

**Minnesota Responsible Decision-Making Learning Goals  
Alignment with Second Step SEL for Kindergarten - Grade 3**



MN Responsible Decision-Making Learning Goals	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 Strong Feelings Down	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 Possible Solutions	Pick the Best Solution to a Problem	Use Friendship Skills	Use Flexible Attention	Use Working Memory	Use Inhibitory Control
<b>Kindergarten - Grade 3</b>																											
RS.1.1. - Take turns and share with others.			X	X							X		X	X	X	X	X	X	X	X	X	X	X				X
RS.1.2. - Use facial expressions, body language and tone to effectively communicate thoughts, feelings, emotions, and intentions.				X			X					X						X									
RS.1.3. - Practice sharing genuine encouraging comments to support peers.	X	X		X			X	X	X	X	X	X												X			
RS.1.4. - Listen to others when they are speaking.		X	X			X	X			X															X	X	X
RS.2.1. - Recognize how various relationships are different.																							X				
RS.2.2. - Identify the qualities others, such as friends, have that you would like to see in yourself.																											
RS.2.3. - Demonstrate ability to develop positive peer relationships based on shared activities/interests.									X	X	X												X				
RS.3.1. - Describe what conflict is and feelings associated with it.							X	X					X	X				X									
RS.3.2. - Demonstrate understanding of the other's point of view when there is conflict.	X	X		X			X		X	X	X									X							
RS.3.3. - Identify potential solutions to the conflict.																			X	X	X	X	X	X			
S-A.1.1. - Recognize and label own emotions and feelings.							X	X	X				X	X	X	X	X										
S-A.1.2. - Identify positive and negative emotions.							X	X					X	X	X	X	X										
S-A.1.3. - Identify emotions related to different situations or events.							X	X	X	X	X	X	X	X	X	X	X										
S-A.2.1. - Describe own personal qualities, such as likes and dislikes, needs and wants, strengths and challenges.																											
S-A.2.2. - Describe an activity/task in which they may need help in order to be successful.																				X							
S-A.2.3. - Identify family, peer, school, community, cultural, and linguistic strengths.																											
S-A.3.1. - Describe what it feels like to feel safe and respected.																											
S-A.3.2. - Explain positive and negative consequences for own choices and actions.																						X					
S-A.3.3. - Demonstrate responsibility in taking care of own belongings.																										X	
S-A.3.4. - Demonstrate responsibility when using others' belongings, e.g., asking permission and taking care of the belongings.				X					X		X																X
S-M.1.1. - Demonstrate calming strategies in order to manage emotions, thoughts, impulses, and stress.													X	X	X	X	X	X									X
S-M.1.2. - Describe how feelings relate to thoughts and behaviors.							X						X	X	X	X	X										
S-M.1.3. - Recognize choices in own behaviors.	X	X	X	X		X	X						X	X	X	X	X	X	X	X	X	X	X				X
S-M.1.4. - Recognize the importance of not giving up (perseverance).																								X	X	X	

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	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 Strong Feelings Down	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 Possible Solutions	Pick the Best Solution to a Problem	Use Friendship Skills	Use Flexible Attention	Use Working Memory	Use Inhibitory Control	
<b>Kindergarten - Grade 3</b>																												
S-M.2.1. - Identify personal goals with assistance from an adult.																												
S-M.2.2. - Monitor progress toward personal goals with assistance from an adult.																												
S-M.2.3. - Describe and implement simple steps necessary to achieve short-term goals.																			X	X	X	X	X					
S-M.2.4. - Identify personal resources to achieve goals.																												
S-M.2.5. - Demonstrate the ability to receive and act on feedback.	X	X			X		X																			X	X	X
SA.1.1. - Identify a range of emotional expressions in others, e.g., by facial expression or tone of voice.	X	X					X																					
SA.1.2. - Recognize that others may experience situations differently.							X		X		X																	
SA.1.3. - Anticipate reactions in others in response to a specific situation.	X	X					X		X	X	X																	
SA.2.1. - Describe ways that people are similar and different.									X		X														X			
SA.2.2. - Describe positive qualities in others.							X	X	X		X																	
SA.2.3. - Use respectful language and actions when dealing with conflict or differences of opinions.	X	X	X	X	X		X		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X			X	
SA.3.1. - Identify and execute responsibilities that contribute to the classroom.																												
SA.3.2. - Identify how they help others, e.g., feed the dog, share, or clean up when asked.											X								X	X	X	X	X					
SA.3.3. - Express how it feels to help others.							X	X				X																
SA.4.1. - Identify a trusted adult.																												
SA.4.2. - Explain situations in which students may need help.																												
SA.4.3. - Understand how and where to get help in an emergency situation.				X																								
RD.1.1. - Identify and follow shared bus, classroom, and school norms.	X	X	X	X	X	X	X						X	X	X	X	X								X	X	X	X
RD.1.2. - Identify and illustrate safe and unsafe behaviors.																												
RD.1.3. - Understand that decisions can have positive and negative effects on self and others.																							X					
RD.2.1. - Implement "Stop, Think, and Act" strategy when making decisions.																			X	X	X	X	X					
RD.2.2. - Demonstrate cooperation with social and classroom norms and procedures.	X	X	X	X	X	X	X																			X	X	X
RD.2.3. - Explain the consequences and rewards of actions on self, others, or group.									X		X												X					

**Minnesota Responsible Decision-Making Learning Goals  
Alignment with Second Step SEL for Grades 4-5**



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	EMPATHY AND SKILLS FOR LEARNING						EMOTION MANAGEMENT						PROBLEM SOLVING								
	Understand and Identify Own and Others' Feelings	Take Others' Perspectives	Listen with Attention	Use Assertiveness Skills	Use Friendship Skills	Use Empathy Skills	Express Compassion	Recognize How Strong Feelings Affect Brain, Body	Focus Attention	Calm Down Strong Feelings Using Stems	Use Calming-Down Strategies	Manage Strong Feelings	Assertive Communication Skills	Use Positive Self-Talk	Calm Down Before Solving Problems	State a Problem Using Non-Blaming Language	Think of Multiple Solutions to a Problem	Explore Consequences of Possible Solutions	Pick the Best Solution to a Problem	Make a Plan	Apply Problem-Solving Steps to Problems
<b>Grades 4-5</b>																					
RS.1.1. - Recognize how groups behave differently than individuals and affect an individual's emotions, attitudes, and behaviors.																					
RS.1.2. - Recognize how facial expressions, body language, and tone affect interactions.		X		X	X	X															
RS.1.3. - Demonstrate different ways to provide feedback to peers.		X		X		X															
RS.1.4. - Use attentive listening skills to foster better communication.			X		X																
RS.2.1. - Recognize the difference between positive and negative relationships and identify behaviors that contribute to each.	X				X	X															
RS.2.2. - Recognize the value of friendships with a variety of people.					X	X															
RS.2.3. - Identify a problem in a relationship and know how to seek appropriate assistance such as asking for peer mediation, adult assistance, and so on.	X	X				X									X	X	X	X	X	X	X
RS.2.4. - Demonstrate capacity to engage in cooperative learning and working toward group learning goals with peers.	X	X	X	X	X	X		X						X	X	X	X	X	X	X	X
RS.2.5. - Distinguish between positive and negative peer pressure.	X																X				
RS.3.1. - Identify conflicts as a natural part of life.					X																
RS.3.2. - Demonstrate the ability to state the problem from multiple perspectives.		X														X					
RS.3.3. - Identify solutions to interpersonal conflict that meet own and others' needs.		X													X	X	X	X	X	X	X
RS.3.4. - Demonstrate ability to state the problem using I-statements.	X			X				X				X			X						X
RS.3.5. - Understand differences between intent and impact of actions/words.	X	X			X	X															
S-A.1.1. - Develop more complex vocabulary to communicate their emotions and feelings.	X							X													
S-A.1.2. - Distinguish degrees of own emotional intensity.								X	X	X		X									
S-A.1.3. - Recognize the connection between own thoughts, emotions, and behaviors.	X							X	X	X	X	X		X							
S-A.1.4. - Describe own physical response to emotion.								X	X	X	X	X	X	X							
S-A.2.1. - Describe own personal strengths and assets that as successful members of the school and community.																					
S-A.2.2. - Identify and explore opportunities to develop skills and talents.																					
S-A.2.3. - Determine ways to use family, school, and community resources to accomplish tasks.																X					
S-A.3.1. - Define own role in ensuring safety and respect for others.					X	X															
S-A.3.2. - Accepting positive or negative consequences of own choices and actions.								X	X	X	X	X	X	X			X				
S-A.3.3. - Identify areas of personal responsibility.																					
S-A.3.4. - Explain the benefits of being responsible to self and others.																					
S-M.1.1. - Use coping skills such as calming down, walking away, self-talk, seeking help, or mediation to manage own emotions and behaviors.								X	X	X	X	X	X	X							
S-M.1.2. - Use constructive ways of expressing own emotions, thoughts, impulses, and stress such as through using I-statements.	X			X								X			X						X
S-M.1.3. - Understand causes and effects of own emotions, thoughts, impulses, stress, and distress.	X							X	X	X	X	X		X			X				X





