Pennsylvania Learning Standards for Early Childhood Continuum Alignment with Second Step SEL for Early Learning

PA Learning Standards for Early Childhood Continuum	Second Step Key Concepts																											
	SKILLS FOR LEARNING							EMPATHY						EMOTION MANAGEMENT					PROBLEM SOLVING			FRIENDSHIP SKILLS				EXECUTIVE-FUNCTION SKILLS		
	Focus Attention	Listen with Attention	Use Self-Talk	Be Assertive	Remember Directions	Stay on Task	Ignore Distractions	Understand and Identify Own and Others' Feelings	Build a Vocabulary of Feelings Words	Begin to Take Others' Perspectives	Listen to Others	Have Empathy	Express Compassion	Understand Strong Feelings	Recognize Strong Feelings	Calm Down Strong Feelings	Use the Calming-Down Steps	Use Communication / Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Play Fair	Invite Others to Play	Ask to Join In Play	Choose to Have Fun Over Getting Their Way	Use Flexible Attention	Use Working Memory	Use Inhibitory Control
Early Learning																												
AL.1 PK.A. - Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.				X																								
AL.1 PK.B. - Demonstrate a willingness to participate in new and challenging experiences.														X	X	X	X	X										
AL.1 PK.C. - Engage in complex play sequences with two or more children.	X	X		X	X	X	X	X	X	X	X	X		X	X	X	X	X				X	X	X	X	X	X	X
AL.2 PK.A. - Work toward completing a task, even if challenging, and despite interruptions.	X	X	X		X	X	X																			X	X	X
AL.2 PK.C. - Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.																				X	X							
AL.2 PK.E. - Retain and recall information presented over a short period of time.																											X	
AL.3 PK.A. - Use music, art, and/or stories to express ideas, thoughts, and feelings.								X	X					X	X	X		X										
AL.4 PK.B. - Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.			X											X	X	X	X	X										
AL.4 PK.C. - Attempt problem-solving activities to achieve a positive outcome.		X		X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
16.1 PK.A. - Distinguish between emotions and identify socially accepted ways to express them.				X										X	X	X	X	X	X									
16.1 PK.B. - Recognize that everyone has personal traits which guide behavior and choices.								X	X	X	X	X						X										
16.1 PK.C. - Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.			X											X	X	X	X	X										
16.1 PK.D. - Establish goals independently and recognize own influence on choices.																				X	X						X	X
16.2 PK.A. - Interact with peers and adults in a socially acceptable manner.	X	X		X			X							X	X	X	X	X	X			X	X	X	X			X
16.2 PK.B. - Identify similarities and differences between self and others.										X		X																
16.2 PK.C. - Engage in reciprocal communication with adults and peers.	X	X		X			X	X		X	X	X						X										
16.2 PK.D. - Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict.				X																X	X							
16.2 PK.E. - Ask for and accept offers of help when needed or appropriate.		X		X										X	X	X	X	X	X	X	X					X	X	X
16.3 PK.A. - Interpret the consequences of choices.																						X	X	X	X			
16.3 PK.B. - Recognize there are socially acceptable ways to behave in different places.					X																	X	X	X	X			
16.3 PK.C. - Actively engage in assisting others when appropriate.	X	X		X				X		X	X	X	X							X	X	X	X	X				

Pennsylvania Learning Standards for Early Childhood Continuum Alignment with Second Step SEL for Kindergarten

PA Learning Standards for Early Childhood Continuum	Second Step Key Concepts																										
	SKILLS FOR LEARNING							EMPATHY						EMOTION MANAGEMENT					PROBLEM SOLVING						EXECUTIVE-FUNCTION SKILLS		
	Focus Attention	Listen with Attention	Use Self-Talk	Be Assertive	Remember Directions	Stay on Task	Ignore Distractions	Understand and Identify Own and Others' Feelings	Build a Vocabulary of Feelings Words	Begin to Take Others' Perspectives	Listen to Others	Have Empathy	Express Compassion	Understand Strong Feelings	Recognize Strong Feelings	Calm Down Strong Feelings	Use the Ways to Calm Down	Use Communication / Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Pick the Best Solution to a Problem		Use Friendship Skills	Use Flexible Attention	Use Working Memory	Use Inhibitory Control
Kindergarten																											
AL.1 K.A. - Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.				X																							
AL.1 K.B. - Demonstrate a willingness to participate in an increasing variety of diverse experiences.														X	X	X	X	X									
AL.1 K.C. - Engage in elaborate, interactive play sequences that include acting out roles and negotiating play themes.	X	X		X	X	X	X	X		X	X	X		X	X	X	X	X						X	X	X	X
AL.2 K.A. - Complete a task, despite interruptions or classroom disruptions.	X	X	X		X	X	X																		X	X	X
AL.2 K.B. - Complete multistep tasks with independence.	X	X	X		X	X	X																		X	X	X
AL.2 K.C. - Accomplish challenging tasks by employing familiar and new strategies as needed.	X	X	X		X	X	X												X	X	X	X	X		X	X	X
AL.2 K.E. - Retain and recall information presented over a short period of time.																										X	
AL.3 K.A. - Use music, art, and/or stories to express ideas, thoughts, and feelings.								X	X	X	X	X	X	X	X			X						X			
AL.4 K.B. - Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.														X	X	X	X	X									
AL.4 K.C. - Employ problem-solving strategies to achieve a positive outcome.	X	X		X															X	X	X	X	X	X			
16.1 K.A. - Distinguish between emotions and identify socially accepted ways to express them.													X	X	X	X	X	X									X
16.1 K.B. - Recognize that everyone has personal traits which guide behavior and choices.										X		X												X			
16.1 K.C. - Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.														X	X	X	X	X									
16.1 K.D. - Establish goals independently and recognize own influence on choices.																				X	X	X	X				
16.2 K.A. - Interact with peers and adults in a socially acceptable manner.	X	X		X	X		X	X		X	X	X	X	X	X	X	X	X						X			X
16.2 K.B. - Identify similarities and differences between self and others.	X	X						X		X	X	X															
16.2 K.C. - Engage in reciprocal communication with adults and peers.	X	X		X	X		X	X		X	X	X	X					X							X	X	X
16.2 K.D. - Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict.																			X	X	X	X	X	X			
16.2 K.E. - Ask for and accept offers of help when needed or appropriate.				X	X									X	X	X	X	X	X	X	X	X	X				
16.3 K.A. - Interpret the consequences of choices.										X		X							X		X	X	X				
16.3 K.B. - Recognize there are socially acceptable ways to behave in different places.					X					X	X	X												X			X
16.3 K.C. - Actively engage in assisting others when appropriate.	X	X		X				X	X	X	X	X	X						X	X	X	X	X	X			

Pennsylvania Learning Standards for Early Childhood Continuum Alignment with Second Step SEL for Grade 1

PA Learning Standards for Early Childhood Continuum	Second Step Key Concepts																										
	SKILLS FOR LEARNING							EMPATHY						EMOTION MANAGEMENT					PROBLEM SOLVING						EXECUTIVE-FUNCTION SKILLS		
	Focus Attention	Listen with Attention	Use Self-Talk	Be Assertive	Remember Directions	Stay on Task	Ignore Distractions	Understand and Identify Own and Others' Feelings	Build a Vocabulary of Feelings Words	Begin to Take Others' Perspectives	Listen to Others	Have Empathy	Express Compassion	Understand Strong Feelings	Recognize Strong Feelings	Calm Down Strong Feelings	Use the Ways to Calm Down	Communication / Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Pick the Best Solution to a Problem	Use Friendship Skills	Use Flexible Attention	Use Working Memory	Use Inhibitory Control
Grade 1																											
AL.1 1.A. - Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.				X																							
AL.1 1.B. - Participate in a variety of challenging experiences.														X	X	X	X	X									
AL.1 1.C. - Engage in cooperative, purposeful, and interactive play experiences that enhance learning.	X	X		X	X	X	X	X		X	X	X		X	X	X	X	X						X	X	X	X
AL.2 1.A. - Complete a task, despite interruptions or classroom disruptions.	X	X	X		X	X	X																		X	X	X
AL.2 1.B. - Complete multistep tasks with independence.	X	X	X		X	X	X																		X	X	X
AL.2 1.C. - Accomplish challenging tasks by employing familiar and new strategies as needed.	X	X	X		X	X	X												X	X	X	X	X		X	X	X
AL.2 1.E. - Employ familiar strategies to recall information for a purpose.	X	X																								X	
AL.4 1.B. - Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.														X	X	X	X	X									
AL.4 1.C. - Use problem-solving strategies to achieve a positive outcome.	X	X		X															X	X	X	X	X	X			
16.1 1.A. - Examine the impact of emotions and responses on view of self and interactions with others.								X	X	X	X	X	X	X	X	X	X	X									
16.1 1.B. - Understand the impact of personal traits on relationships and school achievement.										X		X												X			
16.1 1.C. - Identify adverse situations which all people encounter and healthy ways to address.														X	X	X	X	X		X	X	X	X				
16.1 1.D. - Describe the effect of goal-setting on self and others.																		X		X	X	X	X				
16.2 1.A. - Establish relationships that are positive and supportive of others.	X	X		X				X		X	X	X	X											X			
16.2 1.B. - Recognize and tolerate the uniqueness of all people in all situations.										X		X		X	X	X	X	X	X	X	X	X	X	X			
16.2 1.C. - Explain the impact of communication on interactions with others.	X	X		X				X		X	X	X						X						X			
16.2 1.D. - Identify and apply appropriate ways to resolve conflict.	X	X	X	X				X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
16.2 1.E. - Determine who, when, where, or how to seek help for solving problems.				X																X	X	X	X				
16.3 1.A. - Recognize that there are consequences for every decision which are the responsibility of the decision-maker.										X		X							X		X	X	X				
16.3 1.B. - Demonstrate knowledge of how social norms affect decision-making and behavior.																				X	X	X	X				
16.3 1.C. - Actively engage in creating an environment that encourages healthy relationships.	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Pennsylvania Learning Standards for Early Childhood Continuum Alignment with Second Step SEL for Grade 2

PA Learning Standards for Early Childhood Continuum	Second Step Key Concepts																										
	SKILLS FOR LEARNING							EMPATHY						EMOTION MANAGEMENT					PROBLEM SOLVING						EXECUTIVE-FUNCTION SKILLS		
	Focus Attention	Listen with Attention	Use Self-Talk	Be Assertive	Remember Directions	Stay on Task	Ignore Distractions	Understand and Identify Own and Others' Feelings	Build a Vocabulary of Feelings Words	Begin to Take Others' Perspectives	Listen to Others	Have Empathy	Express Compassion	Understand Strong Feelings	Recognize Strong Feelings	Calm Down Strong Feelings	Use the Ways to Calm Down	Use Communication / Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions	Pick the Best Solution to a Problem	Use Friendship Skills	Use Flexible Attention	Use Working Memory	Use Inhibitory Control
Grade 2																											
AL.1 2.A. - Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.				X																							
AL.1 2.B. - Participate in a variety of challenging experiences.														X	X	X	X	X									
AL.1 2.C. - Engage in cooperative, purposeful, and interactive play experiences that enhance learning.	X	X		X	X	X	X	X		X	X	X		X	X	X	X	X						X	X	X	X
AL.2 2.A. - Complete a task, despite interruptions or classroom disruptions.	X	X	X		X	X	X																		X	X	X
AL.2 2.B. - Complete multistep tasks with independence.	X	X	X		X	X	X																		X	X	X
AL.2 2.C. - Accomplish challenging tasks independently.	X	X	X	X	X	X	X																		X	X	X
AL.2 2.E. - Employ new and familiar strategies to recall information for a purpose.	X	X																								X	
AL.4 2.B. - Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.														X	X	X	X	X									
AL.4 2.C. - Use problem-solving strategies to achieve a positive outcome.	X	X		X															X	X	X	X	X	X			
16.1 2.A. - Examine the impact of emotions and responses on view of self and interactions with others.								X	X	X	X	X	X	X	X	X	X	X									
16.1 2.B. - Understand the impact of personal traits on relationships and school achievement.										X		X												X			
16.1 2.C. - Identify adverse situations which all people encounter, and healthy ways to address them.														X	X	X	X	X		X	X	X	X				
16.1 2.D. - Describe the effect of goal-setting on self and others.																		X		X	X	X	X				
16.2 2.A. - Establish relationships that are positive and supportive of others.	X	X		X				X		X	X	X	X											X			
16.2 2.B. - Recognize and tolerate the uniqueness of all people in all situations.										X		X		X	X	X	X	X	X	X	X	X	X	X			
16.2 2.C. - Explain the impact of communication on interactions with others.	X	X		X				X		X	X	X						X						X			
16.2 2.D. - Identify and apply appropriate ways to resolve conflict.	X	X	X	X				X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
16.2 2.E. - Determine who, when, where, or how to seek help for solving problems.				X																X	X	X	X				
16.3 2.A. - Recognize that there are consequences for every decision, and they are the responsibility of the decision-maker.										X		X							X		X	X	X				
16.3 2.B. - Demonstrate knowledge of how social norms affect decision-making and behavior.																				X	X	X	X				
16.3 2.C. - Actively engage in creating an environment that encourages healthy relationships.	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X