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.¹

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.² 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.

### Key Skills and Concepts

#### Brain Builders (Executive-Function Skills)
- 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

#### Unit 1: Growth Mindset & Goal-Setting
- 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

#### Unit 2: Emotion Management
- Take others’ perspectives
- Recognize kindness and act kindly toward others
- Take others’ perspectives
- Develop empathy for others
- Recognize that empathy can lead to kind acts
- Recognize accidents and make amends
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#### Unit 3: Empathy & Kindness
- Take others’ perspectives
- Recognize kindness and act kindly toward others
- Take others’ perspectives
- Develop empathy for others
- Recognize that empathy can lead to kind acts
- Recognize accidents and make amends
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#### Unit 4: Problem-Solving
- Take others’ perspectives
- Recognize kindness and act kindly toward others
- Take others’ perspectives
- Develop empathy for others
- Recognize that empathy can lead to kind acts
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- State the problem without blame or name-calling
- Think of many solutions to a problem

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### Competency Level Descriptions

<table>
<thead>
<tr>
<th>Competency</th>
<th>Dimension</th>
<th>Developmental Indicator</th>
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</thead>
<tbody>
<tr>
<td>1A. Demonstrate an</td>
<td>1A.1. Recognizes and</td>
<td>✔</td>
</tr>
<tr>
<td>awareness of his/her</td>
<td>accurately names emotions/</td>
<td></td>
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<tr>
<td>her emotions</td>
<td>feelings</td>
<td>❌</td>
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<tr>
<td>1B. Demonstrate an</td>
<td>1B.1. Describes personal</td>
<td>✔</td>
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<tr>
<td>awareness of his/her</td>
<td>likes and dislikes</td>
<td>❌</td>
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<tr>
<td>personal qualities</td>
<td>1B.2. Recognizes personal</td>
<td>✔</td>
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<tr>
<td>and interests</td>
<td>qualities and interests</td>
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<tr>
<td>1C. Demonstrate</td>
<td>1C.1. Identifies likes and</td>
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<tr>
<td>an awareness of</td>
<td>dislikes</td>
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<tr>
<td>his/her strengths</td>
<td>1C.2. Describes things one</td>
<td>✔</td>
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<tr>
<td>and limitations</td>
<td>one does well or the</td>
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<td></td>
<td>knowledge they have</td>
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<tr>
<td>1D. Demonstrate a</td>
<td>1D.1. Understands and</td>
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<tr>
<td>sense of personal</td>
<td>follows schoolwide</td>
<td>❌</td>
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<tr>
<td>responsibility and</td>
<td>expectations for safe and</td>
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<tr>
<td>advocacy</td>
<td>productive learning</td>
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<td></td>
<td>1D.2. Recognizes that there</td>
<td>✔</td>
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<td></td>
<td>are positive and</td>
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<td>negative consequences of</td>
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<td>personal choices, behaviors,</td>
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<td></td>
<td>and actions</td>
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<tr>
<td></td>
<td>1D.3. Demonstrates</td>
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<td></td>
<td>responsible use and</td>
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<td></td>
<td>care of personal and others'</td>
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<td></td>
<td>belongings</td>
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<td></td>
<td>1D.4. Identifies attitudes</td>
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<td></td>
<td>and behaviors that lead</td>
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<tr>
<td></td>
<td>to successful learning</td>
<td>❌</td>
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<tr>
<td></td>
<td>1D.5. Advocates for self</td>
<td>✔</td>
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<td></td>
<td>by asking for help</td>
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</tbody>
</table>
# Second Step® Elementary Digital Program Alignment with Tennessee Social and Personal Competencies for Kindergarten–Grade 2

<table>
<thead>
<tr>
<th>Competency</th>
<th>Dimension</th>
<th>Developmental Indicator</th>
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</thead>
<tbody>
<tr>
<td><strong>Self-Awareness</strong></td>
<td></td>
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</tr>
<tr>
<td>1E. Identify external and community resources and supports</td>
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<tr>
<td>1E.1. Identifies at least one adult they trust</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>1E.2. Identifies situations in which they need to seek help from an adult</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>1E.3. Recognizes how and where to get help in an emergency situation</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td><strong>Self-Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2A. Understand and use strategies for managing his/her emotions and behaviors constructively</td>
<td></td>
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</tr>
<tr>
<td>2A.1. Identifies sources of common stress and demonstrates the ability to manage emotions</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>2A.2. Identifies and describes how emotions relate to thoughts and behaviors</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>2A.3. Describes and practices using words to share their emotions about an interaction or situation</td>
<td>✔</td>
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</tr>
<tr>
<td><strong>Social Awareness</strong></td>
<td></td>
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<tr>
<td>3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues</td>
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<tr>
<td>3A.1. Recognizes the emotional feelings of others by using attention and listening skills to assess facial expressions, body language, and tone of voice</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>3A.2. Recognizes the effect of words and actions on others' emotions</td>
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## Key Skills and Concepts

### Brain Builders (Executive-Function Skills)
- Attention
- Working memory
- Inhibitory control
- Focus, attention, and ignore distractions
- Persevere through challenges while recognizing mistakes are part of learning
- Recognize personal strengths and areas for improvement
- Recognize ways to get better at a skill

### Unit 1: Growth Mindset & Goal-Setting
- 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
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- Recognize that empathy can lead to kind acts
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### Unit 2: Emotion Management
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<td><strong>Attention</strong></td>
<td></td>
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<tr>
<td>Working memory</td>
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<tr>
<td>Inhibit control</td>
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<td>Focus attention and ignore distractions</td>
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<tr>
<td>Persevere through challenges while recognizing mistakes are part of learning</td>
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<tr>
<td>Recognize personal strengths and areas for improvement</td>
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<tr>
<td>Recognize ways to get better at a skill</td>
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<tr>
<td><strong>Social Awareness</strong></td>
<td><strong>3B. Exhibit civic responsibility in multiple settings</strong></td>
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<tr>
<td>3B.1. Recognizes and names how others within the school, home, and community help them</td>
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<tr>
<td>3B.2. Identifies how to help others</td>
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<tr>
<td>3B.3. Expresses how it feels to help others</td>
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<tr>
<td><strong>3C. Demonstrate an awareness and respect for human dignity, including culture and differences</strong></td>
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<tr>
<td>3C.1. Describes characteristics of two people who are similar and different</td>
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<tr>
<td>3C.2. Names qualities of others from a variety of cultures and groups</td>
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<tr>
<td><strong>Relationship Skills</strong></td>
<td><strong>4A. Use positive communication and social skills to interact effectively with others</strong></td>
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<tr>
<td>4A.1. Develops and maintains friendships</td>
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<tr>
<td>4A.2.1. Takes turns</td>
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<tr>
<td>4A.2. Shares with others</td>
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<tr>
<td>4A.2.3. Says &quot;please,&quot; &quot;thank you,&quot; and/or &quot;excuse me&quot;</td>
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<tr>
<td>4A.2.4. Uses compliments to encourage others</td>
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<tr>
<td>4A.2.5. Pays attention when others are talking</td>
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<tr>
<td>4A.3. Effectively and appropriately communicates needs, wants, and ideas in a respectful manner</td>
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<tr>
<td><strong>4B. Develop and maintain positive relationships</strong></td>
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<tr>
<td>4B.1. Identifies multiple types of relationships they have with others</td>
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<tr>
<td>4B.2. Identifies and practices appropriate behaviors that maintain positive relationships</td>
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<tr>
<td>4B.3. Lists traits of a good friend</td>
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<tr>
<td>4B.4. Demonstrates the ability to make friends and sustain positive relationships</td>
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<tr>
<td><strong>Unit 1: Growth Mindset &amp; Goal-Setting</strong></td>
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<td>Apply strategies to solve problems</td>
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<tr>
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<td>✔</td>
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</tbody>
</table>

✔ indicates that the competency and dimension are aligned with the Second Step® Elementary Digital Program.
# Key Skills and Concepts

## Brain Builders (Executive-Function Skills)
- **Attention**
  - Recognize the value of focusing and ignoring distractions
- **Working Memory**
  - Remember information and use it to make decisions
- **Inhibitory Control**
  - Control impulses and resist temptations
- **Focus Attention and Ignore Distractions**
  - Recognize that staying focused is important
- **Perseverance through Challenges**
  - Keep trying even when things are difficult
- **Recognize Unhelpful Thoughts and Replace with Helpful Thoughts**
  - Change negative thoughts into positive ones
- **Recognize Personal Strengths and Areas for Improvement**
  - Identify what you are good at and what you need to work on
- **Recognize Ways to Get Better at a Skill**
  - Learn from mistakes and practice

## Unit 1: Growth Mindset & Goal-Setting
- Identify and name one’s own emotions
- Recognize strong emotions
- Identify and name emotions in others
- Manage strong emotions by using strategies to feel calm
- Recognize kindness and act kindly toward others
- Take others’ perspectives
- Recognize that empathy can lead to kind acts

## Unit 2: Emotion Management
- Communicate feelings effectively
- Manage strong emotions using strategies to feel calm
- Recognize kindness and act kindly toward others
- Take others’ perspectives
- Recognize that empathy can lead to kind acts
- Apply strategies to solve problems
- Recognize accidents and make amends
- State the problem without blame or name-calling
- Think of many solutions to problem

## Unit 3: Empathy & Kindness
- Practice empathy and kindness
- Recognize kindness and act kindly toward others
- Take others’ perspectives
- Recognize that empathy can lead to kind acts
- Apply strategies to solve problems
- Recognize accidents and make amends
- State the problem without blame or name-calling
- Think of many solutions to problem

## Unit 4: Problem-Solving
- Implement problem-solving strategies
- Recognize accidents and make amends
- State the problem without blame or name-calling
- Think of many solutions to problem
Key Skills and Concepts

Brain Builders (Executive-Function Skills)
- Attention
- Working memory
- Inhibitory control
- Cognitive flexibility
- Understanding that the brain can grow and change

Unit 1: Growth Mindset & Goal-Setting
- Set goals
- Recognize that skills improve with practice, effort, help from others, and trying a new way
- 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

Unit 2: Emotion Management
- Recognize that strong emotions make it hard to think clearly
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Competency | Dimension | Developmental Indicator |
--- | --- | --- |
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 | ✔ ✔ ✔ |
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<th>Competency</th>
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</table>
| 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 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 |
| 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 |
| Brain Builders (Executive-Function Skills) | Unit 1: Growth Mindset & Goal-Setting | Unit 2: Emotion Management  
Unit 3: Empathy & Kindness  
Unit 4: Problem-Solving |
| Key Skills and Concepts | Attention | Set goals  
Unit 2: Emotion Management | 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 planning ahead to manage recurring strong emotions |
| Key Skills and Concepts | Working memory | Reflect on 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 planning ahead to manage recurring strong emotions |
| Key Skills and Concepts | Inhibitory control | 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 planning ahead to manage recurring strong emotions |
| Key Skills and Concepts | Cognitive flexibility | 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 planning ahead to manage recurring strong emotions |
### Key Skills and Concepts

#### Brain Builders (Executive-Function Skills)
- Attention
- Working memory
- Inhibitory control
- Cognitive flexibility
- Set goals

#### Unit 1: Growth Mindset & Goal-Setting
- Understand that the brain can grow and change
- Recognize that skills improve with practice, effort, help from others, and trying a new way

#### Unit 2: Emotion Management
- 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

#### Unit 3: Empathy & Kindness
- 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

#### Unit 4: Problem-Solving
- 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

<table>
<thead>
<tr>
<th>Competency</th>
<th>Dimension</th>
<th>Developmental Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3B. Exhibit civic responsibility in multiple settings</td>
<td>3B.1. Describes what was learned about self in helping others</td>
<td>✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td></td>
<td>3B.2. Shares reasons for helping others</td>
<td>✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td></td>
<td>3B.4. Works collaboratively with peers to complete a job, task, or address a need</td>
<td>✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td>3C. Demonstrate an awareness and respect for human dignity, including culture and differences</td>
<td>3C.1. Defines stereotyping, discrimination, and prejudice</td>
<td>✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td></td>
<td>3C.2. Recognizes the similarities of different cultures and social groups</td>
<td>✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td></td>
<td>3C.3. Recognizes the value of different cultures and social groups</td>
<td>✔ ✔ ✔ ✔</td>
</tr>
</tbody>
</table>

### Relationship Skills

<table>
<thead>
<tr>
<th>Competency</th>
<th>Dimension</th>
<th>Developmental Indicator</th>
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</thead>
<tbody>
<tr>
<td>4A. Use positive communication and social skills to interact effectively with others</td>
<td>4A.1. Gives and receives compliments in a genuine manner</td>
<td>✔ ✔ ✔ ✔</td>
</tr>
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<td></td>
<td>4A.2. Uses active listening skills to foster better communication</td>
<td>✔ ✔ ✔ ✔</td>
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<tr>
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<td>4A.3.1. Plays fairly</td>
<td>✔ ✔ ✔ ✔</td>
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<td></td>
<td>4A.3.2. Is a gracious winner</td>
<td>✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td></td>
<td>4A.3.3. Is an accepting loser</td>
<td>✔ ✔ ✔ ✔</td>
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<td></td>
<td>4A.4. Demonstrates cooperative behaviors in a group (e.g., listens, encourages, acknowledges opinions, compromises, and seeks consensus)</td>
<td>✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td>4B. Develop and maintain positive relationships</td>
<td>4B.1. Recognizes the difference between helpful and harmful behaviors in a relationship</td>
<td>✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td></td>
<td>4B.2. Identifies a problem in a relationship and determines the appropriate means of resolution (e.g., problem-solving process, peer mediation, adult assistance)</td>
<td>✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td></td>
<td>4B.3. Describes the positive and negative impact of peer pressure on self and others</td>
<td>✔ ✔ ✔ ✔</td>
</tr>
</tbody>
</table>

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

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## Key Skills and Concepts

<table>
<thead>
<tr>
<th>Brain Builders (Executive-Function Skills)</th>
<th>Unit 1: Growth Mindset &amp; Goal-Setting</th>
<th>Unit 2: Emotion Management</th>
<th>Unit 3: Empathy &amp; Kindness</th>
<th>Unit 4: Problem-Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
<td>Make plans</td>
<td>Reflect to inform future goals</td>
<td>Recognize that strong emotions make it hard to think clearly</td>
<td>Explain the importance of being calm before problem-solving</td>
</tr>
<tr>
<td>Working memory</td>
<td>Monitor progress toward goals</td>
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<td></td>
</tr>
<tr>
<td>Inhibit control</td>
<td>Recognize that skills improve with practice, effort, help from others, and trying a new way</td>
<td>Recognize that regulating emotions is necessary to make decisions</td>
<td>Recognize that empathy and perspective-taking can help them get along with others</td>
<td>Explain the importance of speaking up for one's self when solving a problem</td>
</tr>
<tr>
<td>Cognitive flexibility</td>
<td>Set goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand that the brain can grow and change</td>
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</tr>
</tbody>
</table>

### Relationship Skills

4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways

**Developmental Indicator**

- **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

**Developmental Indicator**

- **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

**Developmental Indicator**

- **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 ✔
## Key Skills and Concepts

### Unit 1: Mindsets & Goals

- Recognize that social challenges are common and worth working on.
- 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.
- Recognize the signs of stress and anxiety.
- Apply stress- and emotion-management strategies.

### Unit 3: Thoughts, Emotions & Decisions

- 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.
- Recognize how conflicts escalate.

### Unit 4: Managing Relationships & Social Conflict

- 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

<table>
<thead>
<tr>
<th>Competency Dimension</th>
<th>Developmental Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A. Demonstrate an awareness of his/her emotions</td>
<td>1A.1. Recognizes uncomfortable emotions as indicators of situations in need of attention (✓)</td>
</tr>
<tr>
<td></td>
<td>1A.2. Identifies emotional states that contribute to or detract from ability to problem solve (✓)</td>
</tr>
<tr>
<td></td>
<td>1A.3. Explains the possible outcomes associated with the different forms of communicating emotions (✓)</td>
</tr>
<tr>
<td>1B. Demonstrate an awareness of his/her personal qualities and interests</td>
<td>1B.1. Accommodates and plans for the likes and dislikes of a group (✓)</td>
</tr>
<tr>
<td></td>
<td>1B.2. Identifies interaction between personal qualities and interests with academic activities and social opportunities (✓)</td>
</tr>
<tr>
<td></td>
<td>1B.3. Utilizes interest to gain additional experiences toward mastery of a skill or concept (✓)</td>
</tr>
<tr>
<td>1C. Demonstrate an awareness of his/her strengths and limitations</td>
<td>1C.1. Identifies personal strengths and limitations as they relate to specific activities (✓)</td>
</tr>
<tr>
<td></td>
<td>1C.2. Applies self-reflection techniques to recognize potential, strengths, and growth areas (✓)</td>
</tr>
<tr>
<td></td>
<td>1C.3. Implements a plan to build on strengths or address limitations (✓)</td>
</tr>
<tr>
<td>1D. Demonstrate a sense of personal responsibility and advocacy</td>
<td>1D.1. Identifies areas of school and life that are within personal control (✓)</td>
</tr>
<tr>
<td></td>
<td>1D.2. Plans and develops an action plan to set and achieve short- and long-term goals (✓)</td>
</tr>
<tr>
<td></td>
<td>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 (✓)</td>
</tr>
</tbody>
</table>

**Second Step® Middle School Digital Program Alignment with Tennessee Social and Personal Competencies for Grades 6-8**

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# 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

**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

### Competency Dimension Developmental Indicator

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<tr>
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<tbody>
<tr>
<td>Self-Awareness</td>
<td>1D. Demonstrate a sense of personal responsibility and advocacy</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>1D.4. Explains the connection between choice and responsibility for the consequences involved if they engage in risky or harmful behaviors</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>1D.5. Recognizes, establishes, and adheres to personal boundaries and responsibilities</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>1E1. Identifies positive peer/adult support when needed</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>1E2. Evaluates the benefits of additional external supports when participating in extracurricular activities</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>1E3. Recognizes outside influences on the development of personal traits and discerns whether they are supportive or non-supportive</td>
<td>✔️</td>
</tr>
<tr>
<td>Self-Management</td>
<td>2A. Understand and use strategies for managing his/her emotions and behaviors constructively</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>2A1. Maintains confidence during stress, emotional responses, or changing emotions</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>2A2. Recognizes the affective behavioral responses to thoughts, emotions, and actions</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>2A3. Reflects on possible consequences, both positive and negative, before expressing an emotion or behavior</td>
<td>✔️</td>
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<tr>
<td></td>
<td>2B. Set, monitor, adapt, and evaluate his/her goals to achieve success in school and life</td>
<td>✔️</td>
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<tr>
<td></td>
<td>2B1. Designs action plans for achieving short-term and long-term goals and establishing timelines</td>
<td>✔️</td>
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<tr>
<td></td>
<td>2B2. Identifies and utilizes potential resources for achieving goals (e.g., home, school, and community support)</td>
<td>✔️</td>
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<td>2B3. Sets a positive character goal</td>
<td>✔️</td>
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<tr>
<td></td>
<td>2B4. Establishes criteria for evaluating personal and academic success</td>
<td>✔️</td>
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<tr>
<td></td>
<td>2B5. Demonstrates goal-setting skills related to potential career paths</td>
<td>✔️</td>
</tr>
</tbody>
</table>
## Key Skills and Concepts

<table>
<thead>
<tr>
<th>Unit 1: Mindsets &amp; Goals</th>
<th>Unit 2: Recognizing Bullying &amp; Harassment</th>
<th>Unit 3: Thoughts, Emotions &amp; Decisions</th>
<th>Unit 4: Managing Relationships &amp; Social Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize that social challenges are common and get better in time</td>
<td>Understand the negative impacts of bullying and harassment for a situation</td>
<td>Recognize how social and environmental factors contribute to bullying and harassment at school</td>
<td>Recognize how conflicts escalate</td>
</tr>
<tr>
<td>Understand the brain can grow and change</td>
<td>Recognize common types of bullying and harassment</td>
<td>Understand students' responsibility to create a positive school climate</td>
<td>Describe the different perspectives of the people involved in a conflict</td>
</tr>
<tr>
<td>Set personal goals and create plans to achieve them</td>
<td>Understand the negative impacts of bullying and harassment on self and others</td>
<td>Recognize the signs of stress and anxiety</td>
<td>Identify ways to make amends</td>
</tr>
<tr>
<td>Determine how to adjust and persist after making a mistake</td>
<td>Recognize and reframe unhelpful thoughts</td>
<td>Apply stress- and emotion-management strategies</td>
<td>Recognize the signs of healthy and unhealthy relationships</td>
</tr>
<tr>
<td>Apply personal strengths to develop an interest or get better at something new</td>
<td>Recognize the signs of stress and anxiety</td>
<td>Apply stress- and emotion-management strategies</td>
<td>Recognize the signs of healthy and unhealthy relationships</td>
</tr>
</tbody>
</table>

## Second Step® Middle School Digital Program Alignment with Tennessee Social and Personal Competencies for Grades 6–8

<table>
<thead>
<tr>
<th>Competency Dimension</th>
<th>Developmental Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Awareness</strong></td>
<td></td>
</tr>
<tr>
<td>3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues</td>
<td>3A.1. Analyzes ways that a person's emotions can be affected by the behavior of others</td>
</tr>
<tr>
<td></td>
<td>3A.2. Accepts and shows respect for other people's perspectives, opinions, or points of view</td>
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<tr>
<td></td>
<td>3B. Exhibit civic responsibility in multiple settings</td>
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<tr>
<td></td>
<td>3B.1. Explains how their decisions and behaviors affect the well-being of their school, home, and community</td>
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<td></td>
<td>3B.2. Explores a community or global need to generate possible solutions</td>
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<td>3B.3. Engages in social critique and makes decisions that will lead to social change</td>
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<td></td>
<td>3B.4. Evaluates the impact of a school, home, or community initiative that the student was personally involved in</td>
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<tr>
<td></td>
<td>3C. Demonstrate an awareness and respect for human dignity, including culture and differences</td>
</tr>
<tr>
<td></td>
<td>3C.1. Recognizes the value of different cultures and social groups</td>
</tr>
<tr>
<td></td>
<td>3C.2. Recognizes how beliefs are shaped by social and cultural experiences</td>
</tr>
<tr>
<td><strong>Relationship Skills</strong></td>
<td></td>
</tr>
<tr>
<td>4A. Use positive communication and social skills to interact effectively with others</td>
<td>4A.1. Demonstrates ability to perform different roles in a cooperative group to achieve group goals</td>
</tr>
<tr>
<td></td>
<td>4A.2. 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</td>
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<tr>
<td></td>
<td>4A.3. Identifies appropriate and inappropriate uses of social and other media and the potential repercussions and implications</td>
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<tr>
<td>Competency</td>
<td>Dimension</td>
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<td>Relationship Skills</td>
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**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

### 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 the school environment
- Prepare to act 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
- 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

### Unit 4: Managing Relationships & Social Conflict
- Understand relationships are reciprocal
- Recognize the importance of building and maintaining positive relationships
- Apply the four-step conflict resolution process
- Identify ways to make amends
- Recognize the signs of healthy and unhealthy relationships

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### 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
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#### 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
- Recognize and reframe unhelpful thoughts
- Recognize the signs of stress and anxiety
- Apply stress- and emotion-management strategies

#### Unit 4: Managing Relationships & Social Conflict
- Describe the different perspectives of the people involved in a conflict
- Identify ways to make amends
- Recognize the signs of healthy and unhealthy relationships

### Competency

<table>
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<tr>
<th>Competency</th>
<th>Dimension</th>
<th>Developmental Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>5A.1. Stands up for other peers when they are teased, insulted, or left out</td>
<td>✔</td>
</tr>
<tr>
<td>5A.3. Analyzes the impact of media on one’s behavior</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>5A.4. Explains how honesty, respect, and compassion (empathy) enable one to take the needs of others into account</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations</td>
<td>5B.1. Identifies and applies the steps of systematic decision-making</td>
<td>✔</td>
</tr>
<tr>
<td>5B.2. Develops decision-making strategies for avoiding risky behavior</td>
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<td>5B.3. Defines how external influences impact decision-making</td>
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<tr>
<td>5B.4. Analyzes how decision-making skills affect study habits and academic performance</td>
<td>✔</td>
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