



ALIGNMENT CHART

North Carolina Character Education Traits

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

About Second Step® Programs

The research-based Second Step Elementary and Second Step Middle School digital programs are universal, web-based classroom programs designed to promote social-emotional competence, which can help increase students' school success and decrease problem behaviors.^{1,2} The programs help students learn how to cope with challenges, create positive relationships, and succeed both socially and academically. Skills are reviewed and expanded each year, gradually becoming more complex as students get older. Lessons provide tools for students to develop the mindsets, knowledge, and skills to handle strong emotions, show kindness and empathy, build and strengthen friendships, make and follow through on good decisions, and solve problems with their peers.

How the Programs Meet the North Carolina Character Education Traits

The following tables indicate which specific Second Step grade-band lessons and related materials can help students develop the knowledge, skills, and attitudes needed to meet the North Carolina Character Education Traits. Boxes are checked to indicate that the Second Step digital programs meet a given trait 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 trait through discussion, writing, drawing, or other related activities.
2. There are opportunities for teachers to gather evidence of student learning in relation to the traits.

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-Grade 5

North Carolina Character Education Traits

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	Focus attention and ignore distractions	Persevere through challenges	Understand that the brain can grow and change	Improve skills through practice and effort	Set goals and make plans to reach a goal	Identify and understand one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Develop empathy for others	Take others' perspectives	Act with empathy	Manage strong emotions to feel calm before solving problems	Describe the problem	Identify the wants and needs of those involved	Think of many solutions	Explore the outcomes of the solutions	Pick the best solution	
Trait																							
Courage —Having the determination to do the right thing even when others don't and the strength to follow your conscience rather than the crowd; attempting difficult things that are worthwhile.																							
					✓	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓	
Good Judgment —Choosing worthy goals and setting proper priorities, thinking through the consequences of your actions, and basing decisions on practical wisdom and good sense.																							
				✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Integrity —Having the inner strength to be truthful, trustworthy, and honest in all things; acting justly and honorably.																							
																	✓	✓	✓	✓	✓	✓	
Kindness —Being considerate, courteous, helpful, and understanding of others; showing care, compassion, friendship, and generosity; treating others as you would like to be treated.																							
										✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Perseverance —Being persistent in the pursuit of worthy objectives in spite of difficulty, opposition, or discouragement, and exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures.																							
			✓		✓	✓	✓	✓															
Respect —Showing high regard for authority, for other people, for self, for property, and for country; understanding that all people have value as human beings.																							
													✓	✓	✓	✓		✓	✓	✓	✓	✓	
Responsibility —Being dependable in carrying out obligations and duties, showing reliability and consistency in words and conduct, being accountable for your own actions, and being committed to active involvement in your community.																							
✓		✓		✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Self-discipline —Demonstrating hard work and commitment to purpose; regulating yourself for improvement and restraining from inappropriate behaviors.																							
✓		✓		✓	✓	✓	✓	✓				✓					✓	✓					



Grades 6-8

North Carolina Character Education Traits

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				
Trait	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	Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships
Courage —Having the determination to do the right thing even when others don't and the strength to follow your conscience rather than the crowd; attempting difficult things that are worthwhile.			✓	✓	✓			✓	✓	✓	✓							✓	✓	✓
Good Judgment —Choosing worthy goals and setting proper priorities, thinking through the consequences of your actions, and basing decisions on practical wisdom and good sense.		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
Integrity —Having the inner strength to be truthful, trustworthy, and honest in all things; acting justly and honorably.								✓	✓		✓						✓	✓	✓	✓
Kindness —Being considerate, courteous, helpful, and understanding of others; showing care, compassion, friendship, and generosity; treating others as you would like to be treated.	✓							✓	✓	✓	✓						✓	✓	✓	
Perseverance —Being persistent in the pursuit of worthy objectives in spite of difficulty, opposition, or discouragement, and exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures.			✓	✓	✓															
Respect —Showing high regard for authority, for other people, for self, for property, and for country; understanding that all people have value as human beings.	✓							✓	✓	✓	✓						✓	✓	✓	
Responsibility —Being dependable in carrying out obligations and duties, showing reliability and consistency in words and conduct, being accountable for your own actions, and being committed to active involvement in your community.								✓	✓		✓				✓	✓	✓	✓	✓	✓
Self-discipline —Demonstrating hard work and commitment to purpose; regulating yourself for improvement and restraining from inappropriate behaviors.			✓	✓	✓								✓	✓	✓			✓	✓	