

| CA Health Standards Frameworks | Second Step Program 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 | Identify and Understand Their 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 | Friendship Skills | Flexible Attention | Working Memory | Inhibitory Control | |
| 2.2.1.M - Identify internal and external factors that influence mental, emotional, and social health. | | | | | | | | X | X | X | X | X | X | X | X | X | X | | | | | | | | | | |
| 2.3.1.M - Discuss ways to obtain information from family, school personnel, health professionals, and other responsible adults. | | | | X | | | | | | | | | | | | | | | | | | | | | | | |
| 2.3.2.M - Identify people in the community who are caring, supportive, and trustworthy. | | | | | | | | | | | X | X | | | | | | | | | | | | | | | |
| 2.4.1.M - Identify and demonstrate ways to express needs and wants appropriately. | | | | X | | | | | | | | | X | X | X | X | X | | | | | | | | | | |
| 2.4.2.M - Demonstrate how to ask for help from trusted adults or friends. | | | | X | | | | | | | | | | | | | | | | | | | | | | | |
| 2.5.1.M - Use a decision-making process for solving problems with peers and family members. | X | X | | X | | | | | | | | | | | | | | | X | X | X | X | X | X | | | |
| 2.6.1.M - Describe how to make a commitment to be a good friend. | X | X | | X | | | | X | | X | X | X | | | | | | | | | | | | X | | | |
| 2.7.1.M - Manage emotions appropriately in a variety of situations. | | | | | | | | X | X | | | | X | X | X | X | X | X | X | | | | | | | X | |
| 2.7.2.M - Show respect for individual differences. | | | | | | | | X | | X | X | X | | | | | | | | | | | | | | | |
| 2.8.1.M - Object appropriately to teasing of peers that is based on personal characteristics. | | | | X | | | | X | | X | X | X | | | | | | | X | X | X | X | X | X | | | |
| 2.8.2.M - Support peers in school and community activities. | X | X | | X | | | X | X | X | X | X | X | | | | | | | | | | | X | | | | |
| Grade 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.1.1.M - Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). | X | X | X | X | X | X | X | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | | |
| 3.1.2.M - Describe the importance of assuming responsibility within the family and community. | | | | | | | | | | X | | X | | | | | | | | | | | | | | | |
| 3.1.3.M - Explain the benefits of having positive relationships with family and friends. | | | | | | | | X | | X | | X | | | | | | | | | | | X | | | | |
| 3.1.4.M - Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions. | | | | X | | | | | | X | X | X | | | | | | | | | | | X | | | | |
| 3.2.1.M - Describe internal and external factors that affect friendships and family relationships. | | | | | | | | | | | | | | | | | | | | | | | X | | | | |
| 3.4.1.M - Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries. | | | | X | | | | X | | | | | X | X | | | | X | | | | | | | | | |
| 3.5.1.M - Describe effective strategies to cope with changes within the family. | | | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | | |
| 3.5.2.M - Evaluate situations in which a trusted adult should be asked for help. | | | X | X | | | | | | | | | | | | | | | X | | | X | | | | | |
| 3.6.1.M - Make a plan to help at home and show responsibility as a family member. | | | | | | | | | | X | X | X | | | | | | | | X | X | X | X | X | | | |
| 3.7.1.M - Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in oneself and others. | | | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | | |
| 3.8.1.M - Promote a positive and respectful school environment. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | |
| 3.8.2.M - Object appropriately to teasing based on personal characteristics of peers and family members. | | | | X | | | | X | | X | X | X | | | | | | | X | X | X | X | X | | | | |
| 3.8.3.M - Demonstrate the ability to support and respect people with differences. | X | X | | X | | | | X | | X | X | X | | | | | | | X | X | X | X | X | | | | |

California Health Standards Frameworks [DRAFT] Alignment with Second Step SEL for Grades 6-8



| CA Health Standards Frameworks | Second Step Program Key Concepts | | | | | | | | | | | | | | |
|---|--|-----------------------------|---|-----------------------------|--|--|------------------------------------|----------------------|---|-------------------------|------------------------------------|--|-----------------------------|-------------------------|---|
| | Understanding Growth Mindset: Your Brain Can | Setting and Achieving Goals | Planning Ahead for Difficult Situations | Identifying Personal Values | Using Personal Values to Make Good Decisions | Making Friends and Strengthening Friendships | Recognizing Negative Relationships | The Role of Emotions | Handling Unhelpful Thoughts and Strong Emotions | Calming-Down Strategies | Recognizing Different Perspectives | Recognizing and Avoiding Serious Conflicts | Resolving Serious Conflicts | Repairing Relationships | Helping Prevent Bullying and Harassment |
| Grade 6 | | | | | | | | | | | | | | | |
| 6.1.1.M - Describe the signs, causes, and health effects of stress, loss, and depression. | | | | | | | | X | X | X | | | | | |
| 6.1.2.M - Summarize feelings and emotions associated with loss and grief. | | | | | | | | X | X | X | X | | | | |
| 6.1.3.M - Discuss how emotions change during adolescence. | X | | | | | | | X | | | | | | | |
| 6.1.4.M - Describe the importance of being aware of one's own emotions. | | | | | | | | X | X | X | | | | | |
| 6.1.5.M - Describe the importance of being empathetic to individual differences, including people with disabilities and chronic diseases. | | | | | | X | | | | | X | | | | X |
| 6.1.7.M - Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions. | | | | | | | X | | | | | | | | |
| 6.1.8.M - Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, and verbal abuse). | | | | | | | | | | | | | | | X |
| 6.1.9.M - Discuss the harmful effects of violent behaviors. | | | | X | X | | X | | | | | | | X | X |
| 6.2.1.M - Analyze the external and internal influences on mental, emotional, and social health. | | | | X | X | X | X | X | X | X | | X | X | X | X |
| 6.3.2.M - Discuss the importance of getting help from a trusted adult when it is needed. | | X | X | | | | X | | | | | | | X | X |
| 6.4.2.M - Describe how prejudice, discrimination, and bias can lead to violence. | | | | | | | | | | | | | | | X |
| 6.4.3.M - Demonstrate ways to communicate respect for diversity. | | | | | | X | | | | | X | | | | |
| 6.4.4.M - Demonstrate the ability to use steps of conflict resolution. | | | | | | | | | | | | X | X | | |
| 6.5.1.M - Apply a decision-making process to enhance health. | | X | X | X | X | | | | | X | | | | | |

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| | Understanding Growth Mindset: Your Brain Can | Setting and Achieving Goals | Planning Ahead for Difficult Situations | Identifying Personal Values | Using Personal Values to Make Good Decisions | Making Friends and Strengthening Friendships | Recognizing Negative Relationships | The Role of Emotions | Handling Unhelpful Thoughts and Strong Emotions | Calming-Down Strategies | Recognizing Different Perspectives | Recognizing and Avoiding Serious Conflicts | Resolving Serious Conflicts | Repairing Relationships | Helping Prevent Bullying and Harassment |
| 6.5.3.M - Compare and contrast being angry and angry behavior, and discuss the consequences. | | | X | | X | | | X | X | X | | X | X | X | X |
| 6.6.1.M - Make a plan to prevent and manage stress. | | | X | | | | | | | X | | | | | |
| 6.6.2.M - Describe how personal goals can be affected if violence is used to solve problems. | | | | | | | | | | | X | X | | | |
| 6.7.1.M - Carry out personal and social responsibilities appropriately. | | X | X | X | X | X | | X | X | X | X | X | X | X | X |
| 6.7.2.M - Practice strategies to manage stress. | | | X | | | | | | | X | | | | | |
| 6.7.3.M - Practice appropriate ways to respect and include others who are different from oneself. | | | | | | X | | | | | | | | | X |
| 6.7.4.M - Demonstrate how to use self-control when angry. | | | X | X | X | | | X | X | X | | X | X | | |
| 6.8.1.M - Encourage a school environment that is respectful of individual differences. | | | | X | X | X | | | | | | | | | X |
| 6.8.2.M - Object appropriately to teasing or bullying of peers that is based on personal characteristics or perceived sexual orientation. | | | X | | | X | | | | | | | | | X |
| Grades 7-8 | | | | | | | | | | | | | | | |
| 7-8.1.1.M - Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration). | | | | X | X | X | | | | | X | | | | |
| 7-8.1.2.M - Identify a variety of nonviolent ways to respond when angry or upset. | | | X | | X | | | X | X | X | | X | X | | |
| 7-8.1.4.M - Describe how emotions change during adolescence. | X | | | | | | | X | | | | | | | |
| 7-8.1.5.M - Recognize diversity among people, including disability, gender, race, sexual orientation, and body size. | | | | | | X | | | | | | | | | X |
| 7-8.1.7.M - Describe the benefits of having positive relationships with trusted adults. | X | | | | | | | | | | | | | | |
| 7-8.2.1.M - Analyze internal and external influences on mental, emotional, and social health. | X | | | X | X | X | X | X | X | X | | X | X | X | X |

