





ALIGNMENT CHART

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. 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:

- 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

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

		POCOND		Brain Builders tive-Functior			Unit 1: Grow & Goal-			Unit 2: E	Emotion Mana	igement	Unit 3:	Empathy & K	indness	Unit 4	l: Problem-So	lving
		Second Step® Elementary Digital Program	Attention	Working memory	Inhibitory control	ocus 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	tate the problem	Demonstrate apologizing, taking turns, and sharing as solutions to problems
		Standard			_		E (0	H 02		_ 2	2 0	2 Ψ				2 0)	U)	2 0,
		SeA1: Ka, I can name basic emotions.								V		V				V		
١		SeA1: Kb, I can classify emotions as either comfortable or uncomfortable.																
	ess	SeA1: Kc, I can be aware of how my body feels when I have different emotions.								~								
ı	Awaren	SeA2: Ka, I can list things I do well (strengths) and things I like (interests).																
ı	Self-	SeA2: Kb, I can recognize when things are hard for me and that it is okay to make mistakes, or ask for help.	~					•	~									
- 1		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.																
mpetency		SeM1: Ka, I can use verbal and nonverbal language to communicate different emotions.								~	~							
Com	nent	SeM1: Kb, I can identify strategies that allow me to stay calm.									V	~				V		
	lanager	SeM1: Kc, I can define and identify a time when I showed courage and perseverance.																
- 1	elf-N	SeM2: Ka, I can describe something I have accomplished.					✓		V									
- 1	Ŏ.	SeM2: Kb, I can identify a personal or academic goal.						✓										
		SeM2: Kc, I can work independently and ask for help when needed.										✓						
- 1	S	SoA1: Ka, I can recognize the feelings and strengths of others.								✓	✓	✓			✓		✓	
1	warene	SoA1: Kb, I can identify and value similarities and differences in abilities, cultures, traditions, and beliefs.																
	ocial A	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.																



		-ACOND		Brain Builders			Unit 1: Grow & Goal-			Unit 2: E	Emotion Management	Unit 3:	Empathy & K	indness	Unit 4	1: Problem-S	olving
		Siep* Kindergarten					on helps them learn	improve with	kes are part of learning	s from contextual and	reathing as an strategy strategy an adult for help as an strategy	s of others	kind acts	ey can say or do to show	ns to feel calm before		ng, taking turns, and problems
		Virginia Social-Emotional Learning Guidance Standards Second Step [®] Elementary Digital Program	Attention	Working memory	Inhibitory control	Focus attention	Recognize that attention and stay safe	Recognize that skills in practice and effort	Understand that mistake	Identify familiar feelings from behavioral cues	Name and apply slow breathing as a emotion-management strategy Mame and apply asking an adult for emotion-management strategy	Recognize the kind acts	Recognize their own kir	Demonstrate things they kindness to others	Manage strong emotions solving problems	State the problem	Demonstrate apologizing, taking turns, sharing as solutions to problems
_		Standard															
1		ReS1: Ka, I can be considerate of others by taking turns, sharing, and using compliments to encourage others.							•					✓			✓
	<u>s</u>	ReS1: Kb, I can name the actions of an active listener.				~	✓										
1	hip Skil	ReS1: Kc, I can recognize when I can solve a problem on my own or when I need adult support.									✓						✓
	tions	ReS1: Kd, I can identify situations that are unkind or unfair.															
ncy	Relat	ReS2: Ka, I can name the actions of a helpful teammate or group member.										~					
Competency		ReS2: Kb, I can understand that everyone has a need for personal space.															
8		DeM1: Ka, I can describe a problem.													✓	~	✓
1	laking	DeM1: Kb, I can recognize there may be more than one way to solve a problem.															~
	on-N	DeM1: Kc, I can describe that all actions have outcomes.															
	ecisi	DeM2: Ka, I can describe how I want to be treated.										~					
	Δ	DeM2: Kb, I can feel good about myself by showing kindness toward others.											•	•			~

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Brain Builders (Executive-Function Skills)

		Grades 1–2 Virginia Social-Emotional Learning Guidance Standards Second Step [®] Elementary Digital Program	Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replachelpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in othe	Recognize strong emotions	Manage strong emotions by using strate to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kino	Manage strong emotions to feel calm be 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																				
		SeA1: 1-2a, I can identify a variety of emotions.								/	~	V	/									
1		SeA1: 1-2b, I can understand that my emotions are natural and will change.								•	•	•	~									
1	SSəL	SeA1: 1-2c, I can understand that certain events and situations can impact my emotions.								~		•	~									
1	Awareı	SeA2: 1-2a, I can identify my personal strengths and interests inside and outside of the school setting.							~													
1	Self-	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.																		~		
1		SeA2: 1-2d, I can develop an awareness of multiple groups in society.																				
ıcy		SeM1: 1-2a, I can identify safe, kind, and helpful ways to express my emotions.											~					~				
Competency	nent	SeM1: 1-2b, I can recognize my body's signals and apply a strategy to help me stay in control.			~								~					•				
ပိ	lanager	SeM1: 1-2c, I can describe times when I showed courage and when I kept trying in a challenging situation.					~		~													
1	Self-M	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.							~													
		SoA1: 1-2a, I can recognize other people's feelings and respond in kind and safe ways.									~	~	~	~	~	•	~	~		~		
1	varenes	SoA1: 1-2b, I can discuss similarities and differences in abilities, cultures, traditions, and beliefs.																				
	ocial Av	SoA1: 1-2c, I can explain what gratitude is and why it is important to show it.																				
	Š	SoA2: 1-2a, I can understand that fair does not always mean that everyone gets the same thing.																				
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Unit 1: Growth Mindset & Goal-Setting **Key Skills and Concepts**

Unit 3: Empathy & Kindness

Unit 2: Emotion Management



	PCOND		rain Builde ive-Functio		'		vth Mindse -Setting	t	Unit	t 2: Emotio	n Manager	nent	Uni	t 3: Empath	ny & Kindn	ess		Unit 4:	: Problem-	Solving	
	Grades 1-2				iore distractions	lenges while e part of learning	thoughts and replace with	prove with	s own emotions	emotions in others	suoj	ns by using strategies	nd act kindly	S S	hers	y can lead to kind acts	ns to feel calm before	/e problems	nd make amends	out blame or	to a problem
	Virginia Social-Emotional Learning Guidance Standards		emory	control	ntion and ign	through challer ng mistakes are p	unhelpful the ughts	that skills impr d effort	d name one's	and identify	strong emoti	rong emotior	dness ar	' perspectives	mpathy for ot	that empathy can	rong emotions blems	egies to solv	accidents ar	problem with	any solutions
	Second Step [®] Elementary Digital Program	Attention	Working m	Inhibitory c	Focus attention	Persevere t	Recognize unhelpful helpful thoughts	Recognize that skill practice and effort	Identify and name	Recognize	Recognize	Manage strong e to feel calm	Recognize kind toward others	Take others'	Develop en	Recognize that	Manage strong e solving problems	Apply strat	Recognize	State the p	Think of ma
	Standard																				
	ReS1: 1-2a, I can communicate my needs, wants, and ideas to adults and peers in a positive way.																•		~	~	
<u>n</u>	ReS1: 1-2b, I can demonstrate active listening skills when interacting with adults and peers.	~	~	~	~																
שאס לווו	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.																				
ž į	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.									~	~										
	DeM1: 1-2a, I can classify a problem based on its size.																	~	V		/
ි වි	DeM1: 1-2b, I can list strategies to solve a problem.																	V	V		V
OII-IVIAN	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.												~			~	~	/	~	/	



Brain Builders (Executive-Function Skills)

Standard Standard Commencer Standard Standard Commencer Standard Com			Grades 3-4 Virginia Social-Emotional Learning Guidance Standards Second Step* Elementary Digital Program	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 wa	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it ha 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 frien and strengthen relationships	Recognize that people can have different p of view about the same thing	Recognize that empathy and perspective-taking can help them get alonwith others	Apply perspective-taking strategies to help empathize with others	Explain the importance of being calm befor problem-solving	Explain the importance of speaking up for c self when solving a problem	State the problem without blaming and fror points of view	Generate solutions to take all points of viev into consideration	Evaluate possible outcomes of solutions to problem based on all points of view	Pick a solution that is safe, respectful, and could work for everyone
the same time. SaA1 3.4h, Ican reception the difference between negative and positive cost ratio. SaA2.3.4h, Ican identify my emotions based on my body signals, eccurring, and disturbing where the process and disturbing and control of the process of the proce	٠.	_																										
positive cell-raid. Separation of the substantial strengths and interests introduced in my body signals, events, mid situations. Separation of substantial strengths and interests introduced in the substantial strengths and interests in middle and outside of the substantial strengths and interests. Separation of substantial strengths and interests in the substantial strengths and interests. Separation of substantial strengths in the substantial strengths. Separation of substantial strengths and interests. Separation of substantial strengths and interests and interests. Separation of substantial strengths and interests and interests. Separation of substantial strengths and supstantial strengths and substantial strengths and substa																												
events, and situations. SeA2: 3-4a, I can identify my personal strengths and interests inside and outside of the school setting. SeA2: 3-4a I, Can identify my personal challenges and recognize the inside and outside of the school setting. SeA2: 3-4a I, Can identify my personal challenges and recognize the can address these challenges by heigh a growth mindest. SeA2: 3-4a I, Can identify mys I can show values such as honestry, kindness, and integrity through my actions. SeA2: 3-4a I, Can identify mys I can show values such as honestry, kindness, and integrity through my actions. SeA2: 3-4a I, Can identify mys I can show values such as honestry, kindness, and integrity through my actions. SeA2: 3-4a I, Can identify mys I can identify capture in society that help create my dentity. SeA3: 3-4b, I can identify appropriate hour can make the company of the compan																•	•											
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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. SeA2: 3-4c, I can describe the multiple groups in society that help create my identity. SeA3: 3-4c, I can describe the multiple groups in society that help create my identity. SeA4: 3-4c, I can describe the multiple groups in society that help create my identity. SeA4: 3-4c, I can describe the multiple groups in society that help create my identity. SeA4: 3-4c, I can describe the multiple groups in society that help create my identity. SeA4: 3-4c, I can identify coping skills for specific situations that cause must not feel stress or uncomfortable emotions. SeA4: 3-4c, I can identify coping skills for specific situations that cause must not feel stress or uncomfortable emotions. SeA4: 3-4c, I can identify coping skills for specific situations that cause must not feel stress or uncomfortable emotions. SeA4: 3-4c, I can develop and improve my daily organizational skills. SeA4: 3-4c, I can develop and improve my daily organizational skills. SeA4: 3-4c, I can develop and improve my daily organizational skills. SeA4: 3-4c, I can develop and improve my daily organizational skills. SeA4: 3-4c, I can develop and improve my daily organizational skills.		Awarer	SeA2: 3-4a, I can identify my personal strengths and interests inside and outside of the school setting.						•	~																		
kindness, and integrity through my actions. SeA2: 3-4d, I can describe the multiple groups in society that help create my identify. SeM1: 3-4a, I can evaluate ways that I currently express emotions as either kind or unkind. SeM1: 3-4b, and identify coping skills for specific situations that cause me to feel stress or uncomfortable emotions. SeM1: 3-4b, and secribe 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 stresses and integrity compositions in a positive manner about other posples cultures, fractions, and beliefs. SoA1: 3-4b, I can set a question in a positive manner about other posples cultures, fractions, and beliefs. SoA1: 3-4c, I can develop regular habits that allow me to		Self						~	•	•	~	~	•															
Create my identity. SeM: 3-4a, I can evaluate ways that I currently express emotions as either kind or unkind. SeM: 3-4b, I can identify coping skills for specific situations that cause me to feel stress or uncomfortable emotions. SeM: 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: 3-4c, I can develop and improve my daily organizational skills. SeM2: 3-4c, I can develop and improve my daily organizational skills. 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																			•		•	•			•			
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		Social areness																										
		Aw																										

Unit 1: Growth Mindset & Goal-Setting **Key Skills and Concepts**

Unit 2: Emotion Management

Unit 3: Empathy & Kindness



Brain Builders (Executive-Function Skills)

		Grades 3-4 Virginia Social-Emotional Learning Guidance Standards Second Step* Elementary Digital Program	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																									
	ess	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.																									
	Socia	SoA2: 3-4b, I can understand how stereotypes can be harmful.																									
	- Aw	SoA2:3-4c, I can recognize and value the thoughts and feelings of others.												~					~	~	•			~	~	•	~
		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).	•	•		•																		~			
١		ReS1: 3-4b, I can independently apply active listening skills in different situations.	~			~													~	v	•						
١	o Skills	ReS1: 3-4c, I can apologize in a meaningful way when I have made a mistake (even if it was an accident).																									
cy	tionship	ReS1: 3-4d, I can brainstorm ways to tell someone when their words or actions are hurtful.																									
Competency	Rela	ReS2: 3-4a, I can identify different roles within a group setting and I understand how they all contribute.								•	~																
ပိ		ReS2: 3-4b, I can adapt my behavior based on another's non-verbal cues.			•																						
		ReS2: 3-4c, I can identify the difference between positive and negative peer pressure.																									
		DeM1: 3-4a, I can explain what is within my control and what is outside of my control when facing a problem.																				~	~	~	~	~	~
١	aking	DeM1: 3-4b, I can explain the information I used as well as the steps I took when making a decision.																				~	~		~	~	
	sion-Ma	DeM1: 3-4c, I can recognize that my choices may result in different outcomes.						•							•						~		~	~	~	~	•
	Decis	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.																				~	~	V	~	~	•

Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts

Unit 2: Emotion Management

Unit 3: Empathy & Kindness

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		-ACOND	(Ex		Builders unction Skil	ls)		Unit 1: Grow & Goal-			Unit 2: Er	notion Man	agement	Unit 3: E & Kin			U	Jnit 4: Prob	lem-Solvin	3	
		Grade 5 Virginia Social-Emotional Learning Guidance Standards Second Step* Elementary Digital Program	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	it would be best to work on the problem
		Standard																			
		SeA1: 5-6a, I can differentiate among a variety of complex emotions.									/	V	/								
- 1		SeA1: 5-6b, I can identify examples of how my positive and negative self-talk can impact my emotions.											~								
-	ess	SeA1: 5-6c, I can anticipate my emotions based on my body signals, events, and situations.									•	•	•			~					
-	Awaren	SeA2: 5-6a, I can analyze how my personal strengths give me confidence in multiple settings.																			
-	Self-	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.																			
petency		SeM1: 5-6a, I can identify the difference between healthy and unhealthy stress levels.																			
Comp	ment	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.											•			~					
-	lanager	SeM1: 5-6c, I can identify and utilize strategies for persevering through challenges and setbacks.					~	•	•	•			•			✓					
	Self-N	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.					/	✓	~	✓											
	ial	SoA1: 5-6a, I can empathize with others' thoughts, perspectives, and emotions.												•	•		•	~	~	~	
	Sod	SoA1: 5-6b, I can gain a broader understanding by asking questions and listening to those with different perspectives, backgrounds, and cultures.															~	~	~	•	

Key Skills and Concepts

SEC	OND
5	ED.

		Grade 5 Virginia Social-Emotional Learning Guidance Standards Second Step [®] Elementary Digital Program	Attention	Working memory	Inhibitory control	Cognitive flexibility	Identify a personal goal and make a plan 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 t to experience strong emotions	Identify emotion-management strategies currently use that work well for them	Anticipate and plan for situations that casstrong emotions	Identify and analyze how individuals use empathy to make their community better	Use empathy and perspective-taking to i a problem and a potential solution within their community	Manage strong emotions to feel calm be' solving problems	State the problem without blaming and fr the perspectives of all people involved	Generate solutions to take all people's perspectives into consideration	Evaluate possible outcomes of solutions 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 it would be best to work on the problem
		Standard																			
	ial ness	SoA1: 5-6c, I can express gratitude for others, including those with different perspectives.																			
	Soci	SoA2: 5-6a, I can identify when people are treated unfairly.																			
	√	SoA2: 5-6b, I can explain how stereotypes can create bias.																			
		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.																~	~	•	
	kills	ReS1: 5-6c, I can outline and practice the use of conflict-resolution skills with adult support.														~	~	~	~	•	✓
	nship S	ReS1: 5-6d, I can demonstrate how I will navigate situations when I might feel pressured to go along with injustice.																			
Competency	Relatio	ReS2: 5-6a, I can independently perform different roles in a group setting.									•		~		•						
mpel		ReS2: 5-6b, I can self-assess my relationship-building skills.																			
ဝိ		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.			~										•		~				
		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.						•	•				•		•	~	•	~	~	•	✓
	ing	DeM1: 5-6b, I can show curiosity about a social problem by asking questions and gathering evidence to identify potential solutions.																~	~	•	
	on-Mak	DeM1: 5-6c, I can identify the multiple outcomes that can result from my choices.																	~		
	Decisi	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.															•	~	•	•	
	a 0000	2 Committee for Children - L. SocondStan erg - L. Socond Stan ^o Flomentary and 9)	At talls Oaks at t	D'. ' I D																

Unit 1: Growth Mindset & Goal-Setting

Brain Builders (Executive-Function Skills) **Key Skills and Concepts**

Unit 2: Emotion Management

Unit 3: Empathy & Kindness



		Grade 6 Virginia Social-Emotional Learning Guidance Standards Second Step® Middle School Digital Program	Recognize that social challenges are com get better in time	Understand that the brain can grow and c	Set and create plans to achieve personal	Monitor progress toward goals	Recognize common types of bullying	Understand the negative impacts of bullyi	Determine the best upstander strategy for a situation	Apply responsible decision-making to be an upstander	Assess when and why one feels a strong o	Understand how emotions influence decision-making in positive and negative	Apply emotion-management strategies addifferent contexts	Recognize the difference between minor of major social conflicts	Describe the different perspectives of the involved in a conflict	Apply the four-step conflict resolution pro	Identify ways to make amends after a social conflict
	_	Standard															
		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.									~						
1	SSe	SeA1: 5-6c, I can anticipate my emotions based on my body signals, events, and situations.									~	~	~				
1	Awaren	SeA2: 5-6a, I can analyze how my personal strengths give me confidence in multiple settings.															
1	Self-	SeA2: 5-6b, I can identify actions I can take to overcome personal challenges.	~		✓	•											
1		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.															
Competency		SeM1: 5-6a, I can identify the difference between healthy and unhealthy stress levels.															
Com	ment	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.	•		V								V				
1	lanageı	SeM1: 5-6c, I can identify and utilize strategies for persevering through challenges and setbacks.	•		✓	•							✓			✓	✓
1	Self-N	SeM2: 5-6a, I can identify the importance of setting academic goals for personal growth.		✓	✓	~											
1		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.			V	~											
1	ial	SoA1: 5-6a, I can empathize with others' thoughts, perspectives, and emotions.						•							~	~	
	Soc	SoA1: 5-6b, I can gain a broader understanding by asking questions and listening to those with different perspectives, backgrounds, and cultures.													•		✓

Unit 2: Recognizing Bullying & Harassment

Unit 3: Thoughts, Emotions & Decisions

Unit 4: Managing Relationships & Social Conflict



Grade 6 Virginia Social-Emotional Learning Guidance Standards Second Step* Middle School Digital Program		Recognize that social challenges a get better in time	rstand that the brain can grow	nd create plans to achieve per	tor progress toward goals	Recognize common types of bullying	rstand the negative impacts of b	Determine the best upstander strateg for a situation	r responsible decision-making to stander	ss when and why one feels a stro	Understand how emotions influence decision-making in positive and negat	Apply emotion-management strateg different contexts	Recognize the difference between n major social conflicts	Describe the different perspectives involved in a conflict	Apply the four-step conflict resoluti	Identify ways to make amends after social conflict
		Reco	Unde	Set a	Monitor	Reco	Under	Deter for a	Apply an ups	Asse	Unde	Apply	Reco	Descinvolv	Apply	Identi
_	Standard															
ia l	SoA1: 5-6c, I can express gratitude for others, including those with different perspectives.															
Soc	SoA2: 5-6a, I can identify when people are treated unfairly.					V	✓	✓	✓							
<u> </u>	SoA2: 5-6b, I can explain how stereotypes can create bias.															
	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.													~	~	
Skills	ReS1: 5-6c, I can outline and practice the use of conflict-resolution skills with adult support.												~	~	✓	~
S dinsni	ReS1: 5-6d, I can demonstrate how I will navigate situations when I might feel pressured to go along with injustice.							~	~							
Competency Relatio	ReS2: 5-6a, I can independently perform different roles in a group setting.	✓		~	~				~						✓	~
mpet	ReS2: 5-6b, I can self-assess my relationship-building skills.															
S	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.														~	
	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.												~	~	✓	~
king	DeM1: 5-6b, I can show curiosity about a social problem by asking questions and gathering evidence to identify potential solutions.														~	
on-Mak	DeM1: 5-6c, I can identify the multiple outcomes that can result from my choices.				~			~			~					✓
Decisi	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.													•	v	

personal goals

Key Skills and Concepts

Unit 2: Recognizing Bullying & Harassment

s of bullying

Unit 3: Thoughts, Emotions & Decisions

Unit 4: Managing Relationships & Social Conflict

esolution process

ctives of the people



Grades 7-8

		Grades 7-8 Virginia Social-Emotional Learning Guidance Standards Second Step® Middle School Digital Program	Recognize that social challenges are common 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 interes	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 itheir school	Prepare to take action to disrupt factors that contribute to bullying and harassment at schoo	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 valuand opinions	Apply conflict-management strategies when values and perspectives differ
	_	Standard Scantilla 7 Sections and are strong to a section a business and a section an																						
		SeA1: 7-8a, I can analyze current or past emotions by considering what caused them, as well as how long they lasted (duration).												✓	/	/	/	•						
п		SeA1: 7-8b,I can recognize the relationship between my self-talk and emotions.												~	•	•	✓	•						
П	ness	SeA1: 7-8c, I can analyze my emotions based on my body signals, events, and situations.												~	•	•	~	•						
п	-Aware	SeA2: 7-8a, I can analyze how my personal strengths, interests, challenges, and values influence my ability to plan for the future.		•		•	•	•																
П	Self	SeA2: 7-8b, I can identify and communicate what motivates me when taking on challenges.			~	~	•	•																
П		SeA2: 7-8c, I can identify how my values and experiences influence my own learning.		•	~	~	•	•																
		SeA2: 7-8d, I can comfortably talk about myself and positively describe my various group identities.				~	•	•																
Competency		SeM1: 7-8a, I can identify the difference between healthy and unhealthy stress levels.														•	✓	•						
Com	Ħ	SeM1: 7-8b, I can apply coping skills to process thoughts, express my emotions, and manage stressful situations.													•			•	~	•				
П	agemel	SeM1: 7-8c, I can reframe a challenging situation into a positive or learning opportunity for growth.		•	✓			•							•		✓	•						
П	elf-Man	SeM2: 7-8a, I can evaluate my goals in relation to my previous accomplishments.					~	•																
П	Š	SeM2: 7-8b, I can monitor progress toward a specified goal by developing checkpoints or adjusting the plan as needed.					✓	•																
		SeM2: 7-8c, I can evaluate how my ability to prioritize and manage my time impacts my goal achievement.																						
	ess	SoA1: 7-8a, I can accept when the viewpoints or perceptions of others are different from mine.																					•	~
	Awaren	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.																						

Unit 1: Mindsets & Goals

cial challenges are common and

Key Skills and Concepts

Unit 3: Thoughts, Emotions & Decisions

Unit 2: Recognizing Bullying & Harassment

Unit 4: Managing Relationships & Social Conflict



Sed-27-files (can recognize manifectories unfairment and religionate processes in many fourment entabling attitudes, sovered, between conscious bias; and construction of the construction	Grades 7-8 Virginia Social-Emotional Learning Guidance Standards Second Step [®] Middle School Digital Program		Recognize that social challenges get better in time	Understand the brain can grow a	Interpret mistakes as learning op	Identify important aspects of the including interests	Apply personal strengths to deve	Anticipate roadblocks to succes strategies to overcome them	Recognize bullying and harassm	Understand students' rights to b from harassment	Understand students' responsib positive school climate	Recognize how social and enviro factors contribute to bullying and their school	Prepare to take action to disrupt contribute to bullying and harass	Identify the underlying emotions unhelpful thoughts	Recognize and reframe unhelpfu	Recognize the signs of stress an	Recognize that some stress can	Apply stress- and emotion-mans strategies across contexts	Identify the actions that contribuescalating conflict	Apply the four-step conflict reso	Take responsibility and make am	Recognize the signs of healthy a relationships	Treat others with respect despite and opinions	Apply conflict-management stra values and perspectives differ	
In marray forms including attackdes, speech, behaviors, policies, potential and policy of the policy	Standard																								
and unreconscious bits. Rest. 7-80, ican equilibre how my interactions on social and digital media.		ocial reness	in many forms including attitudes, speech, behaviors, policies,							~	~	~	~	•											
ReSE7.78. It can reflect on lessons learned grows and new relationships (including interactions on social and digital medial). ReSE7.78. It can exceptise the non-webal communication of others to improve my listening skills. ReSE7.78. It can exceptise the use of conflict-resolution skills to solve problems pascerbilly. V V V V V V V V V V V V V V V V V V V	-	S Awa																							
others to improve my listening skills. ReS1: 7-Bc, I can outline and practice the use of conflict-resolution skills to solve problems peacefully. ReS1: 7-Bc, I can identify causes that matter to me and how I can advice the resolution of change. ReS2: 7-Ba, I can identify causes that matter to me and how I can advice the resolution of change. ReS2: 7-Ba, I can advocate for my role within a group as well as for the inclusion of others. ReS2: 7-Ba, I can identify a relationship-building skill that I would like to improve. ReS2: 7-Bd, I can identify characteristics of positive and negative relationships. ReS2: 7-Bd, I can offer and receive constructive feedback. DeM1: 7-Bb, I can effect on leasons learned from actual experiments of inform future practices. DeM1: 7-Bb, I can demonstrate open-mindedness by evaluating how external factors can impact my decision-making. DeM2: 7-Bb, I can evaluate how my membership in multiple groups compare to make me who I am and that notice of my individual groups on their own hully dedines me. DeM2: 7-Bb, I can evaluate how my membership in multiple groups compare to make me who I am and that notice of my individual groups on their comm fully decisions impact	ı		reputation and relationships (including interactions on social and									•		•						•		~	~	•	
Salis to solve problems peacefully. ReS1: 7-8d, I can identify causes that matter to me and how I can advocate or take extent for change. ReS2: 7-8b, I can identify a relationship-building skill that I would like to improve. ReS2: 7-8b, I can identify a relationship-building skill that I would like to improve. ReS2: 7-8b, I can identify characteristics of positive and negative relationships. ReS2: 7-8b, I can reflect on lessons learned from actual experiences to inform future practices. DeM1: 7-8b, 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. DeM2: 7-8b, I can evaluate how my membership in multiple groups contribus 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	-																								
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the inclusion of others. Re52: 7-8b, I can identify a relationship-building skill that I would like to improve. Re52: 7-8c, I can identify characteristics of positive and negative relationships. Re52: 7-8d, I can offer and receive constructive feedback. DeM1: 7-8b, I can erflect 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 mry decisions-making. DeM1: 7-8c, I can compare and contrast possible outcomes of mry decision mry dec	-	nship S									•	~	~	•											
ReS2: 7-8c, I can identify characteristics of positive and negative relationships. ReS2: 7-8d, I can offer and receive constructive feedback. DeM1: 7-8a, I can reflect on lessons learned from actual experiences to inform future practices. DeM2: 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 in their own fully defines me. DeM2: 7-8b, I can evaluate how my decisions impact	tency	Relatio												✓											
ReS2: 7-8c, I can identify characteristics of positive and negative relationships. ReS2: 7-8d, I can offer and receive constructive feedback. DeM1: 7-8a, I can reflect on lessons learned from actual experiences to inform future practices. DeM2: 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 in their own fully defines me. DeM2: 7-8b, I can evaluate how my decisions impact	Compet																								
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																							~		
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	- 1		ReS2: 7-8d, I can offer and receive constructive feedback.																					~	
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				•	~	~	•	~	~																
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		ing						~	~				~	•			~	~	~		•			~	•
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		on-Mak																		✓	✓	✓			
		Decisi	combine to make me who I am and that none of my individual																						
					~		~	~	~					•				~	~	~	•	•		•	✓

Unit 1: Mindsets & Goals

s are common and

Key Skills and Concepts

t factors that ssment at school Unit 3: Thoughts, Emotions & Decisions

be positive

Unit 2: Recognizing Bullying & Harassment

Unit 4: Managing Relationships & Social Conflict

differing values

tegies when