



ALIGNMENT CHART

Texas Essential Knowledge and Skills (TEKS) for Health Education

- 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 TEKS for Health 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 TEKS for Health Education standards. Boxes are checked to indicate that the Second Step digital programs meet a given TEKS for Health Education 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-Grade 2

Texas Essential Knowledge and Skills for Health Education

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

Strand	Standard	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	
Health Behaviors	K.3A: Demonstrate how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems.					✓						✓										
	K.3B: Plan a healthy meal and/or snack.																					
	1.3A: Explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems.					✓		✓				✓										
	1.3B: Describe how decisions can be reached and problems can be solved.					✓	✓	✓									✓	✓	✓	✓	✓	✓
	1.3C: Explain the importance of goal setting and task completion.					✓		✓														
Personal/Interpersonal Skills	K.8A: Recognize and describe individual differences and communicate appropriately with all individuals.									✓			✓	✓	✓	✓					✓	
	K.8B: Explain the importance of showing consideration and respect for parents, grandparents, other family members, friends, and other individuals.												✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	K.8C: Recognize and explain the importance of manners and rules for healthy communication.																				✓	
	K.9A: Identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened.																					
	K.9B: Demonstrate skills for making new acquaintances.												✓	✓	✓	✓						
	1.9A: Demonstrate respectful communication.																					✓
	1.9B: List unique ways that individuals use to communicate such as using body language and gestures.																					
	1.9C: Express needs, wants, and emotions in appropriate ways.												✓				✓					✓
	1.9D: Describe and practice techniques of self-control such as thinking before acting.	✓		✓	✓								✓				✓					
	2.9A: Identify characteristics needed to be a responsible family member or friend.													✓	✓	✓		✓	✓			
	2.9B: List and demonstrate good listening skills.	✓	✓	✓	✓																	
	2.9C: Demonstrate refusal skills.																					
	1.10A: Describe ways to build and maintain friendships.													✓	✓	✓	✓	✓	✓	✓	✓	✓
	1.10B: Practice refusal skills to avoid and resolve conflicts.																					
	2.10A: Describe how to effectively communicate.																				✓	



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		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	
Strand	Standard																					
Personal/Interpersonal Skills	2.10B: Express needs, wants, and emotions in healthy ways.							✓			✓					✓			✓			
	2.10C: Explain the benefits of practicing self-control.				✓						✓					✓				✓		
	2.11A: Explain steps in the decision-making process and the importance of following the steps.															✓	✓	✓	✓	✓	✓	
	2.11B: Describe how personal-health decisions affect self and others.																					
	2.11C: List the steps and describe the importance of task completion and goal setting.					✓		✓														
	2.11D: Explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health.																					



Grade 3-Grade 5

Texas Essential Knowledge and Skills for Health Education

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 decisions	Apply reappraisal as an emotion-management strategy	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to empathize with others	Apply perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem		
Strand	Standard																													
Influencing Factors	5.6A: Distinguish between healthy and harmful influences of friends and others.																													
	5.6B: Describe the characteristics of healthy and unhealthy friendships.																													
	5.6C: Identify ways to enhance personal communication skills.												✓									✓			✓					
	5.6D: Analyze respectful ways to communicate with family, adults, and peers.																						✓		✓				✓	
	5.6E: Demonstrate ways of communicating with individuals who communicate in unique ways such as having a speech defect and not speaking English.																													
	5.6F: Apply and practice strategies for self-control.				✓											✓	✓						✓			✓				
	5.6G: Describe strategies for stress management.																✓													
Personal/Interpersonal Skills	3.8A: Distinguish between positive and negative peer pressures and their effects on personal health behaviors.																													
	3.8B: Describe ways in which peers and families can work together to build a healthy community.																					✓								
	3.9A: Demonstrate effective verbal and nonverbal communication.	✓	✓	✓	✓								✓														✓			
	3.9B: Demonstrate strategies for resolving conflicts.																									✓	✓	✓	✓	✓
	3.9C: Explain how to be a good friend.																	✓		✓										
	3.9D: Demonstrate effective listening skills.	✓	✓	✓																✓										
	3.9E: Identify ways to communicate with parents/trusted adults about health concerns.																													
	3.9F: Demonstrate refusal skills.																													
	4.9A: Describe the qualities of a good friend.																													
	4.9B: Explain steps in conflict resolution.																						✓	✓	✓	✓	✓	✓	✓	✓
	4.9C: Explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted.																													
	4.9D: Demonstrate healthy ways of gaining attention.																													
	4.9E: Identify critical issues that should be discussed with parents/trusted adults such as puberty, harassment, and emotions.																													



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		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 decisions	Apply reappraisal as an emotion-management strategy	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to empathize with others	Apply perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem	
Strand	Standard																												
Personal/Interpersonal Skills	4.9F: Analyze strengths and weaknesses in personal communication skills.																												
	4.9G: Identify positive and negative characteristics of social groups such as gangs, clubs, and cliques.																												
	4.9H: Demonstrate refusal skills.																												
	5.9A: Describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor.																												
	5.9B: Assess the role of assertiveness, refusal skills, and peer pressure on decision-making and problem-solving.																						✓						
	5.9C: Utilize critical thinking in decision-making and problem-solving.									✓	✓														✓	✓	✓	✓	
	5.9D: Describe benefits in setting and implementing short- and long-term goals.								✓	✓	✓	✓																	
	5.9E: Explain the necessity of perseverance to achieve goals.						✓	✓	✓	✓	✓																		
	5.9F: Explain the importance of parent/trusted adult guidance in goal setting.						✓	✓	✓	✓	✓																		
	3.10A: Demonstrate respectful communication with family members, peers, teachers, and others.	✓	✓	✓	✓																	✓						✓	
	3.10B: Describe the mental-health value of respectful communication such as reducing the potential for angry behavior.											✓		✓								✓						✓	
	3.10C: Express needs, wants, and emotions in healthy ways.														✓	✓									✓		✓	✓	✓
	4.10A: Demonstrate consideration when communicating with individuals who communicate in unique ways such as someone having a speech defect, someone not speaking English, or someone being deaf.																												
	4.10B: Describe healthy ways of responding to disrespectful behavior.																						✓	✓	✓	✓	✓	✓	✓
	4.10C: Describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors.											✓		✓	✓	✓							✓						



Grade 3-Grade 5

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		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 decisions	Apply reappraisal as an emotion-management strategy	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to empathize with others	Apply perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem	
Strand	Standard																												
Personal/Interpersonal Skills	3.11A: Practice critical-thinking skills when making health decisions.																												
	3.11B: Gather data to help make informed health choices.																												
	3.11C: Explain the positive and negative consequences of making a health-related choice.																												
	3.11D: Explain the importance of seeking assistance in making decisions about health.																												
	3.11E: Practice assertive communication and refusal skills.																						✓	✓	✓				
	3.11F: Describe goal-setting skills.							✓	✓	✓	✓																		
	3.11G: Explain the importance of time passage with respect to a goal.									✓																			
	4.11A: Explain the importance of seeking guidance from parents and other trusted adults in making healthy decisions and solving problems.																												
	4.11B: Explain the advantages of setting short- and long-term goals.																												
	4.11C: Describe the importance of parental guidance and other trusted adults in goal setting.																												
	4.11D: Explain the dangers of yielding to peer pressures by assessing risks/consequences.																												
	4.11E: Describe steps in decision-making and problem-solving.																							✓	✓	✓	✓		



Grade 6-Grade 8

Texas Essential Knowledge and Skills for Health Education

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
Strand	Standard																				
Influencing Factors	6.6A: Identify factors that affect an individual's physical, emotional, and social health such as school climate and safety measures.									✓					✓	✓					
	6.6B: Make healthy choices from among environmental alternatives such as leaving a smoke-filled room or selecting healthy snacks from vending machines.																				
	6.7A: Differentiate between positive and negative relationships that can affect individual health such as clubs, gangs, or families.																				✓
	6.7B: Explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior.																✓	✓	✓	✓	✓
	6.7C: Practice conflict resolution/mediation skills.																✓	✓	✓	✓	
	6.7D: Describe strategies such as abstinence for communicating refusal to engage in unsafe behaviors.																				
	6.7E: Describe methods for communicating important issues with parents and peers.											✓							✓	✓	
	7-8.7A: Analyze positive and negative relationships that influence individual and community health such as families, peers, and role models.										✓										✓
7-8.7B: Develop strategies for monitoring positive and negative relationships that influence health.									✓		✓					✓	✓	✓	✓	✓	
Personal/Interpersonal Skills	6.10A: Demonstrate ways to communicate empathy to others and have consideration for others.	✓							✓		✓									✓	
	6.10B: Assess healthy ways of responding to disrespectful behaviors such as mediation.								✓		✓								✓		
	6.10C: Practice methods for self-control.													✓		✓			✓		
	6.10D: Describe healthy ways to express affection and love.																				
	6.10E: Describe ways to manage anxiety and grief.													✓		✓					
	6.10F: Define stress and its effects on individual health and relationships.														✓	✓					
	6.10G: Identify stressors and their impact on the health of the individual and family.														✓	✓					
	7-8.10A: Differentiate between positive and negative peer pressure.																				
7-8.10B: Describe the application of effective coping skills.													✓		✓			✓			



Grade 6-Grade 8

Texas Essential Knowledge and Skills for Health Education

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
Strand	Standard																				
Personal/Interpersonal Skills	7-8.10C: Distinguish between effective and ineffective listening such as paying attention to the speaker versus not making eye-contact.																				
	7-8.10D: Summarize and relate conflict resolution/mediation skills to personal situations.																✓	✓	✓	✓	
	7-8.10E: Appraise the importance of social groups.																				
	6.11A: Seek the input of parents and other trusted adults in problem-solving and goal setting.			✓																	✓
	6.11B: Demonstrate the use of refusal skills in unsafe situations.							✓													✓
	6.11C: Explain the impact of peer pressure on decision-making.										✓										
	6.11D: Compare the risks and benefits of various health behaviors such as choosing not to smoke.																				
	6.11E: Identify the possible health implications of long-term personal and vocational goals.																				
	7-8.11A: Describe techniques for responding to criticism.																				
	7-8.11B: Demonstrate strategies for coping with problems and stress.	✓												✓		✓			✓	✓	
	7-8.11C: Describe strategies to show respect for individual differences including age differences.																	✓	✓	✓	
	7-8.11D: Describe methods of communicating emotions.																✓				
	7-8.11E: Describe the effect of stress on personal and family health.															✓	✓				
	7-8.11F: Describe the relationships between emotions and stress.															✓	✓				
	7-8.12A: Interpret critical issues related to solving health problems.																				
	7-8.12B: Relate practices and steps necessary for making health decisions.																				
	7-8.12C: Appraise the risks and benefits of decision-making about personal health.																				
	7-8.12D: Predict the consequences of refusal skills in various situations.																				
	7-8.12E: Examine the effects of peer pressure on decision-making.								✓		✓	✓									✓
	7-8.12F: Develop strategies for setting long-term personal and vocational goals.			✓		✓															
7-8.12G: Demonstrate time-management skills.			✓																		