





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. 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:

- 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

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



	Kindergart Oregon's Trans Social-Emotion Framework an Second Step* Elemental	sformative nal Learning d Standards	Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learnir	Recognize unhelpful thoughts and repl with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in oth	Recognize strong emotions	Manage strong emotions by using strat to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kir	Manage strong emotions to feel calm b solving problems	Apply strategies to solve problems	Recognize accidents and make amend	State the problem without blame or name-calling	Think of many solutions to a problem
	Standard	Practice																				
		Practice 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).						•	•	~	~	V	~	•	~	~	•	~	✓	~	~	~
ss & Identity	Standard 1: Identify and reflect upon one's thoughts, emotions, behaviors, intersectional	Practice 1B: Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.																				
elf-Awarene	identity, and capabilities across situations and environments.	Practice 1C: Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.								v	v	V	~	~	•	V	•	•	~	V	~	•
ŭ		Practice 1D: Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.																				
		Practice 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one's identity.	v		v	v		•					✓	•				•		~	~	
ement & Agency	Standard 2: Use management strategies to build personal and	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.	V		V	V	✓	✓					V					V				
Self-Manag	collective agency that lead to achieving goals and aspirations.	Practice 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.					•		•													
Sel		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.																	~	V	•	

Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts

Unit 2: Emotion Management

Brain Builders (Executive-Function Skills)



Kindergarten-Grade 2

	Kindergarte Oregon's Trans Social-Emotion Framework and Second Step* Elementar	sformative nal Learning d Standards	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 strategie to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind ac	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																				
ging		Practice 3A: Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.													~	V	~		~	V	~	•
eness & Belonging	Standard 3: Develop social awareness that fosters a sense of belonging and leads to co-constructing	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.												•	~	~	~		~	~	~	•
Social Awar	equitable, thriving communities and a vibrant society.	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.																				
ative		Practice 4A: Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.												~	✓	✓	~					
s & Collaborative -Solving	Standard 4: Establish and maintain healthy, supportive relationships	Practice 4B: Demonstrate empathy and affirm others' perspectives during teamwork and collaborative problem-solving.												v	~	V	v		~	v	•	•
Relationship Skills Problem-	and effectively navigate diverse settings in order to collaboratively solve problems.	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.																	~	•	~	~
Relat		Practice 4D: Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.																	V	V		

Unit 1: Growth Mindset & Goal-Setting

(Executive-Function Skills)

Key Skills and Concepts

Unit 2: Emotion Management



Kindergarten-Grade 2

Brain Builders

Oregon's Transformative Social-Emotional Learning Framework and Standards

Second Step® Elementary Digital Program

			Attent	Worki	Inhibit	Focus	Perser	Recog with h	Recog	Identii	Recog	Recog	Mana to feel	Recog	Take o	Develo	Recog	Manae	Apply	Recog	State	Think
	Standard	Practice																				
n-Making	Standard 5: Demonstrate curiosity and analysis	Practice 5A: Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.					~	~	•					~	~	~						
sible Decision & Curiosity	of oneself and society in order to make caring choices that impact personal, social, and collective	Practice 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.																	V	~		~
Responsi	well-being across situations and environments.	Practice 5C: Anticipate, reflect, and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.				~	~	✓					~	✓			•		~	✓	•	~

ynize that skills improve with ce and effort

Unit 1: Growth Mindset & Goal-Setting

Inize unhelpful thoughts and replace elpful thoughts **Key Skills and Concepts**

Unit 3: Empathy & Kindness

Unit 2: Emotion Management

Unit 4: Problem-Solving



	Grades 3-5 Oregon's Trans Social-Emotion Framework and Second Step* Elementar	sformative nal Learning d Standards	Attention	Working memory	Inhibitory control	Cognitive flexibility	Understand that the brain can grow and change	Recognize that skills improve with effort, help from others, and trying	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions m to think clearly	Identify and label similar emotions different intensity levels	Recognize that regulating emotion necessary to make decisions	Apply reappraisal as an emotion-m strategy	Apply planning ahead to manage r strong emotions	Recognize kindness helps them m and strengthen relationships	Recognize that people can have di points of view about the same thin	Recognize that empathy and perspections can help them get along with	Apply perspective-taking strategie empathize with others	Apply perspective-taking strategie their community a better place	Explain the importance of being ce problem-solving	Explain the importance of speaking one's self when solving a problem	State the problem without blame a points of view	Generate solutions to take all poini into consideration	Evaluate possible outcomes of solv problem based on all points of view	Pick a solution that is safe, respect could work for everyone	Identify when, where, and with who think it would be best to work on th
	Standard	Practice																											
		Practice 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).											~	•	~	~	•	•	•	•	•	~	•		•	•	•	•	•
ss & Identity	Standard 1: Identify and reflect upon one's thoughts, emotions, behaviors,	Practice 1B: Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.												~			•						~						
Self-Awarene	intersectional identity, and capabilities across situations and environments.	Practice 1C: Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.											~	•	~	~	~	~	~	~	•	•	~	v	v	v	v	•	•
ŭ		Practice 1D: Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.																											
		Practice 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one's identity.			~											~	•						~	•					
lement & Agency	Standard 2: Use management strategies to build personal and	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.	~		~			•			•					~	•						~	•					
Self-Manag	collective agency that lead to achieving goals and aspirations.	Practice 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.							~	~	•	~										~							
Sei		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.					•	•									•				•	•		~	~				•

Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts

Unit 2: Emotion Management



Grades 3-5

	Grades 3-5						rain ca	improve rs, and tr			ard goa	e goals	emotic	lar emo	ting em cisions	n emoti	to man	elps the	can ha	hy and get alon	ing stra	ing stra ter plac	e of bei	e of spe g a prob	nout bla	take all	comes cooning	safe, re: ne	and with to work
	Oregon's Trans Social-Emotion Framework an	nal Learning		memory	control	Cognitive flexibility	Understand that the b grow and change	hat skills from othe		SU	orogress towa	inform future	e that strong emoti learly	nd label similar intensity levels	e that regulating (y to make decisio	ppraisal as an	Apply planning ahead to man strong emotions	Recognize kindness helps and strengthen relationshi	e that people ca view about the	Recognize that empathy and taking can help them get aloı	Apply perspective-taking empathize with others	Apply perspective-taking their community a better	Explain the importance problem-solving	Explain the importance one's self when solving	State the problem without points of view	Generate solutions to into consideration	Evaluate possible outcomes problem based on all points	Pick a solution that is sa could work for everyone	ldentify when, where, and with think it would be best to work
	Second Step [®] Elementar	ry Digital Program	Attention	Working memory	Inhibitory	Cognitive	Understa grow and	Recognize teffort, help	Set goals	Make plans	Monitor progress	Reflect to inform	Recognize that s to think clearly	Identify and labe different intensit	Recognize t	Apply reappraisal a strategy	Apply pla strong en	Recogniz and stren	Recognize that p points of view ab	Recogniz taking ca	Apply per empathiz	Apply per their com	Explain the problem-	Explain th one's self	State the points of	Generate into consi	Evaluate problem k	Pick a sol could wor	Identify w think it w
	Standard	Practice																											
		Practice 3A: Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.																	~	~	~	~			~	•	•	•	
000000000000000000000000000000000000000	fosters a sense of belonging and leads to co-constructing	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.																			•	•			•	•	•	•	•
	equitable, thriving communities and a vibrant society.	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.																			•	~							
orative		Practice 4A: Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.																•	•	•	•	•			•	•	•	•	✓
ls & Collabo	Standard 4: Establish and maintain healthy, supportive relationships and effectively	Practice 4B: Demonstrate empathy and affirm others' perspectives during teamwork and collaborative problem-solving.																			•	•			•	•	•	•	~
Relationship Skills & Collaborative	navigate diverse settings in order to collaboratively solve problems.	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.																							•	•	•	•	~
Rel		Practice 4D: Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.																							~	~	~	~	~

Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts

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Unit 2: Emotion Management



Grades 3-5

Oregon's Transformative Social-Emotional Learning Framework and Standards

Second Step® Elementary Digital Program

	Second Step® Elementar	y Digital Program	Attentio	Working	Inhibitor	Cognitiv	Underst grow an	Recogni effort, he	Set goal	Make pla	Monitor	Reflect 1	Recogni to think	Identify different	Recogni	Apply re strategy	Apply pl strong e	Recogni and stre	Recogni points o	Recogni taking o	Apply pe empathi	Apply pettheir cor	Explain t	Explain tone's se	State th points o	Generat into con	Evaluate	Pick a so could we	Identify think it v
	Standard	Practice																											
n-Making	Standard 5: Demonstrate curiosity and analysis	Practice 5A: Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.				~		•			~	•									•	~			~	~	•	•	~
sible Decision & Curiosity	of oneself and society in order to make caring choices that impact personal, social, and collective	Practice 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.																			•	•				•	•	~	•
Responsi	well-being across situations and environments.	Practice 5C: Anticipate, reflect, and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.						•			~	~			•		•	•		•	•	•	•	~	~	•	•	•	~

Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts

Unit 3: Empathy & Kindness

e importance of being calm before

Unit 2: Emotion Management

that regulating emotions to make decisions

nd label similar emotion ntensity levels

ze that strong emotior clearly Unit 4: Problem-Solving

possible outcomes of solutions to a based on all points of view

Brain Builders

(Executive-Function Skills)

nd that the brain can change



Grades 6-8

	Oregon's Trans Social-Emotion Framework and Second Step [®] Middle Sci	nal Learning d Standards	Recognize that social chall and get better in time	Understand that the brain	Set personal goals and cre achieve them	Determine how to adjust a making a mistake	Apply personal strengths to or get better at something	Recognize common types and harassment	Understand the negative ir and harassment	Determine the best upstan for a situation	Understand students' resp positive school climate	Recognize how social and factors contribute to bullyii their school	Prepare to take action to di contribute to bullying and h	Understand how emotions decision-making in positive	Recognize and reframe unl	Recognize the signs of stre	Apply stress- and emotion strategies	Recognize how conflicts e	Describe the different pers involved in a conflict	Apply the four-step conflic	Identify ways to make ame	Recognize the signs of hea relationships
	Standard	Practice																				
		Practice 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).	~		~		~							~	•	~	~	~	✓	~	~	~
ss & Identity	Standard 1: Identify and reflect upon one's thoughts, emotions, behaviors, intersectional	Practice 1B: Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.												•	•	V	V					
Self-Awarene	identity, and capabilities across situations and environments.	Practice 1C: Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.										v	~	~	✓	V	V	V	v	~	✓	~
ŭ		Practice 1D: Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.		~	•		v															
		Practice 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one's identity.					~								~	V	~	~		~		
ement & Agency	Standard 2: Use management strategies to build personal and	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.			V	v	V			V					~	V	V	V		✓		
Self-Manage	collective agency that lead to achieving goals and aspirations.	Practice 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.			~	~	~															
Self		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.	•		V	•				V			•							•	•	

Unit 1: Mindsets & Goals

to develop an interest _I new

can grow and change

Key Skills and Concepts

ivironmental I and harassme isrupt factors that harassment at school influence e and negative ways

Unit 2: Recognizing Bullying & Harassment

sibility to create a

Unit 3: Thoughts, Emotions & Decisions Unit 4: Managing Relationships & Social Conflict

resolution process



Grades 6-8

Oregon's Transformative

	Grades 6-8 Oregon's Trans Social-Emotion Framework and Second Step* Middle Sci	sformative nal Learning d Standards hool Digital Program	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																				
Belonging		Practice 3A: Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.	V																V	V	~	~
eness & Belor	Standard 3: Develop social awareness that fosters a sense of belonging and leads to co-constructing	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.	~															~	•	•	V	✓
Social Aware	equitable, thriving communities and a vibrant society.	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.	~							V			~									
ative		Practice 4A: Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.																	v	~	•	~
& Collaborative Solving	Standard 4: Establish and maintain healthy, supportive relationships	Practice 4B: Demonstrate empathy and affirm others' perspectives during teamwork and collaborative problem-solving.											~						v	v	V	
Relationship Skills & Problem-Sol	and effectively navigate diverse settings in order to collaboratively solve problems.	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.						~	V	V	~	•	~					~	~	~	V	•
Relat		Practice 4D: Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.																		V	•	

Unit 1: Mindsets & Goals

Key Skills and Concepts

Unit 2: Recognizing Bullying & Harassment

Unit 3: Thoughts, Emotions & Decisions Unit 4: Managing Relationships & Social Conflict



Grades 6-8

Oregon's Transformative

	Social-Emotion Framework and Second Step* Middle Sc	d Standards	Recognize that soc and get better in tir	Understand that th	Set personal goals achieve them	Determine how to a making a mistake	Apply personal stre or get better at son	Recognize commor	Understand the ne and harassment	Determine the besi for a situation	Understand studer positive school clin	Recognize how soc factors contribute t their school	Prepare to take act contribute to bullyii	Understand how er decision-making in	Recognize and refr	Recognize the sign	Apply stress- and estrategies	Recognize how cor	Describe the differ involved in a conflic	Apply the four-step	Identify ways to me	Recognize the sign relationships
	Standard	Practice																				
n-Making	Standard 5: Demonstrate curiosity and analysis	Practice 5A: Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.			~	~	~												~	~	V	
ible Decision & Curiosity	of oneself and society in order to make caring choices that impact personal, social, and collective	Practice 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.								•			~				•			•	V	
Responsi	well-being across situations and environments.	Practice 5C: Anticipate, reflect, and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.	v		V	•	~			V	~	V	v	•	•	V	•	•	v	~	V	v

Unit 1: Mindsets & Goals

engths to develop an interest nething new

can grow and change

Key Skills and Concepts

vironmental and harassn

Unit 2: Recognizing Bullying & Harassment

responsibility to create a

Unit 3: Thoughts, Emotions & Decisions Unit 4: Managing Relationships & Social Conflict