



ALIGNMENT CHART

Oregon's Transformative Social-Emotional Learning Framework and Standards

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

About Second Step® Programs

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

How the Programs Meet the Oregon 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 Oregon's Transformative Social-Emotional Learning (SEL) Framework and Standards. Boxes are checked to indicate that the Second Step digital programs meet a given state standard within the identified grade or grade-band (for instance, Grades K-5) when:

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

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

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



Kindergarten-Grade 2

Oregon's Transformative Social-Emotional Learning Framework and Standards

Second Step® Elementary Digital Program

Key Skills and Concepts																					
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving						
Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind acts	Manage strong emotions to feel calm before solving problems	Apply strategies to solve problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem		

Standard		Practice	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		
Self-Awareness & Identity	Standard 1: Identify and reflect upon one's thoughts, emotions, behaviors, intersectional identity, and capabilities across situations and environments.	Practice 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
		Practice 1B: Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.																						
		Practice 1C: Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Practice 1D: Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.																						
Self-Management & Agency	Standard 2: Use management strategies to build personal and collective agency that lead to achieving goals and aspirations.	Practice 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one's identity.	✓		✓	✓	✓						✓	✓					✓		✓	✓		
		Practice 2B: Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.	✓		✓	✓	✓	✓						✓						✓				
		Practice 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.						✓		✓														
		Practice 2D: Develop personal and collective agency by using various forms of communication (i.e., verbal, body language, written, etc.) to make choices and take initiative.																			✓	✓	✓	



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Standard	Practice																					
Social Awareness & Belonging	Standard 3: Develop social awareness that fosters a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society.	Practice 3A: Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.												✓	✓	✓		✓	✓	✓	✓	
		Practice 3B: Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.												✓	✓	✓	✓		✓	✓	✓	✓
		Practice 3C: Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.																				
Relationship Skills & Collaborative Problem-Solving	Standard 4: Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems.	Practice 4A: Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.											✓	✓	✓	✓						
		Practice 4B: Demonstrate empathy and affirm others' perspectives during teamwork and collaborative problem-solving.												✓	✓	✓	✓		✓	✓	✓	✓
		Practice 4C: Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.																	✓	✓	✓	✓
		Practice 4D: Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.																	✓	✓		



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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
Standard	Practice																				
Responsible Decision-Making & Curiosity	Standard 5: Demonstrate curiosity and analysis of oneself and society in order to make caring choices that impact personal, social, and collective well-being across situations and environments.					✓	✓	✓					✓	✓	✓						
	Practice 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.																✓	✓			✓
	Practice 5C: Anticipate, reflect, and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.				✓	✓	✓					✓	✓			✓		✓	✓	✓	✓



Grades 3-5

Oregon’s Transformative Social-Emotional Learning Framework and Standards

Second Step® Elementary Digital Program

		Key Skills and Concepts																													
		Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting					Unit 2: Emotion Management					Unit 3: Empathy & Kindness					Unit 4: Problem-Solving										
		Attention	Working memory	Inhibitory control	Cognitive flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	Recognize that regulating emotions is necessary to make 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 blame 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			
Self-Awareness & Identity	Standard 1: Identify and reflect upon one's thoughts, emotions, behaviors, intersectional identity, and capabilities across situations and environments.	Practice 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓				
		Practice 1B: Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.											✓			✓							✓								
		Practice 1C: Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.											✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
		Practice 1D: Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.																													
Self-Management & Agency	Standard 2: Use management strategies to build personal and collective agency that lead to achieving goals and aspirations.	Practice 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one's identity.			✓										✓	✓						✓	✓								
		Practice 2B: Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.	✓		✓			✓			✓					✓	✓						✓	✓							
		Practice 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.								✓	✓	✓	✓										✓								
		Practice 2D: Develop personal and collective agency by using various forms of communication (i.e., verbal, body language, written, etc.) to make choices and take initiative.					✓	✓									✓					✓	✓		✓	✓					✓



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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 blame 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				
Social Awareness & Belonging	Standard 3: Develop social awareness that fosters a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society.	Practice 3A: Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.																✓	✓	✓	✓					✓	✓	✓	✓			
		Practice 3B: Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.																			✓	✓					✓	✓	✓	✓	✓	
		Practice 3C: Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.																				✓	✓									
Relationship Skills & Collaborative Problem-Solving	Standard 4: Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems.	Practice 4A: Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.																✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	
		Practice 4B: Demonstrate empathy and affirm others' perspectives during teamwork and collaborative problem-solving.																				✓	✓					✓	✓	✓	✓	✓
		Practice 4C: Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.																										✓	✓	✓	✓	✓
		Practice 4D: Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.																										✓	✓	✓	✓	✓



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Standard	Practice																												
Responsible Decision-Making & Curiosity	Standard 5: Demonstrate curiosity and analysis of oneself and society in order to make caring choices that impact personal, social, and collective well-being across situations and environments.				✓		✓			✓	✓									✓	✓			✓	✓	✓	✓	✓	✓
	Practice 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.																			✓	✓			✓	✓	✓	✓	✓	✓
	Practice 5C: Anticipate, reflect, and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.						✓			✓	✓			✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Grades 6-8

Oregon's Transformative Social-Emotional Learning Framework and 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	
Standard	Practice																						
Self-Awareness & Identity	Standard 1: Identify and reflect upon one's thoughts, emotions, behaviors, intersectional identity, and capabilities across situations and environments.	Practice 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).	✓		✓		✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	
		Practice 1B: Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.													✓	✓	✓	✓					
		Practice 1C: Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.											✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Practice 1D: Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.		✓	✓		✓																
Self-Management & Agency	Standard 2: Use management strategies to build personal and collective agency that lead to achieving goals and aspirations.	Practice 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one's identity.					✓								✓	✓	✓	✓		✓			
		Practice 2B: Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.			✓	✓	✓			✓					✓	✓	✓	✓		✓			
		Practice 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.			✓	✓	✓																
		Practice 2D: Develop personal and collective agency by using various forms of communication (i.e., verbal, body language, written, etc.) to make choices and take initiative.	✓		✓	✓				✓				✓							✓	✓	



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		Practice 3B: Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.	✓															✓	✓	✓	✓	✓
		Practice 3C: Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.	✓							✓			✓									
Relationship Skills & Collaborative Problem-Solving	Standard 4: Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems.	Practice 4A: Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.																✓	✓	✓	✓	
		Practice 4B: Demonstrate empathy and affirm others' perspectives during teamwork and collaborative problem-solving.										✓						✓	✓	✓	✓	
		Practice 4C: Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.						✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓
		Practice 4D: Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.																		✓	✓	



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	Practice 5C: Anticipate, reflect, and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓