New York State Social and Emotional Learning Benchmarks
Alignment with Second Step SEL for Kindergarten-Grade 3

New York State Social and Emotional Learning Benchmarks	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'	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 Solutions to Pick the Best Solution to a Problem	Friendship Skills	Flexible Attention	Working Memory	Inhibitory Control
Kindergarten - Grade 3																												
1A.1a. - Recognize and describe emotions and how they are linked to behavior.								X	X					X	X			X									
1A.1b. - Demonstrate control of impulsive behavior.						X	X																				X
1B.1a. - Describe one's likes, dislikes, needs, wants, strengths, challenges, and opinions.																		X									
1B.1b. - Identify family, peer, school, and community strengths and supports.										X																	
1C.1a. - Describe why learning is important in helping students achieve personal goals.																		X									
1C.1b. - Identify goals for personal behavior progress, achievement, or success.																											
2A.1a. - Recognize that others may experience situations differently from oneself.										X																	
2A.1b. - Use listening skills to identify the feelings and perspectives of others.	X	X						X	X	X	X																
2B.1a. - Describe the ways that people are similar and different.										X								X									
2B.1b. - Describe positive qualities in others.										X								X									
2C.1a. - Identify ways to work and play well with others.																								X			
2C.1b. - Demonstrate adaptability and appropriate social behavior at school.																								X	X	X	X
2D.1a. - Identify problems and conflicts commonly experienced by peers.																				X							
2D.1b. - Identify approaches to resolving conflicts constructively.																					X						
3A.1a. - Explain why acts that hurt others are wrong.																		X									
3A.1b. - Identify social norms and safety considerations that guide behavior.																						X					
3B.1a. - Identify a range of decisions that students make at school and at home.																											
3B.1b. - Make positive choices when interacting with classmates.																								X			
3C.1a. - Identify and perform roles that contribute to one's classroom.	X	X		X	X	X	X																		X	X	X
3C.1b. - Identify and perform roles that contribute to one's family.																									X	X	X

New York State Social and Emotional Learning Benchmarks Alignment with Second Step SEL for Grades 4-5

New York State Social and Emotional Learning Benchmarks	Second Step Program Key Concepts																				
	EMPATHY AND SKILLS FOR LEARNING							EMOTION MANAGEMENT							PROBLEM SOLVING						
	Identify and Understand Their Own and Others'	Take Others' Perspectives	Listen with Attention	Assertiveness Skills	Friendship Skills	Empathy Skills	Express Compassion	Recognize How Strong Feelings Affect Brain and	Focus Attention	Calm Strong Feelings Down Using Steps	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 Solutions to	Pick the Best Solution to a Problem	Make a Plan	Apply Problem-Solving Steps to Age-Typical
Grades 4-5																					
1A.2a. - Describe a range of emotions and the situations that cause them.	X	X				X		X													
1A.2b. - Describe and demonstrate ways to express emotions in a constructive manner.	X							X		X	X	X	X								
1A.2c. - Demonstrate control of behaviors that interfere with time on task.			X						X			X									
1B.2a. - Describe personal strengths/skills and interests that one wants to develop.																					
1B.2b. - Explain how family members, peers, school personnel, and community members can support responsible behavior and school success.		X																			
1C.2a. - Describe the steps in setting and working toward goal achievement.																				X	
1C.2b. - Monitor progress on achieving a short-term personal goal.																				X	
2A.2a. - Identify verbal, physical, and situational cues that indicate how others may feel.	X	X	X			X			X												
2A.2b. - Describe the expressed feelings and perspectives of others.	X	X	X			X			X												
2B.2a. - Identify differences among, and contributions of, various social and cultural groups.		X																			
2B.2b. - Demonstrate how to interact positively with those who are different from oneself.		X	X		X				X												
2C.2a. - Describe approaches for making and keeping friends.			X		X				X												
2C.2b. - Analyze ways to work effectively in groups.		X	X	X		X						X	X								
2D.2a. - Describe causes and consequences of conflicts.																		X			
2D.2b. - Apply constructive approaches in resolving conflicts.															X	X	X	X	X	X	X
3A.2a. - Demonstrate the ability to respect the rights of self and others.		X			X	X															
3A.2b. - Demonstrate knowledge of how social norms affect decision making and behavior.																		X			
3B.2a. - Identify and apply the steps of systematic decision making.																	X	X	X	X	
3B.2b. - Generate alternative solutions and evaluate their consequences for a range of academic and social situations.																	X	X			
3C.2a. - Identify and perform roles that contribute to the school community.																					
3C.2b. - Identify and perform roles that contribute to one's local community.																					

New York State Social and Emotional Learning Benchmarks Alignment with Second Step SEL for Grades 6–8

New York State Social and Emotional Learning Benchmarks	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
Grades 6-8															
1A.3a. - Analyze factors that create stress or motivate successful performance.	X		X						X						
1A.3b. - Apply strategies to manage stress and to motivate oneself to constructively address challenges.			X						X	X					
1A.3c. - Demonstrate the capacity to maintain concentration on a task.		X													
1B.3a. - Analyze how personal strengths and areas in need of improvement influence choices and outcomes.	X			X	X										
1B.3b. - Analyze how making use of school and community supports and opportunities can help one surmount challenges and contribute to achievement in school and in life.	X	X													
1C.3a. - Set a short-term goal and develop a plan for achieving it.	X	X													
1C.3b. - Analyze why one achieved or did not achieve a goal.	X	X													
2A.3a. - Hypothesize others' feelings and perspectives in a variety of situations and explain the reasons for one's conjecture.											X				
2A.3b. - Analyze how one's behavior may affect others.											X				
2B.3a. - Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.											X				X
2B.3b. - Analyze the effects of taking action to oppose bullying and/or bias based behavior based on individual and group differences.											X				X
2C.3a. - Analyze ways to establish positive relationships with others.						X									
2C.3b. - Demonstrate cooperation and teamwork to promote group effectiveness.															
2D.3a. - Evaluate strategies for preventing and resolving interpersonal problems.							X					X	X	X	
2D.3b. - Define unhealthy peer pressure and evaluate strategies for resisting it.							X					X	X	X	
3A.3a. - Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.				X	X							X			
3A.3b. - Analyze the reasons for school and societal rules.															
3B.3a. - Analyze how decision-making skills have an impact on study habits, academic performance, and interpersonal relationships.		X		X	X	X									
3B.3b. - Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.			X	X	X		X					X			X
3C.3a. - Evaluate one's participation in efforts to address an identified school need.															
3C.3b. - Evaluate one's participation in efforts to address an identified need in one's local community.															