



ALIGNMENT CHART:
Social-Emotional Wellness Strand of
the Colorado Comprehensive Health Standards
Early Learning-Grade 8

This alignment chart illustrates how Second Step and the Colorado Social-Emotional Wellness Standards complement and support each other across key social-emotional concepts.

The Importance of Social-Emotional Learning

Social-emotional learning (SEL) is recognized as a key ingredient for school and life success. A 2011 meta-analysis* found that students participating in SEL programs showed significant gains in social-emotional skills, attitudes, and behaviors, as well as academic achievement. Specific gains include:

- 11 percentile-point gain in overall academic achievement
- 23 percent improvement in social-emotional skills
- 9 percent improvement in attitudes about self, others, and school
- 9 percent improvement in school and classroom behavior
- 9 percent decrease in conduct problems, such as disruptive classroom behavior and aggression

Educators across the nation acknowledge the benefits of SEL in schools and agree that teaching students social-emotional skills is a necessary and valuable component of their education.

About the Second Step Program

Evidence-based Second Step is the premier SEL program in the United States, reaching more than 15 million school children every year. The universal, classroom-based program promotes development of students' social-emotional competence and self-regulation skills. Students with these skills are better able to maintain healthy relationships with peers and adults and have more coping strategies to manage stressful situations. They're also more likely to benefit from academic instruction.

Second Step Key Concepts

- Skills for learning
- Empathy
- Emotion management
- Problem solving

Core Learning Strategies

- Brain Builders
- Story and discussion
- Activity/skill practice
- Reinforcing skills

Teaching the social-emotional and self-regulation skills in the Second Step program need not be confined to the lessons! Students can practice their Second Step skills while learning about literature, math, science, health, and more. In fact, while applying their Second Step skills to academics, students can also boost their academic achievement.

* 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.





Early Learning



Alignment with Second Step SEL for Early Learning

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Colorado Social-Emotional Wellness Standards

Key Concepts		CH.P.3.4.1-a Communicate with familiar adults and accept or request guidance	CH.P.3.4.1-b Cooperate with others	CH.P.3.4.1-c Develop friendships with peers	CH.P.3.4.1-d Establish secure relationships with adults	CH.P.3.4.1-e Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns	CH.P.3.4.1-f Resolve conflict with peers alone and/or with adult intervention as appropriate	CH.P.3.4.1-g Recognize and label others' emotions	CH.P.3.4.1-h Express empathy and sympathy to peers	CH.P.3.4.1-i Recognize how actions affect others and accept consequences of one's action	CH.P.3.4.2-a Identify personal characteristics, preferences, thoughts, and feelings	CH.P.3.4.2-b Demonstrate age-appropriate independence in a range of activities, routines, and tasks	CH.P.3.4.2-c Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks
Skills for Learning	Focus Attention	✓	✓			✓	✓	✓	✓			✓	
	Listen with Attention	✓	✓			✓	✓	✓	✓			✓	
	Use Self-Talk		✓			✓	✓					✓	
	Be Assertive	✓	✓	✓	✓	✓	✓				✓	✓	
	Remember Directions		✓			✓						✓	
	Stay On Task		✓			✓						✓	
	Ignore Distractions		✓			✓						✓	
Empathy	Identify and Understand Their Own, Others' Feelings		✓	✓	✓	✓	✓	✓	✓		✓		
	Build a Vocabulary of Feelings Words	✓	✓	✓	✓	✓	✓	✓	✓		✓		
	Begin to Take Others' Perspectives		✓	✓	✓	✓	✓	✓	✓				
	Listen to Others		✓	✓	✓	✓	✓	✓	✓				
	Have Empathy		✓	✓	✓	✓	✓	✓	✓				
	Express Compassion		✓	✓	✓	✓	✓	✓	✓				
Emotion Management	Understand Strong Feelings		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Recognize Strong Feelings		✓	✓	✓	✓	✓			✓	✓	✓	
	Calm Strong Feelings Down		✓	✓	✓	✓	✓			✓	✓	✓	
	Use the Calming-Down Steps		✓	✓	✓	✓	✓			✓	✓	✓	
	Communication/Language Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Problem Solving	Calm Down Before Solving Problems		✓	✓		✓	✓			✓		✓	
	Describe the Problem	✓	✓	✓		✓	✓			✓		✓	
	Think of Multiple Solutions to a Problem	✓	✓	✓		✓	✓			✓		✓	
Friendship Skills	Play Fair		✓	✓		✓	✓					✓	
	Invite Others to Play		✓	✓		✓		✓	✓			✓	
	Ask to Join in Play		✓	✓		✓					✓	✓	
	Choose to Have Fun over Getting Their Way		✓	✓		✓	✓					✓	
Executive-Function Skills	Flexible Attention		✓			✓						✓	✓
	Working Memory		✓			✓						✓	✓
	Inhibitory Control		✓			✓	✓			✓		✓	✓



Alignment with Second Step SEL for Early Learning

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Colorado Social-Emotional Wellness Standards (cont.)

Key Concepts		CH.P.3.4.2-d Demonstrate age-appropriate independence in decision making regarding activities and materials	CH.P.3.4.3-a Recognize and label emotions	CH.P.3.4.3-b Handle impulses and behavior with minimal direction	CH.P.3.4.3-c Follow simple rules, routines, and directions	CH.P.3.4.3-d Shift attention between tasks and move through transitions with minimal direction from adults	CH.P.3.4.3-e Attend to free-play activities for longer periods of time	CH.P.3.4.4-a Express a range of emotions appropriately, such as excitement, happiness, sadness, and fear	CH.P.3.4.4-b Refrain from disruptive behavior, aggressive, angry, or defiant behaviors	CH.P.3.4.4-c Adapt to new environments with appropriate emotions and behaviors
Skills for Learning	Focus Attention	✓		✓	✓	✓	✓			✓
	Listen with Attention	✓		✓	✓	✓				✓
	Use Self-Talk	✓		✓	✓	✓	✓	✓	✓	✓
	Be Assertive	✓			✓	✓		✓	✓	✓
	Remember Directions	✓		✓	✓	✓				✓
	Stay On Task	✓		✓	✓	✓	✓			
	Ignore Distractions	✓		✓	✓	✓	✓			
Empathy	Identify and Understand Their Own, Others' Feelings		✓	✓				✓	✓	✓
	Build a Vocabulary of Feelings Words		✓	✓				✓	✓	✓
	Begin to Take Others' Perspectives									✓
	Listen to Others									✓
	Have Empathy									
	Express Compassion									
Emotion Management	Understand Strong Feelings	✓	✓	✓				✓	✓	✓
	Recognize Strong Feelings	✓	✓	✓				✓	✓	✓
	Calm Strong Feelings Down	✓		✓				✓	✓	✓
	Use the Calming-Down Steps	✓		✓				✓	✓	✓
	Communication/Language Skills	✓		✓				✓	✓	✓
Problem Solving	Calm Down Before Solving Problems	✓	✓					✓	✓	
	Describe the Problem	✓						✓	✓	
	Think of Multiple Solutions to a Problem	✓						✓	✓	
Friendship Skills	Play Fair	✓		✓			✓	✓	✓	
	Invite Others to Play	✓		✓			✓			
	Ask to Join in Play	✓		✓			✓			✓
	Choose to Have Fun over Getting Their Way	✓		✓			✓	✓	✓	✓
Executive-Function Skills	Flexible Attention	✓			✓	✓	✓			✓
	Working Memory	✓			✓	✓	✓			✓
	Inhibitory Control	✓		✓	✓	✓	✓	✓	✓	✓



Kindergarten



Alignment with Second Step SEL for Kindergarten

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Colorado Social-Emotional Wellness Standards

Key Concepts		CH.K.3.4.1-a Demonstrate ways to show respect, consideration, and care for others, such as saying please, thank you, and I'm sorry	CH.K.3.4.1-b Identify a variety of emotions	CH.K.3.4.1-c Recognize that feelings influence actions	CH.K.3.4.1-d Identify and demonstrate appropriate ways to express emotions and cope with strong feelings	CH.K.3.4.2-a Demonstrate effective listening skills	CH.K.3.4.2-b Demonstrate effective verbal and nonverbal communication skills	CH.K.3.4.2-c Demonstrate sharing with peers	CH.K.3.4.2-d Demonstrate strategies to cooperate with others
Skills for Learning	Focus Attention					✓	✓		
	Listen with Attention					✓	✓		
	Use Self-Talk	✓		✓	✓	✓	✓	✓	✓
	Be Assertive	✓		✓	✓		✓	✓	✓
	Remember Directions					✓			
	Stay On Task					✓			
	Ignore Distractions					✓			
Empathy	Identify and Understand Their Own, Others' Feelings	✓	✓	✓	✓			✓	✓
	Build a Vocabulary of Feelings Words	✓	✓	✓	✓			✓	✓
	Begin to Take Others' Perspectives	✓	✓	✓				✓	✓
	Listen to Others	✓	✓	✓				✓	✓
	Have Empathy	✓	✓	✓				✓	✓
	Express Compassion	✓	✓	✓					✓
Emotion Management	Understand Strong Feelings	✓	✓	✓	✓			✓	✓
	Recognize Strong Feelings	✓	✓	✓	✓			✓	✓
	Calm Strong Feelings Down	✓	✓	✓	✓			✓	✓
	Use the Ways to Calm Down	✓	✓	✓	✓			✓	✓
	Communication/Language Skills	✓	✓	✓	✓			✓	✓
Problem Solving	Calm Down Before Solving Problems	✓		✓	✓			✓	✓
	Describe the Problem						✓	✓	✓
	Think of Multiple Solutions to a Problem						✓	✓	✓
	Explore Consequences of Solutions to Problems						✓	✓	✓
	Pick the Best Solution to a Problem							✓	✓
	Friendship Skills	✓	✓	✓	✓	✓	✓	✓	✓
Executive-Function Skills	Flexible Attention					✓	✓		
	Working Memory					✓	✓		
	Inhibitory Control	✓		✓		✓	✓	✓	



Grade 1



Alignment with Second Step SEL for Grade 1

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Colorado Social-Emotional Wellness Standards

Key Concepts		CH.1.3.4.1-a Explain possible causes for a variety of emotions	CH.1.3.4.1-b Identify appropriate ways to express emotions and cope with strong feelings	CH.1.3.4.1-c Demonstrate effective listening skills and both verbal and nonverbal communication skills	CH.1.3.4.1-d Describe and practice situations that require polite and empathetic responses such as please, thank you, and I'm sorry	CH.1.3.4.1-e Demonstrate strategies to resolve conflicts, such as sharing, collaboration, and appropriately advocating for personal needs	CH.1.3.4.2-a Identify trusted adults at home and at school	CH.1.3.4.2-b Identify trusted adults who promote health such as health care providers	CH.1.3.4.2-c Demonstrate the ability to talk about feelings with parents and other trusted adults	CH.1.3.4.2-d Demonstrate the ability to ask for help from a parent and/or trusted adults
Skills for Learning	Focus Attention			✓		✓				
	Listen with Attention			✓		✓				
	Use Self-Talk		✓	✓		✓				
	Be Assertive		✓	✓	✓	✓			✓	✓
	Remember Directions			✓						
	Stay On Task			✓						
	Ignore Distractions			✓						
Empathy	Identify and Understand Their Own, Others' Feelings	✓	✓			✓			✓	
	Build a Vocabulary of Feelings Words	✓	✓			✓		✓		
	Begin to Take Others' Perspectives	✓				✓				
	Listen to Others	✓				✓				
	Have Empathy	✓	✓			✓				
	Express Compassion	✓	✓			✓				
Emotion Management	Understand Strong Feelings	✓	✓			✓			✓	
	Recognize Strong Feelings	✓	✓			✓		✓		
	Calm Strong Feelings Down		✓			✓		✓		
	Use the Ways to Calm Down		✓			✓				
	Communication/Language Skills		✓		✓	✓			✓	
Problem Solving	Calm Down Before Solving Problems		✓			✓				
	Describe the Problem	✓	✓			✓				
	Think of Multiple Solutions to a Problem		✓			✓	✓			✓
	Explore Consequences of Solutions to Problems		✓			✓	✓			✓
	Pick the Best Solution to a Problem		✓			✓	✓			✓
	Friendship Skills	✓	✓	✓	✓	✓				
Executive-Function Skills	Flexible Attention			✓						
	Working Memory			✓						
	Inhibitory Control		✓	✓		✓				



Grade 2



Alignment with Second Step SEL for Grade 2

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Colorado Social-Emotional Wellness Standards

Key Concepts		CH.2.3.4.1-a Identify the characteristics of someone who has personal qualities that are important to you	CH.2.3.4.1-b Identify the personal traits that best represent who you are and why they are important	CH.2.3.4.1-c Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others	CH.2.3.4.1-d Express intentions to treat self with care and respect	CH.2.3.4.2-a Summarize the importance of respecting the personal space and boundaries of others	CH.2.3.4.2-b Discuss the importance of thinking about the effects of one's actions on other people	CH.2.3.4.2-c Describe how you will use pro-social behaviors such as cooperation, being sensitive to the feelings of others, helping others, and being respectful of others	CH.2.3.4.2-d Describe the benefits of a friendship	CH.2.3.4.2-e Describe how to make and maintain friendships
Skills for Learning	Focus Attention							✓		✓
	Listen with Attention							✓		✓
	Use Self-Talk				✓			✓		
	Be Assertive							✓		✓
	Remember Directions							✓		
	Stay On Task							✓		
	Ignore Distractions							✓		
Empathy	Identify and Understand Their Own, Others' Feelings	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Build a Vocabulary of Feelings Words		✓	✓		✓	✓	✓	✓	✓
	Begin to Take Others' Perspectives	✓	✓	✓		✓	✓	✓	✓	✓
	Listen to Others			✓		✓	✓	✓	✓	✓
	Have Empathy		✓	✓			✓	✓	✓	✓
	Express Compassion			✓	✓		✓	✓	✓	✓
Emotion Management	Understand Strong Feelings		✓	✓	✓		✓	✓		
	Recognize Strong Feelings		✓	✓	✓		✓	✓		
	Calm Strong Feelings Down				✓		✓	✓		
	Use the Ways to Calm Down				✓		✓	✓		
	Communication/Language Skills			✓			✓	✓		
Problem Solving	Calm Down Before Solving Problems			✓		✓	✓	✓		
	Describe the Problem						✓	✓		
	Think of Multiple Solutions to a Problem						✓	✓		
	Explore Consequences of Solutions to Problems						✓	✓		
	Pick the Best Solution to a Problem						✓	✓		
	Friendship Skills	✓	✓	✓		✓	✓	✓	✓	✓
Executive-Function Skills	Flexible Attention									
	Working Memory									
	Inhibitory Control									



Grade 3



Alignment with Second Step SEL for Grade 3

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Colorado Social-Emotional Wellness Standards

CH.3.3.4.1-a Identify the characteristics of someone who has self-respect and positive self-esteem

CH.3.3.4.1-b Acknowledge the value of personal and others' talents and strengths

CH.3.3.4.1-c Summarize the importance of respecting the personal space and boundaries of others

CH.3.3.4.1-d Discuss the importance of treating others the way you would like to be treated

CH.3.3.4.1-e Give examples of skills for developing and maintaining healthy relationships as well as strong friendships

CH.3.3.4.2-a Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way

CH.3.3.4.2-b Describe positive ways to show care, consideration, and concern for others

CH.3.3.4.2-c Identify how to show respect for individual differences

CH.3.3.4.2-d Demonstrate how to communicate about personal boundaries directly, respectfully, and assertively

CH.3.3.4.2-e Identify potential conflicts that arise within relationships and strategies to resolve those conflicts

Key Concepts											
Skills for Learning	Focus Attention				✓	✓	✓	✓			✓
	Listen with Attention				✓	✓	✓	✓			✓
	Use Self-Talk				✓	✓	✓				✓
	Be Assertive				✓	✓	✓	✓		✓	✓
	Remember Directions										
	Stay On Task										
	Ignore Distractions										
Empathy	Identify and Understand Their Own, Others' Feelings			✓	✓	✓	✓	✓		✓	✓
	Build a Vocabulary of Feelings Words			✓	✓	✓	✓	✓		✓	✓
	Begin to Take Others' Perspectives			✓	✓	✓	✓	✓	✓		✓
	Listen to Others			✓	✓	✓	✓	✓			✓
	Have Empathy			✓	✓	✓	✓	✓	✓		✓
	Express Compassion				✓	✓		✓			✓
Emotion Management	Understand Strong Feelings				✓	✓	✓			✓	✓
	Recognize Strong Feelings				✓	✓	✓			✓	✓
	Calm Strong Feelings Down					✓	✓			✓	✓
	Use the Ways to Calm Down					✓	✓			✓	✓
	Communication/Language Skills					✓	✓		✓	✓	✓
Problem Solving	Calm Down Before Solving Problems					✓	✓				✓
	Describe the Problem				✓	✓	✓	✓			✓
	Think of Multiple Solutions to a Problem				✓	✓	✓	✓			✓
	Explore Consequences of Solutions to Problems				✓	✓	✓	✓			✓
	Pick the Best Solution to a Problem				✓	✓	✓	✓			✓
	Friendship Skills	✓	✓	✓	✓	✓	✓	✓	✓		✓
Executive-Function Skills	Flexible Attention						✓				
	Working Memory						✓				
	Inhibitory Control						✓				



Grade 4



Alignment with Second Step SEL for Grade 4

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Colorado Social-Emotional Wellness Standards

CH.4.3.4.1-a Discuss factors that support healthy relationships with friends and family	CH.4.3.4.1-b Discuss how culture and tradition influence personal and family structures	CH.4.3.4.1-c Describe different kinds of families, and discuss how families can provide emotional support and set boundaries and limits	CH.4.3.4.1-d Identify the positive ways that peers and family members show support, care, and appreciation for one another	CH.4.3.4.1-e Identify problem-solving strategies to support healthy relationships	CH.4.3.4.1-f Describe the importance of having and identifying a parent or trusted adult as a support	CH.4.3.4.2-a Identify personal stressors at home, with friends, in school, and in the community	CH.4.3.4.2-b List physical and emotional reactions to stressful situations	CH.4.3.4.2-c Identify positive and negative ways of dealing with stress	CH.4.3.4.2-d Identify when you should seek help from a trusted adult in dealing with stress
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Key Concepts										
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings	✓						✓	✓	✓
	Take Others' Perspectives	✓	✓							
	Listen with Attention				✓					
	Assertiveness Skills	✓			✓					
	Friendship Skills	✓	✓		✓					
	Empathy Skills	✓	✓		✓					
	Express Compassion	✓			✓					
Emotion Management	Recognize How Strong Feelings Affect Brain and Body	✓				✓		✓	✓	✓
	Focus Attention	✓				✓				✓
	Calm Strong Feelings Down Using Steps					✓				✓
	Use Calming-Down Strategies					✓				✓
	Manage Strong Feelings	✓				✓				✓
	Practice Assertive Communication Skills	✓			✓	✓				✓
	Use Positive Self-Talk	✓				✓				✓
Problem Solving	Calm Down Before Solving Problems	✓				✓				
	State a Problem Using Non-Blaming Language	✓				✓				
	Think of Multiple Solutions to a Problem	✓				✓				✓
	Explore Consequences of Solutions to Problems	✓				✓				✓
	Pick the Best Solution to a Problem	✓				✓				✓
	Make a Plan	✓				✓				✓
Apply Problem-Solving Steps to Age-Typical Problems	✓				✓				✓	



Grade 5



Alignment with Second Step SEL for Grade 5

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Colorado Social-Emotional Wellness Standards

CH.5.3.4.1-a Describe how feelings and emotions are portrayed in the media	CH.5.3.4.1-b Identify how society, media, and the use of modern technology can influence mental and emotional health	CH.5.3.4.1-c Explain how families and peers can influence mental and emotional health	CH.5.3.4.1-d Identify ways to counteract negative influences that impact mental and emotional health	CH.5.3.4.1-e Identify when it is appropriate to seek help/support during times of strong emotions/feelings
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Key Concepts						
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings	✓	✓	✓	✓	✓
	Take Others' Perspectives					
	Listen with Attention					
	Assertiveness Skills				✓	✓
	Friendship Skills			✓	✓	✓
	Empathy Skills					
	Express Compassion					
Emotion Management	Recognize How Strong Feelings Affect Brain and Body	✓	✓	✓	✓	✓
	Focus Attention				✓	✓
	Calm Strong Feelings Down Using Steps				✓	✓
	Use Calming-Down Strategies				✓	✓
	Manage Strong Feelings				✓	✓
	Practice Assertive Communication Skills				✓	✓
	Use Positive Self-Talk				✓	✓
Problem Solving	Calm Down Before Solving Problems				✓	✓
	State a Problem Using Non-Blaming Language			✓	✓	✓
	Think of Multiple Solutions to a Problem			✓	✓	✓
	Explore Consequences of Solutions to Problems			✓	✓	✓
	Pick the Best Solution to a Problem			✓	✓	✓
	Make a Plan			✓	✓	✓
	Apply Problem-Solving Steps to Age-Typical Problems			✓	✓	✓



Grade 6



Alignment with Second Step SEL for Grade 6

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Colorado Social-Emotional Wellness Standards

CH.6.3.4.1-a Explain the interrelationship of mental, emotional, and social health	CH.6.3.4.1-b Analyze the relationship between thoughts, emotions, feelings, and behavior	CH.6.3.4.1-c Identify healthy ways to express needs, wants, and feelings	CH.6.3.4.1-d Explain the causes, symptoms, and effects of stress, anxiety, sadness, and depression	CH.6.3.4.1-e Identify when someone should seek help for sadness, hopelessness, and depression	CH.6.3.4.1-f Identify emotions and feelings associated with loss and grief	CH.6.3.4.1-g Explain how modern technology can have a positive and negative impact on mental and emotional health	CH.6.3.4.2-a Demonstrate refusal and negotiation skills that avoid or reduce health risks	CH.6.3.4.2-b Demonstrate effective conflict management or resolution strategies	CH.6.3.4.2-c Demonstrate how to ask for assistance to enhance the health of self and others	CH.6.3.4.2-d Identify ways to advocate for self and others to enhance health and safety
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Key Concepts

Second Step: Key Concepts	Growth Mindset: Your Brain Can Grow and Change		✓							✓	
	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 7



Alignment with Second Step SEL for Grade 7

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Colorado Social-Emotional Wellness Standards

CH.7.3.4.1-a Demonstrate the ability to engage in active listening	CH.7.3.4.1-b Demonstrate negotiation skills to support the healthy expression of personal needs	CH.7.3.4.1-c Demonstrate the ability to state personal needs and articulate limits	CH.7.3.4.1-d Practice verbal and nonverbal ways to ask for help from a parent, trusted adults, or friends	CH.7.3.4.1-e Advocate for self and others to increase the safety of school community	CH.7.3.4.1-f Identify a variety of verbal and nonverbal communication styles and how to respond effectively	CH.7.3.4.2-a Compare and contrast positive and negative ways of dealing with stress	CH.7.3.4.2-b Define stress	CH.7.3.4.2-c Identify personal stressors	CH.7.3.4.2-d Explain the body's physical and psychological responses to stressful situations	CH.7.3.4.2-e Develop healthy strategies to deal with stressors	CH.7.3.4.2-f Practice strategies such as physical activity, relaxation techniques, journaling, and talking with someone to prevent, manage, and/or reduce stress
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Key Concepts

Key Concepts	CH.7.3.4.1-a	CH.7.3.4.1-b	CH.7.3.4.1-c	CH.7.3.4.1-d	CH.7.3.4.1-e	CH.7.3.4.1-f	CH.7.3.4.2-a	CH.7.3.4.2-b	CH.7.3.4.2-c	CH.7.3.4.2-d	CH.7.3.4.2-e	CH.7.3.4.2-f
Growth Mindset: Your Brain Can Grow and Change							✓					
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			✓	✓	✓							

Second Step: Key Concepts



Grade 8



Alignment with Second Step SEL for Grade 8

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Colorado Social-Emotional Wellness Standards

CH.8.3.4.1-a Explain why getting help for mental and emotional health problems is appropriate and sometimes necessary	CH.8.3.4.1-b Understand that stereotypes exist about mental and emotional problems, and those stereotypes can influence a person's desire to seek help	CH.8.3.4.1-c Explain when it is necessary and how to seek help for mental and emotional health problems such as depression, anxiety, self-harm and suicidal ideations, and mood, eating, and sleep disorders	CH.8.3.4.1-d Determine valid and reliable mental and emotional health resources	CH.8.3.4.2-a Analyze how culture, media, and others influence personal feelings and behaviors	CH.8.3.4.2-b Describe how personal and family values and feelings influence choices	CH.8.3.4.2-c Describe strategies to minimize negative influences on mental and emotional health	CH.8.3.4.2-d Analyze internal factors that contribute to mental and emotional health	CH.8.3.4.2-e Identify the factors that could negatively influence a person's well-being with regard to depression, suicide, and/or self-harm	CH.8.3.4.2-f Identify internal and external influences on one's body image	CH.8.3.4.2-g Describe the signs, symptoms, and consequences of common eating disorders
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Key Concepts

Key Concepts	CH.8.3.4.1-a	CH.8.3.4.1-b	CH.8.3.4.1-c	CH.8.3.4.1-d	CH.8.3.4.2-a	CH.8.3.4.2-b	CH.8.3.4.2-c	CH.8.3.4.2-d	CH.8.3.4.2-e	CH.8.3.4.2-f	CH.8.3.4.2-g
Growth Mindset: Your Brain Can Grow and Change											
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						✓				✓	

Second Step: Key Concepts



Second Step, a program rooted in social-emotional learning (SEL), helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive.

By developing Second Step's research-based SEL curriculum for Preschool through Grade 8 in combination with our Bullying Prevention and Child Protection Units, we've formed an integrated, comprehensive program that makes a difference. It's a difference you can feel the moment you open the doors to a Second Step school—a sense of safety and respect grounded in the social-emotional health and well-being of the entire school community.

Learn more at SecondStep.org or call us at 800-634-4449, ext. 1.