



**ALIGNMENT CHART**

# Florida Resiliency Education 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.<sup>1,2</sup> 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 Florida Resiliency Education Standards

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 Florida Resiliency Education Standards. Boxes are checked to indicate that the Second Step digital programs meet a given Florida 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

## Florida Resiliency Education 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
Topic	Standard																
Character	HE.K.R.1.1 Define and give examples of kindness and caring.											✓	✓	✓			
	HE.K.R.1.2 Demonstrate the ability to take turns and share with others.													✓			✓
	HE.K.R.1.3 Describe ways to show respect to others.													✓			✓
	HE.K.R.1.4 Identify the difference between the truth and a lie.																
Personal Responsibility	HE.K.R.2.1 Identify healthy choices that affect personal wellness.					✓				✓	✓				✓		
	HE.K.R.2.2 Demonstrate the ability to follow rules and directions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	HE.K.R.2.3 Discuss the value of goal-setting.																
	HE.K.R.2.4 Identify and recognize basic feelings. Clarification: sad, mad, happy, excited, worried.								✓	✓	✓	✓	✓	✓	✓	✓	✓
	HE.K.R.2.5 Identify personal strengths and actions individuals can do independently. Clarification: empathy, listening, sharing, adapting, showing courage, leadership.				✓		✓	✓		✓		✓	✓	✓	✓		✓
Mentorship and Citizenship	HE.K.R.3.1 Identify the roles and responsibilities of trusted adults. Clarification: trusted adults could be parents, teachers, police officers, school counselors, grandparents.																
	HE.K.R.3.2 Identify characteristics of a good citizen in school and the community.																
Critical Thinking and Problem-Solving	HE.K.R.4.1 Identify when help is needed and who to ask for help.								✓		✓				✓		
	HE.K.R.4.2 Identify the importance of sharing thoughts and ideas to solve problems.															✓	
	HE.K.R.4.3 Discuss ways to work together to solve problems.																✓



# Grade 1

## Florida Resiliency Education 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	Manage distractions	Recognize that skills improve with practice and effort	Use growth mindset language	Identify feelings from contextual and behavioral cues	Infer a likely emotion that would arise from a particular situation	Apply emotion-management strategies of slow counting and asking an adult for help	Identify how someone else might feel when shown or not shown kindness	Apply ways to be kind in response to scenarios	Recognize that some kind acts are better than others in certain situations	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Demonstrate how to recognize accidents and make amends

Topic	Standard	Attention	Working memory	Inhibitory control	Focus attention	Manage distractions	Recognize that skills improve with practice and effort	Use growth mindset language	Identify feelings from contextual and behavioral cues	Infer a likely emotion that would arise from a particular situation	Apply emotion-management strategies of slow counting and asking an adult for help	Identify how someone else might feel when shown or not shown kindness	Apply ways to be kind in response to scenarios	Recognize that some kind acts are better than others in certain situations	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Demonstrate how to recognize accidents and make amends	
Character	HE.1.R.1.1 Discuss ways to respect personal property and personal space of others.																	✓
	HE.1.R.1.2 Describe the traits of a good friend.											✓						
	HE.1.R.1.3 Identify the benefits of sharing and cooperation.																	
	HE.1.R.1.4 Define and give examples of honesty.																	
	HE.1.R.1.5 Identify strategies to overcome a challenge.						✓	✓										
Personal Responsibility	HE.1.R.2.1. Identify my role and responsibilities in the school, community, and family. Clarification: following directions, rules, and procedures.				✓	✓									✓			✓
	HE.1.R.2.2. Establish a short-term goal as a class and take action toward achieving the goal.																	
	HE.1.R.2.3. Identify the characteristics of a responsible decision-maker.																	
	HE.1.R.2.4 Describe how individual actions can affect others.											✓	✓	✓	✓	✓	✓	✓
	HE.1.R.2.5 Identify strategies to discover and demonstrate personal strengths. Clarification: sense of pride, working toward intrinsic motivation, experiencing a sense of accomplishment.							✓										
	HE.1.R.2.6 Identify healthy ways to express needs and wants.																✓	
Mentorship and Citizenship	HE.1.R.3.1 Identify characteristics of a leader in the school community.																	
	HE.1.R.3.2 Demonstrate the characteristics of a good citizen in school and the community.	✓		✓	✓	✓					✓		✓		✓	✓	✓	✓
Critical Thinking and Problem-Solving	HE.1.R.4.1 Identify the importance of working together to solve problems.																	
	HE.1.R.4.2 Identify the importance of sharing thoughts and ideas as an individual and as part of a group.																✓	
	HE.1.R.4.3 Understand that conflict may arise when working together. Clarification: differing perspectives.														✓	✓	✓	✓



## Grade 2

### Florida Resiliency Education 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	Use growth mindset language	Replace unhelpful thoughts with helpful thoughts	Persevere through challenges while recognizing that mistakes are part of learning	Recognize that skills improve with practice, effort, and asking for help	Identify complex feelings from contextual and behavioral cues	Recognize that people can feel differently about the same situation	Apply using helpful thoughts as an emotion-management strategy	Define empathy	Recognize how empathy helps them identify when and how to show others kindness	Apply empathy and perform kind acts for others	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Generate their own solutions to a given problem	Recognize that some solutions work better than others in a given situation	Apply ways to make amends
Topic	Standard																		
Character	HE.2.R.1.1 Identify the benefits of showing kindness and treating others with respect.												✓						
	HE.2.R.1.2 Identify what a conflict is and how disagreements can happen.														✓	✓	✓	✓	
	HE.2.R.1.3 Explain the importance of being truthful.																		
Personal Responsibility	HE.2.R.2.1 Identify ways to make positive contributions to the well-being of the school and the community.											✓	✓						
	HE.2.R.2.2 Identify personal goals and strategies to achieve those goals.																		
	HE.2.R.2.3 Demonstrate healthy ways to express needs, wants, and listening skills. Clarification: paying attention, eye contact, asking for help.	✓													✓				
	HE.2.R.2.4 Identify personal strengths and areas for improvement.							✓											
Mentorship and Citizenship	HE.2.R.3.1 Identify ways to benefit the school and the community. Clarification: conservation, recycling, being a classroom helper, volunteering.																		
	HE.2.R.3.2 Identify characteristics of a community leader.																		
Critical Thinking and Problem-Solving	HE.2.R.4.1 Identify strategies to work together to solve problems.													✓	✓	✓	✓	✓	
	HE.2.R.4.2 Identify how disagreements can be settled using conflict resolution skills.														✓	✓	✓	✓	✓



## Grade 3

### Florida Resiliency Education 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	Make an effective plan for how to get better at a skill	Describe the role and purpose of emotions	Identify and label similar emotions with different intensity levels	Recognize taking a break as an emotion-management strategy	Identify how kindness helps them make friends and strengthen relationships	Recognize that different people may prefer to be shown kindness in different ways	Demonstrate kind acts that recognize that people like to receive kindness in different ways	Manage strong emotions to feel calm before solving problems	State the problem without blaming or name-calling	Restate the wants and needs of each person in a problem situation	Generate their own solutions to a problem	Pick the best solution
Topic	Standard																		
Character	HE.3.R.1.1 Identify skills needed when working with others. Clarification: listening, cooperating, taking turns, compromising.											✓	✓	✓	✓	✓	✓	✓	✓
	HE.3.R.1.2 Identify ways to display trustworthiness.																		
	HE.3.R.1.3 Discuss ways to be loyal to friends and family.																		
Personal Responsibility	HE.3.R.2.1 Categorize resources used to achieve a personal goal.																		
	HE.3.R.2.2 Identify ways in which one's decisions affect others.											✓	✓	✓					✓
	HE.3.R.2.3 Describe positive ways to deal with failure and learn from challenges.						✓												
	HE.3.R.2.4 Discuss how skills can be improved through hard work and perseverance.						✓	✓											
Mentorship and Citizenship	HE.3.R.3.1 Identify leadership opportunities within the school and the community.																		
	HE.3.R.3.2. Identify opportunities to volunteer or serve others in the school or community.																		
Critical Thinking and Problem-Solving	HE.3.R.4.1. Explain the importance of always taking ownership for personal actions.																		
	HE.3.R.4.2. Identify different solutions and potential outcomes when problems arise.																	✓	✓



## Grade 4

### Florida Resiliency Education 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 what a goal is and what an effective plan includes	Identify a shared class goal and make a plan to reach that goal	Monitor progress and modify a plan to reach a goal	Recognize that strong emotions make it hard to think clearly	Recognize that managing emotions is necessary to make good decisions	Apply reappraisal as an emotion-management strategy	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to help empathize with others	Recognize that another person's point of view can change one's own thoughts or actions	Manage strong emotions to feel calm before solving problems	Demonstrate speaking up for oneself when solving a problem	State the problem without blaming and from all points of view	Generate solutions that take all points of view 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
Topic	Standard																			
Character	HE.4.R.1.1 Consider the perspectives of others.											✓	✓	✓			✓	✓	✓	✓
	HE.4.R.1.2 Identify the benefits of treating others with respect.											✓	✓	✓			✓		✓	✓
	HE.4.R.1.3 Predict the potential outcomes of repeating and/or sharing information that is not true.																			
	HE.4.R.1.4 Identify strategies to help persevere in difficult situations.					✓	✓													
Personal Responsibility	HE.4.R.2.1 Discuss ways to take responsibility for one's actions.										✓									
	HE.4.R.2.2. Identify the value of making healthy choices for personal well-being.										✓					✓				
	HE.4.R.2.3 Create a personal goal and track progress toward achievement.					✓	✓													
	HE.4.R.2.4 Explain how attitudes and thoughts can influence one's behavior.								✓	✓	✓	✓	✓	✓	✓		✓			
Mentorship and Citizenship	HE.4.R.3.1 Identify opportunities to actively participate as a responsible citizen in the school and the local community.							✓												
	HE.4.R.3.2 Model serving or helping others in the school or community.																			
Critical Thinking and Problem-Solving	HE.4.R.4.1 Describe how perseverance may help overcome obstacles.																			
	HE.4.R.4.2 Describe strategies to resolve conflicts. Clarification: compromise, agree-to-disagree, civil discourse.																	✓	✓	✓



## Grade 5

### Florida Resiliency Education 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
Topic	Standard																			
Character	HE.5.R.1.1 Discuss how to work together to achieve a positive outcome.													✓	✓	✓	✓	✓	✓	✓
	HE.5.R.1.2 Identify how to communicate effectively within a group.															✓				
	HE.5.R.1.3 Describe the importance of considering the perspective of others when communicating.															✓				✓
	HE.5.R.1.4 Discuss ways that honesty and trustworthiness can lead to school and career success.																			✓
Personal Responsibility	HE.5.R.2.1 Describe the importance of having the courage to do the right thing even when it is difficult.																	✓	✓	✓
	HE.5.R.2.2 Discuss how responsible decision-making affects personal well-being.								✓			✓						✓	✓	✓
	HE.5.R.2.3 Select reliable resources that would assist in achieving a personal goal.					✓	✓	✓												
	HE.5.R.2.4 Devise an individual goal (short- or long-term) to adopt, maintain, or improve a personal practice.					✓	✓	✓	✓											
	HE.5.R.2.5 Explain how attitudes and thoughts can influence your behavior and affect others.									✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	HE.5.R.2.6 Demonstrate how to positively respond to external influences. Clarification: social media, television, music, peers.			✓				✓	✓		✓	✓			✓					
Mentorship and Citizenship	HE.5.R.3.1 Identify leadership skills that encourage and empower others.																			
	HE.5.R.3.2 Identify ways to participate in decision-making in the school or community.												✓	✓						
Critical Thinking and Problem-Solving	HE.5.R.4.1 Apply organizational strategies that support completing multiple tasks efficiently.	✓	✓		✓	✓														
	HE.5.R.4.2 Identify successful strategies for adjusting to change and setbacks. Clarification: coping, grit, new learning.						✓	✓	✓			✓			✓					
	HE.5.R.4.3 Compare conflict resolution methods to identify potential solutions. Clarification: negotiation, give-and-take, analyze pros and cons.																✓	✓	✓	✓



## Grades 6-8

### Florida Resiliency Education 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 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
Topic	Standard																				
Character	HE.68.R.1.1 Demonstrate the ability to respond with empathy in a variety of contexts and situations. Clarification: identifying others' feelings, perspectives, circumstances, and experiences, and active listening.	✓					✓	✓	✓	✓							✓	✓	✓	✓	
	HE.68.R.1.2 Describe the importance of empathy, kindness, honesty, and trust in building and sustaining relationships.																	✓		✓	
	HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.																✓	✓	✓	✓	
Personal Responsibility	HE.68.R.2.1 Discuss how character is shaped by attitudes, decisions, and actions.																				
	HE.68.R.2.2 Demonstrate responsible decision-making that considers multiple perspectives.																		✓		
	HE.68.R.2.3 Describe the importance of following school and community laws and rules.									✓											
	HE.68.R.2.4 Monitor progress toward attaining a personal goal.				✓	✓															
	HE.68.R.2.5 Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.				✓	✓															
	HE.68.R.2.6 Describe how personal goals can vary with changing abilities, priorities, and responsibilities.			✓		✓															
	HE.68.R.2.7 Identify how continuous learning leads to personal growth.		✓			✓															
	HE.68.R.2.8 Identify strategies to manage challenges and setbacks. Clarification: time management, setting boundaries, setting realistic goals, self-care.				✓	✓															
	HE.68.R.2.9 Identify healthy responses to negative peer pressure.								✓												
Mentorship and Citizenship	HE.68.R.3.1 Discuss ways a leader can build the trust of individuals and groups.																				
	HE.68.R.3.2 Explain and develop ways to apply leadership skills in the school and the community.	✓						✓	✓		✓										
	HE.68.R.3.3 Identify the importance of volunteerism in positively affecting the community and nation.																				
	HE.68.R.3.4 Identify ways to participate in our constitutional republic through public policy, voting, and leadership positions.																				





## Grades 6-8

### Florida Resiliency Education 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 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	
Topic	Standard																					
Critical Thinking and Problem-Solving	HE.68.R.4.1 Analyze possible solutions to a problem to determine the best outcome for oneself and others.																					
	HE.68.R.4.2 Develop and apply conflict resolution skills in a variety of situations.																✓	✓	✓	✓		
	HE.68.R.4.3 Analyze ways to pursue common goals as a part of a team or group.																					
	HE.68.R.4.4 Identify the importance of perseverance when facing difficulty solving a problem.				✓																	