



ALIGNMENT CHART

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Virginia Social-Emotional Learning Guidance Standards

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

About Second Step® Programs

The research-based Second Step Elementary and Second Step Middle School digital programs are universal, web-based classroom programs designed to promote social-emotional competence, which can help increase students' school success and decrease problem behaviors.^{1,2} The programs help students learn how to cope with challenges, create positive relationships, and succeed both socially and academically. Skills are reviewed and expanded each year, gradually becoming more complex as students get older.

Lessons provide tools for students to develop the mindsets, knowledge, and skills to handle strong emotions, show kindness and empathy, build and strengthen friendships, make and follow through on good decisions, and solve problems with their peers.

How the Programs Meet Virginia State Standards

The following tables indicate which specific Second Step grade-band units, lessons, activities, materials, and teaching strategies can help students develop the knowledge, skills, and attitudes needed to meet the Virginia Social-Emotional Learning Guidance Standards.

Boxes are checked to indicate that the Second Step digital programs meet a given state standard within the identified grade or grade-band (for instance, Grades K–5) when:

1. Students have clear opportunities to actively process the knowledge or practice the skills described in the standard through discussion, writing, drawing, or other related activities.
2. There are opportunities for teachers to gather evidence of student learning in relation to the standards.

1. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

2. Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development, 88*(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>



Kindergarten

Virginia Social-Emotional Learning Guidance Standards

Second Step® Elementary Digital Program

		Key Skills and Concepts																
		Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting			Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving				
		Attention	Working memory	Inhibitory control	Focus attention	Recognize that attention helps them learn and stay safe	Recognize that skills improve with practice and effort	Understand that mistakes are part of learning	Identify familiar feelings from contextual and behavioral cues	Name and apply slow breathing as an emotion-management strategy	Name and apply asking an adult for help as an emotion-management strategy	Recognize the kind acts of others	Recognize their own kind acts	Demonstrate things they can say or do to show kindness to others	Manage strong emotions to feel calm before solving problems	State the problem	Demonstrate apologizing, taking turns, and sharing as solutions to problems	
Standard																		
Competency	Self-Awareness	SeA1: Ka, I can name basic emotions.							✓		✓				✓			
		SeA1: Kb, I can classify emotions as either comfortable or uncomfortable.																
		SeA1: Kc, I can be aware of how my body feels when I have different emotions.								✓								
		SeA2: Ka, I can list things I do well (strengths) and things I like (interests).																
		SeA2: Kb, I can recognize when things are hard for me and that it is okay to make mistakes, or ask for help.	✓					✓	✓									
		SeA2: Kc, I can identify a value/something important to me.																
	SeA2: Kd, I can recognize how I have similarities with others as well as how I am unique.																	
	Self-Management	SeM1: Ka, I can use verbal and nonverbal language to communicate different emotions.								✓	✓							
		SeM1: Kb, I can identify strategies that allow me to stay calm.									✓	✓				✓		
		SeM1: Kc, I can define and identify a time when I showed courage and perseverance.																
		SeM2: Ka, I can describe something I have accomplished.					✓		✓									
		SeM2: Kb, I can identify a personal or academic goal.						✓										
	SeM2: Kc, I can work independently and ask for help when needed.										✓							
	Social Awareness	SoA1: Ka, I can recognize the feelings and strengths of others.								✓	✓	✓			✓		✓	
SoA1: Kb, I can identify and value similarities and differences in abilities, cultures, traditions, and beliefs.																		
SoA1: Kc, I can explain why I am grateful for someone or something in my life.																		
SoA2: Ka, I can explain why something is fair or unfair.																		



Kindergarten

Virginia Social-Emotional Learning Guidance Standards

Second Step® Elementary Digital Program

		Key Skills and Concepts															
		Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving		
Standard		Attention	Working memory	Inhibitory control	Focus attention	Recognize that attention helps them learn and stay safe	Recognize that skills improve with practice and effort	Understand that mistakes are part of learning	Identify familiar feelings from contextual and behavioral cues	Name and apply slow breathing as an emotion-management strategy	Name and apply asking an adult for help as an emotion-management strategy	Recognize the kind acts of others	Recognize their own kind acts	Demonstrate things they can say or do to show kindness to others	Manage strong emotions to feel calm before solving problems	State the problem	Demonstrate apologizing, taking turns, and sharing as solutions to problems
Competency	Relationship Skills	ReS1: Ka, I can be considerate of others by taking turns, sharing, and using compliments to encourage others.						✓						✓			✓
		ReS1: Kb, I can name the actions of an active listener.				✓	✓										
		ReS1: Kc, I can recognize when I can solve a problem on my own or when I need adult support.									✓						✓
		ReS1: Kd, I can identify situations that are unkind or unfair.															
		ReS2: Ka, I can name the actions of a helpful teammate or group member.										✓					
		ReS2: Kb, I can understand that everyone has a need for personal space.															
Decision-Making		DeM1: Ka, I can describe a problem.													✓	✓	✓
		DeM1: Kb, I can recognize there may be more than one way to solve a problem.															✓
		DeM1: Kc, I can describe that all actions have outcomes.															
		DeM2: Ka, I can describe how I want to be treated.										✓					
		DeM2: Kb, I can feel good about myself by showing kindness toward others.											✓	✓			✓



Grades 1-2

Virginia Social-Emotional Learning Guidance Standards

Second Step® Elementary Digital Program

Standard		Key Skills and Concepts																					
		Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving						
		Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind acts	Manage strong emotions to feel calm before solving problems	Apply strategies to solve problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem		
Competency	Self-Awareness	SeA1: 1-2a, I can identify a variety of emotions.							✓	✓	✓	✓											
		SeA1: 1-2b, I can understand that my emotions are natural and will change.							✓	✓	✓	✓											
		SeA1: 1-2c, I can understand that certain events and situations can impact my emotions.							✓		✓	✓											
		SeA2: 1-2a, I can identify my personal strengths and interests inside and outside of the school setting.						✓															
		SeA2: 1-2b, I can recognize when I have worked hard to overcome a challenging situation.					✓		✓														
		SeA2: 1-2c, I can recognize my personal values.																		✓			
	Self-Management	SeM1: 1-2a, I can identify safe, kind, and helpful ways to express my emotions.										✓											
		SeM1: 1-2b, I can recognize my body's signals and apply a strategy to help me stay in control.			✓							✓											
		SeM1: 1-2c, I can describe times when I showed courage and when I kept trying in a challenging situation.					✓		✓														
		SeM2: 1-2a, I can describe something I have accomplished and identify something I would like to accomplish in the future.					✓		✓														
		SeM2: 1-2b, I can set and achieve simple, short-term goals.					✓		✓														
		SeM2: 1-2c, I can follow a multi-step plan independently.							✓														
Social Awareness	SoA1: 1-2a, I can recognize other people's feelings and respond in kind and safe ways.									✓	✓	✓	✓	✓	✓	✓		✓					
	SoA1: 1-2b, I can discuss similarities and differences in abilities, cultures, traditions, and beliefs.																						
	SoA1: 1-2c, I can explain what gratitude is and why it is important to show it.																						
	SoA2: 1-2a, I can understand that fair does not always mean that everyone gets the same thing.																						



Grades 1-2

Virginia Social-Emotional Learning Guidance Standards

Second Step® Elementary Digital Program

		Key Skills and Concepts																			
		Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving				
		Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind acts	Manage strong emotions to feel calm before solving problems	Apply strategies to solve problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem
Standard																					
Competency	Relationship Skills	ReS1: 1-2a, I can communicate my needs, wants, and ideas to adults and peers in a positive way.															✓		✓	✓	
	ReS1: 1-2b, I can demonstrate active listening skills when interacting with adults and peers.	✓	✓	✓	✓																
	ReS1: 1-2c, I can demonstrate when to resolve conflicts with peers independently and when to include an adult.																	✓	✓	✓	✓
	ReS1: 1-2d, I can describe what I would do if I saw someone being treated unkindly or unfairly.																				
	ReS2: 1-2a, I can demonstrate the actions of a helpful teammate or group member.												✓								
	ReS2: 1-2b, I can identify non-verbal cues that indicate how others may feel.									✓	✓										
Decision-Making	DeM1: 1-2a, I can classify a problem based on its size.																	✓	✓		✓
	DeM1: 1-2b, I can list strategies to solve a problem.																	✓	✓		✓
	DeM1: 1-2c, I can recognize that I have choices in how to respond in a situation.											✓	✓		✓	✓	✓	✓	✓	✓	✓
	DeM2: 1-2a, I can describe and appreciate ways that I am similar to and different from other people.																				
	DeM2: 1-2b, I can explain how the choices I make impact others.												✓			✓	✓	✓	✓	✓	



Grades 3-4

Virginia Social-Emotional Learning Guidance Standards

Second Step® Elementary Digital Program

		Key Skills and Concepts																										
		Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting					Unit 2: Emotion Management					Unit 3: Empathy & Kindness				Unit 4: Problem-Solving								
		Attention	Working memory	Inhibitory control	Cognitive flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	Recognize that regulating emotions is necessary to make good 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 help empathize with others	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		
Standard																												
Competency	Self-Awareness	SeA1: 3-4a, I can understand I can have more than one emotion at the same time.																										
		SeA1: 3-4b, I can recognize the difference between negative and positive self-talk.													✓	✓												
		SeA1: 3-4c, I can identify my emotions based on my body signals, events, and situations.										✓	✓	✓	✓	✓												
		SeA2: 3-4a, I can identify my personal strengths and interests inside and outside of the school setting.					✓	✓	✓																			
		SeA2: 3-4b, I can identify my personal challenges and recognize that I can address these challenges by having a growth mindset.					✓	✓	✓	✓	✓	✓																
		SeA2: 3-4c, I can identify ways I can show values such as honesty, kindness, and integrity through my actions.																✓		✓	✓						✓	
Competency	Self-Management	SeM1: 3-4a, I can evaluate ways that I currently express emotions as either kind or unkind.																										
		SeM1: 3-4b, I can identify coping skills for specific situations that cause me to feel stress or uncomfortable emotions.														✓	✓											
		SeM1: 3-4c, I can describe how I can use courage and perseverance to overcome a challenging situation.						✓	✓	✓	✓	✓																
		SeM2: 3-4a, I can recognize the connection between short-term and long-term goals.							✓	✓	✓	✓																
		SeM2: 3-4b, I can set a goal, divide it into steps, and identify strategies to reach it.							✓	✓	✓																	
		SeM2: 3-4c, I can develop and improve my daily organizational skills.																										
Competency	Social Awareness	SoA1: 3-4a, I can define empathy and explain ways to demonstrate it.															✓	✓	✓	✓								
		SoA1: 3-4b, I can ask questions in a positive manner about other people's cultures, traditions, and beliefs.																										
		SoA1: 3-4c, I can develop regular habits that allow me to express gratitude.																										



Grades 3-4

Virginia Social-Emotional Learning Guidance Standards

Second Step® Elementary Digital Program

Standard		Key Skills and Concepts																										
		Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting					Unit 2: Emotion Management					Unit 3: Empathy & Kindness				Unit 4: Problem-Solving								
		Attention	Working memory	Inhibitory control	Cognitive flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	Recognize that regulating emotions is necessary to make good 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 help empathize with others	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		
Social Awareness	SoA2: 3-4a, I can understand that people may face different barriers based on their identity and groups in society and that this is not fair.																											
	SoA2: 3-4b, I can understand how stereotypes can be harmful.																											
	SoA2:3-4c, I can recognize and value the thoughts and feelings of others.											✓						✓	✓	✓				✓	✓	✓	✓	
Relationship Skills	ReS1: 3-4a, I can demonstrate positive verbal and non-verbal communication skills through my words, tone of voice, and body language (incorporate social media).	✓	✓		✓																							
	ReS1: 3-4b, I can independently apply active listening skills in different situations.	✓			✓													✓	✓	✓								
	ReS1: 3-4c, I can apologize in a meaningful way when I have made a mistake (even if it was an accident).																											
	ReS1: 3-4d, I can brainstorm ways to tell someone when their words or actions are hurtful.																											
	ReS2: 3-4a, I can identify different roles within a group setting and I understand how they all contribute.														✓	✓												
	ReS2: 3-4b, I can adapt my behavior based on another's non-verbal cues.				✓																							
Decision-Making	DeM1: 3-4a, I can explain what is within my control and what is outside of my control when facing a problem.																				✓	✓	✓	✓	✓	✓	✓	
	DeM1: 3-4b, I can explain the information I used as well as the steps I took when making a decision.																				✓	✓	✓	✓	✓	✓	✓	
	DeM1: 3-4c, I can recognize that my choices may result in different outcomes.																			✓		✓	✓	✓	✓	✓	✓	
	DeM2: 3-4a, I can develop an awareness of and comfort with my membership in multiple groups in society.																											
	DeM2: 3-4b, I can consider the feelings and rights of myself and others when making decisions.																				✓	✓	✓	✓	✓	✓	✓	



Grade 5

Virginia Social-Emotional Learning Guidance Standards

Second Step® Elementary Digital Program

		Key Skills and Concepts																					
		Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness		Unit 4: Problem-Solving								
		Attention	Working memory	Inhibitory control	Cognitive flexibility	Identify a personal goal and make a plan to reach the goal	Monitor progress and identify roadblocks	Modify a plan to move or work around roadblocks	Reflect to inform future goals	Recognize the unique things that cause them to experience strong emotions	Identify emotion-management strategies they currently use that work well for them	Anticipate and plan for situations that cause strong emotions	Identify and analyze how individuals use empathy to make their community better	Use empathy and perspective-taking to identify a problem and a potential solution within their community	Manage strong emotions to feel calm before solving problems	State the problem without blaming and from the perspectives of all people involved	Generate solutions to take all people's perspectives into consideration	Evaluate possible outcomes of solutions to a problem based on others' 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			
Standard																							
Competency	Self-Awareness	SeA1: 5-6a, I can differentiate among a variety of complex emotions.								✓	✓	✓											
		SeA1: 5-6b, I can identify examples of how my positive and negative self-talk can impact my emotions.											✓										
		SeA1: 5-6c, I can anticipate my emotions based on my body signals, events, and situations.									✓	✓	✓			✓							
		SeA2: 5-6a, I can analyze how my personal strengths give me confidence in multiple settings.																					
		SeA2: 5-6b, I can identify actions I can take to overcome personal challenges.					✓	✓	✓	✓													
		SeA2: 5-6c, I can understand the relationship between my values and interests.																					
Competency	Self-Management	SeA2: 5-6d, I can develop an awareness of and comfort with my membership in multiple groups in society.																					
		SeM1: 5-6a, I can identify the difference between healthy and unhealthy stress levels.																					
		SeM1: 5-6b, I can proactively plan and apply a coping skill for handling a stressful situation that typically causes me to experience uncomfortable emotions.											✓			✓							
		SeM1: 5-6c, I can identify and utilize strategies for persevering through challenges and setbacks.					✓	✓	✓	✓			✓			✓							
		SeM2: 5-6a, I can identify the importance of setting academic goals for personal growth.					✓																
		SeM2: 5-6b, I can plan, implement, and monitor progress toward reaching my goals.					✓	✓	✓	✓													
Competency	Social Awareness	SeM2: 5-6c, I can manage my time to help me achieve my goals.					✓	✓	✓	✓													
		SoA1: 5-6a, I can empathize with others' thoughts, perspectives, and emotions.												✓	✓		✓	✓	✓	✓			
		SoA1: 5-6b, I can gain a broader understanding by asking questions and listening to those with different perspectives, backgrounds, and cultures.															✓	✓	✓	✓			



Grade 5

Virginia Social-Emotional Learning Guidance Standards

Second Step® Elementary Digital Program

		Key Skills and Concepts																		
		Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness		Unit 4: Problem-Solving					
		Attention	Working memory	Inhibitory control	Cognitive flexibility	Identify a personal goal and make a plan to reach the goal	Monitor progress and identify roadblocks	Modify a plan to move or work around roadblocks	Reflect to inform future goals	Recognize the unique things that cause them to experience strong emotions	Identify emotion-management strategies they currently use that work well for them	Anticipate and plan for situations that cause strong emotions	Identify and analyze how individuals use empathy to make their community better	Use empathy and perspective-taking to identify a problem and a potential solution within their community	Manage strong emotions to feel calm before solving problems	State the problem without blaming and from the perspectives of all people involved	Generate solutions to take all people's perspectives into consideration	Evaluate possible outcomes of solutions to a problem based on others' 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
Standard																				
Social Awareness	SoA1: 5-6c, I can express gratitude for others, including those with different perspectives.																			
	SoA2: 5-6a, I can identify when people are treated unfairly.																			
	SoA2: 5-6b, I can explain how stereotypes can create bias.																			
Relationship Skills	ReS1: 5-6a, I can explain and demonstrate how positive communication skills help build and maintain healthy relationships (incorporate social media).														✓	✓	✓	✓		
	ReS1: 5-6b, I can use active listening to successfully understand multiple perspectives.															✓	✓	✓	✓	
	ReS1: 5-6c, I can outline and practice the use of conflict-resolution skills with adult support.													✓	✓	✓	✓	✓	✓	✓
	ReS1: 5-6d, I can demonstrate how I will navigate situations when I might feel pressured to go along with injustice.																			
	ReS2: 5-6a, I can independently perform different roles in a group setting.								✓		✓		✓							
	ReS2: 5-6b, I can self-assess my relationship-building skills.																			
	ReS2: 5-6c, I can recognize how positive and negative peer pressure affect me.																			
	ReS2: 5-6d, I can demonstrate how to give and receive feedback in a constructive way.			✓									✓		✓					
Decision-Making	DeM1: 5-6a, I can determine what is within my control, what is outside of my control, and what is within my influence when facing a problem.					✓	✓				✓		✓	✓	✓	✓	✓	✓	✓	✓
	DeM1: 5-6b, I can show curiosity about a social problem by asking questions and gathering evidence to identify potential solutions.															✓	✓	✓	✓	
	DeM1: 5-6c, I can identify the multiple outcomes that can result from my choices.																✓			
	DeM2: 5-6a, I can describe my beliefs, values, and the multiple groups in society that help create my identity and inform my decision-making process.																			
	DeM2: 5-6b, I can explain how the perspectives of others should be considered when making decisions.														✓	✓	✓	✓	✓	



Grade 6

Virginia Social-Emotional Learning Guidance Standards

Second Step® Middle School Digital Program

		Key Skills and Concepts														
		Unit 1: Mindsets & Goals				Unit 2: Recognizing Bullying & Harassment				Unit 3: Thoughts, Emotions & Decisions			Unit 4: Managing Relationships & Social Conflict			
		Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set and create plans to achieve personal goals	Monitor progress toward goals	Recognize common types of bullying	Understand the negative impacts of bullying	Determine the best upstander strategy for a situation	Apply responsible decision-making to be an upstander	Assess when and why one feels a strong emotion	Understand how emotions influence decision-making in positive and negative ways	Apply emotion-management strategies across different contexts	Recognize the difference between minor and major social conflicts	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends after a social conflict
Standard																
Competency	Self-Awareness	SeA1: 5-6a, I can differentiate among a variety of complex emotions.								✓	✓	✓				
		SeA1: 5-6b, I can identify examples of how my positive and negative self-talk can impact my emotions.								✓						
		SeA1: 5-6c, I can anticipate my emotions based on my body signals, events, and situations.								✓	✓	✓				
		SeA2: 5-6a, I can analyze how my personal strengths give me confidence in multiple settings.														
		SeA2: 5-6b, I can identify actions I can take to overcome personal challenges.	✓		✓	✓										
		SeA2: 5-6c, I can understand the relationship between my values and interests.														
	SeA2: 5-6d, I can develop an awareness of and comfort with my membership in multiple groups in society.															
	Self-Management	SeM1: 5-6a, I can identify the difference between healthy and unhealthy stress levels.														
		SeM1: 5-6b, I can proactively plan and apply a coping skill for handling a stressful situation that typically causes me to experience uncomfortable emotions.	✓		✓							✓				
		SeM1: 5-6c, I can identify and utilize strategies for persevering through challenges and setbacks.	✓		✓	✓						✓		✓	✓	
		SeM2: 5-6a, I can identify the importance of setting academic goals for personal growth.		✓	✓	✓										
		SeM2: 5-6b, I can plan, implement, and monitor progress toward reaching my goals.			✓	✓										
		SeM2: 5-6c, I can manage my time to help me achieve my goals.			✓	✓										
	Social Awareness	SoA1: 5-6a, I can empathize with others' thoughts, perspectives, and emotions.							✓					✓	✓	
SoA1: 5-6b, I can gain a broader understanding by asking questions and listening to those with different perspectives, backgrounds, and cultures.												✓			✓	



Grade 6

Virginia Social-Emotional Learning Guidance Standards

Second Step® Middle School Digital Program

		Key Skills and Concepts													
		Unit 1: Mindsets & Goals				Unit 2: Recognizing Bullying & Harassment				Unit 3: Thoughts, Emotions & Decisions			Unit 4: Managing Relationships & Social Conflict		
		Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set and create plans to achieve personal goals	Monitor progress toward goals	Recognize common types of bullying	Understand the negative impacts of bullying	Determine the best upstander strategy for a situation	Apply responsible decision-making to be an upstander	Assess when and why one feels a strong emotion	Understand how emotions influence decision-making in positive and negative ways	Apply emotion-management strategies across different contexts	Recognize the difference between minor and major social conflicts	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process
Standard															
Social Awareness	SoA1: 5-6c, I can express gratitude for others, including those with different perspectives.														
	SoA2: 5-6a, I can identify when people are treated unfairly.					✓	✓	✓	✓						
	SoA2: 5-6b, I can explain how stereotypes can create bias.														
Relationship Skills	ReS1: 5-6a, I can explain and demonstrate how positive communication skills help build and maintain healthy relationships (incorporate social media).													✓	✓
	ReS1: 5-6b, I can use active listening to successfully understand multiple perspectives.												✓	✓	
	ReS1: 5-6c, I can outline and practice the use of conflict-resolution skills with adult support.											✓	✓	✓	✓
	ReS1: 5-6d, I can demonstrate how I will navigate situations when I might feel pressured to go along with injustice.							✓	✓						
	ReS2: 5-6a, I can independently perform different roles in a group setting.	✓		✓	✓			✓						✓	✓
	ReS2: 5-6b, I can self-assess my relationship-building skills.														
	ReS2: 5-6c, I can recognize how positive and negative peer pressure affect me.														
	ReS2: 5-6d, I can demonstrate how to give and receive feedback in a constructive way.													✓	
Decision-Making	DeM1: 5-6a, I can determine what is within my control, what is outside of my control, and what is within my influence when facing a problem.											✓	✓	✓	✓
	DeM1: 5-6b, I can show curiosity about a social problem by asking questions and gathering evidence to identify potential solutions.													✓	
	DeM1: 5-6c, I can identify the multiple outcomes that can result from my choices.				✓			✓			✓				✓
	DeM2: 5-6a, I can describe my beliefs, values, and the multiple groups in society that help create my identity and inform my decision-making process.														
	DeM2: 5-6b, I can explain how the perspectives of others should be considered when making decisions.												✓	✓	



Grades 7-8

Virginia Social-Emotional Learning Guidance Standards

Second Step® Middle School Digital Program

Standard		Key Skills and Concepts																					
		Unit 1: Mindsets & Goals						Unit 2: Recognizing Bullying & Harassment					Unit 3: Thoughts, Emotions & Decisions					Unit 4: Managing Relationships & Social Conflict					
		Recognize that social challenges are common and get better in time	Understand the brain can grow and change	Interpret mistakes as learning opportunities	Identify important aspects of their identity, including interests	Apply personal strengths to develop an interest	Anticipate roadblocks to success and plan strategies to overcome them	Recognize bullying and harassment	Understand students' rights to be protected from harassment	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	Identify the underlying emotions that influence unhelpful thoughts	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Recognize that some stress can be positive	Apply stress- and emotion-management strategies across contexts	Identify the actions that contribute to an escalating conflict	Apply the four-step conflict resolution process	Take responsibility and make amends	Recognize the signs of healthy and unhealthy relationships	Treat others with respect despite differing values and opinions	Apply conflict-management strategies when values and perspectives differ
Self-Awareness	SeA1: 7-8a, I can analyze current or past emotions by considering what caused them, as well as how long they lasted (duration).										✓	✓	✓	✓	✓								
	SeA1: 7-8b, I can recognize the relationship between my self-talk and emotions.										✓	✓	✓	✓	✓								
	SeA1: 7-8c, I can analyze my emotions based on my body signals, events, and situations.										✓	✓	✓	✓	✓								
	SeA2: 7-8a, I can analyze how my personal strengths, interests, challenges, and values influence my ability to plan for the future.	✓			✓	✓	✓																
	SeA2: 7-8b, I can identify and communicate what motivates me when taking on challenges.			✓	✓	✓	✓																
	SeA2: 7-8c, I can identify how my values and experiences influence my own learning.	✓	✓	✓	✓	✓	✓																
Self-Management	SeA2: 7-8d, I can comfortably talk about myself and positively describe my various group identities.				✓	✓	✓																
	SeM1: 7-8a, I can identify the difference between healthy and unhealthy stress levels.													✓	✓	✓							
	SeM1: 7-8b, I can apply coping skills to process thoughts, express my emotions, and manage stressful situations.												✓			✓	✓						
	SeM1: 7-8c, I can reframe a challenging situation into a positive or learning opportunity for growth.	✓	✓				✓						✓		✓	✓							
	SeM2: 7-8a, I can evaluate my goals in relation to my previous accomplishments.					✓	✓																
	SeM2: 7-8b, I can monitor progress toward a specified goal by developing checkpoints or adjusting the plan as needed.					✓	✓																
Social Awareness	SeM2: 7-8c, I can evaluate how my ability to prioritize and manage my time impacts my goal achievement.																						
	SoA1: 7-8a, I can accept when the viewpoints or perceptions of others are different from mine.																				✓	✓	
	SoA1: 7-8b, I can develop an understanding and appreciation of different abilities, backgrounds, cultures, and social groups.																						
	SoA1: 7-8c, I can independently express gratitude in multiple settings.																						



Grades 7-8

Virginia Social-Emotional Learning Guidance Standards

Second Step® Middle School Digital Program

Standard		Key Skills and Concepts																					
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Social Awareness	SoA2: 7-8a, I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, policies, practices, and laws.						✓	✓	✓	✓	✓												
	SoA2: 7-8b, I can explain the difference between conscious bias and unconscious bias.																						
Relationship Skills	ReS1: 7-8a, I can explain how my interactions directly impact my reputation and relationships (including interactions on social and digital media).								✓		✓						✓		✓	✓	✓		
	ReS1: 7-8b, I can recognize the non-verbal communication of others to improve my listening skills.																						
	ReS1: 7-8c, I can outline and practice the use of conflict-resolution skills to solve problems peacefully.																✓	✓	✓	✓	✓	✓	
	ReS1: 7-8d, I can identify causes that matter to me and how I can advocate or take action for change.							✓	✓	✓	✓												
	ReS2: 7-8a, I can advocate for my role within a group as well as for the inclusion of others.										✓												
	ReS2: 7-8b, I can identify a relationship-building skill that I would like to improve.																						
	ReS2: 7-8c, I can identify characteristics of positive and negative relationships.																			✓			
ReS2: 7-8d, I can offer and receive constructive feedback.																					✓		
Decision-Making	DeM1: 7-8a, I can reflect on lessons learned from actual experiences to inform future practices.	✓	✓	✓	✓	✓	✓																
	DeM1: 7-8b, I can demonstrate open-mindedness by evaluating how external factors can impact my decision-making.					✓	✓		✓	✓				✓	✓	✓		✓			✓	✓	
	DeM1: 7-8c, I can compare and contrast possible outcomes of my decisions.																✓	✓	✓				
	DeM2: 7-8a, I can evaluate how my membership in multiple groups combine to make me who I am and that none of my individual groups on their own fully defines me.																						
	DeM2: 7-8b, I can evaluate how my decisions impact myself and others.		✓		✓	✓	✓				✓					✓	✓	✓	✓		✓	✓	