different cultures and social groups	✓	✓	✓	✓		
	3C.3. Recognizes how beliefs are shaped by social and cultural experiences						
Relationship Skills	4A. Use positive communication and social skills to interact effectively with others	4A.2. Demonstrates ability to perform different roles in a cooperative group to achieve group goals	✓		✓		
		4A.3. Uses understanding of how and why others respond in a given situation (e.g., assertive, passive, or aggressive) in order to respond respectfully and effectively with others	✓	✓	✓	✓	
		4A.4. Identifies appropriate and inappropriate uses of social and other media and the potential repercussions and implications		✓			✓



**Second Step® Middle School  
Digital Program Alignment with  
Tennessee Social and Personal  
Competencies for**

**Grades 6-8**

Key Skills and Concepts				
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

Key Skills and Concepts														
Unit 2: Recognizing Bullying & Harassment					Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict					
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

Competency	Dimension	Developmental Indicator	Unit 1	Unit 2	Unit 3	Unit 4	
Relationship Skills	4B. Develop and maintain positive relationships	4B.1. Distinguishes between helpful and harmful peer pressure				✓	
		4B.2. Demonstrates strategies for resisting harmful peer pressure				✓	
		4B.3. Is involved in positive activities with their peers			✓		
		4B.4. Develops friendships based on personal values	✓		✓		
		4B.5. Identifies the impact of social media in developing and sustaining positive relationships					
		4B.6. Identifies the difference between safe and risky behaviors in a relationship				✓	
	4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways	4C.1. Identifies the roles of individuals in conflict and understands one's own responsibility in reaching resolution				✓	✓
		4C.2. Develops self-awareness of their part and actions in creating conflict (e.g., spreading rumors, use of social media, wrongful accusations)				✓	
		4C.3. Applies conflict resolution skills to deescalate, defuse, and resolve differences	✓		✓		✓
		4C.4. Identifies and accesses positive supports when needed in a conflict situation/crisis					✓



**Second Step® Middle School  
Digital Program Alignment with  
Tennessee Social and Personal  
Competencies for**

**Grades 6-8**

Key Skills and Concepts				
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

Key Skills and Concepts														
Unit 2: Recognizing Bullying & Harassment					Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict					
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

Competency	Dimension	Developmental Indicator																
Responsible Decision-Making	5A. Consider and use multiple factors in decision-making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals	5A.1. Stands up for other peers when they are teased, insulted, or left out	✓															
		5A.3. Analyzes the impact of media on one's behavior																
		5A.4. Explains how honesty, respect, and compassion (empathy) enable one to take the needs of others into account	✓															
	5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations	5B.1. Identifies and applies the steps of systematic decision-making																
		5B.2. Develops decision-making strategies for avoiding risky behavior																
		5B.3. Defines how external influences impact decision-making																
		5B.4. Analyze how decision-making skills affect study habits and academic performance			✓	✓	✓											