





Tennessee Social and Personal Competencies Alignment with Second Step SEL for Grade 3



TN Social and Personal Competencies	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 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	
<b>Grade 3</b>																											
1A.1. - Recognizes intensity levels of emotions in different situations													X	X	X	X	X	X									
1A.2. - Recognizes how emotions can change													X	X	X	X	X	X									
1A.3. - Recognizes how thoughts are linked with emotions and emotions are linked to behavior				X			X	X					X	X	X	X	X	X									X
1A.4. - Describes ways emotions affect behavior(s)				X			X	X					X	X	X	X	X	X									X
1B.1. - Compares likes and dislikes of self and others and is aware of personal qualities and interests of self and others	X	X	X	X	X	X	X	X	X	X								X						X	X	X	X
1B.2. - Understands the relationship between interests and continued experiences and development	X	X	X	X	X	X	X	X	X	X								X						X	X	X	X
1B.3. - Demonstrates awareness that personal qualities and interests affect decision-making	X	X	X	X	X	X	X	X	X	X								X	X	X			X	X	X	X	X
1C.1. - Identifies strengths and limitations	X	X	X	X	X	X	X	X	X	X								X						X	X	X	X
1C.2. - Describes and prioritizes strengths and interests that one wants to develop	X	X	X	X	X	X	X	X	X	X								X						X	X	X	X
1D.1. - Defines what it means to be responsible and identifies ways one can be responsible in everyday life in both school and in the community	X	X		X		X	X																				X
1D.2. - Explains the benefits of being responsible	X	X		X		X	X																				X
1D.3. - Demonstrates responsible behaviors	X	X		X		X	X																				X
1D.4. - Demonstrates the ability to say "No" to negative peer pressure and explain why it is important																								X			
1D.5. - Self-advocates to support responsible choices and to avoid negative behaviors by reaching out to adults for assistance			X	X															X				X				
2A.1. - Uses self-monitoring strategies (e.g. self-talk) to manage stress and regulate emotions				X			X	X					X	X	X	X	X	X									X
2A.2. - Identifies the relationship between thoughts, emotions, and actions				X			X	X					X	X	X	X	X	X									X
2A.3. - Demonstrates skills to respond effectively to pressure situations (e.g., calm down, walk away, seek help, meditate)																							X				
2A.4. - Expresses emotions in a respectful manner				X			X	X					X	X	X	X	X	X									X
2B.1. - Distinguishes between short- and long-term goals	X	X		X	X	X	X											X									
2B.2. - Describes why learning is important in helping to achieve personal goals	X	X		X	X	X	X											X									
2B.3. - Identifies ability to meet the goal independently or with supports	X	X		X	X	X	X											X									
2B.4. - Identifies personal skills, planning, or strategies that lead to accomplishments	X	X	X	X	X	X	X	X	X	X								X						X	X	X	X
2B.5. - Evaluates what one might have done differently to achieve greater success on a recent goal	X	X		X	X	X	X											X									
3A.1. - Recognizes the emotions of others by using listening and/or visual cues	X	X					X	X	X	X	X	X	X	X	X	X	X	X							X	X	X
3A.2. - Recognizes multiple points of view or perspectives in a situation							X		X	X	X																
3A.3. - Recognizes nonverbal, environmental, or social cues to identify the emotions and perspectives of others							X		X	X	X																
3A.4. - Predicts the impact of one's own behavior on the emotions of others	X	X					X	X	X	X	X	X	X	X	X	X	X	X						X	X		X

TN Social and Personal Competencies	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 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	
<b>Grade 3</b>																											
3B.1. - Describes what they learned about themselves in helping others												X															
3B.2. - Shares reasons for helping others												X															
3B.3. - Identifies roles they have to contribute to their school, home, and community									X		X	X															
3B.4. - Works collaboratively with peers to complete a job, task, or address a need	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
3C.1. - Defines stereotyping, discrimination, and prejudice							X		X	X	X	X															
3C.2. - Recognizes the similarities of different cultures and social groups							X		X	X	X																
3C.3. - Recognizes the value of different cultures and social groups							X		X	X	X																
4A.1. - Gives and receives compliments in a genuine manner	X	X	X	X		X	X												X	X	X	X	X	X			
4A.2. - Uses active listening skills to foster better communication		X								X																	
4A.3.1. - Plays fairly																									X		
4A.3.2. - Is a gracious winner																									X		
4A.3.3. - Is an accepting loser																									X		
4A.4. - Demonstrates cooperative behaviors in a group (e.g., listens, encourages, acknowledges opinions, compromises, and reaches consensus)	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X	X	X	X	X	X
4B.1. - Recognizes the difference between helpful and harmful behaviors in a relationship																								X			
4B.2. - Identifies a problem in a relationship and determines the appropriate means of resolution (e.g., problem-solving process, peer mediation, adult assistance)																								X			
4B.3. - Describes the positive and negative impact of peer pressure on self and others																								X			
4C.1. - Shows an understanding of conflict as a natural part of life	X	X		X					X	X	X								X	X	X	X	X	X			
4C.2. - Describes ways to be proactive and prevent conflict	X	X		X					X	X	X								X	X	X	X	X	X			
4C.3. - Describes causes and effects of conflicts, including how one's behavior affects own and others' emotions	X	X		X					X	X	X								X	X	X	X	X	X			
4C.4. - Distinguishes between destructive and constructive ways of dealing with conflicts	X	X		X					X	X	X								X	X	X	X	X	X			
4C.5. - Activates steps of the conflict resolution (problem solving) process (active listening, expressing feelings, identifying the problem, brainstorming solutions, making amends)	X	X		X					X	X	X								X	X	X	X	X	X			
5A.1. - Identifies social norms that affect decision-making																			X		X		X	X			
5B.1. - Describes steps of a decision making model																			X		X		X				
5B.2. - Effectively participates in group decision making	X	X	X	X	X	X	X	X	X	X	X							X	X	X	X	X	X	X	X	X	X
5B.3. - Reflects on the pros and cons of the decision made or options considered																			X		X		X				

**Tennessee Social and Personal Competencies  
Alignment with Second Step SEL for Grades 4-5**



TN Social and Personal Competencies	Second Step Program Key Concepts																		
	EMPATHY AND SKILLS FOR LEARNING						EMOTION MANAGEMENT						PROBLEM SOLVING						
	Identify and Understand 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 Down Strong Feelings Using Steps	Use Calming-Down Strategies	Manage Strong Feelings	Use 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
<b>Grades 4-5</b>																			
1A.1. - Recognizes intensity levels of emotions in different situations	X					X		X	X	X	X								
1A.2. - Recognizes how emotions can change	X					X		X	X	X	X								
1A.3. - Recognizes how thoughts are linked with emotions and emotions are linked to behavior	X	X		X	X			X	X	X	X	X	X	X					
1A.4. - Describes ways emotions affect behavior	X	X		X	X			X	X	X	X	X	X	X					
1B.1. - Compares likes and dislikes of self and others and is aware of personal qualities and interests of self and others		X	X		X	X			X						X	X	X	X	X
1B.2. - Understands the relationship between interests and continued experiences and development		X	X		X	X			X						X	X	X	X	X
1B.3. - Demonstrates awareness that personal qualities and interests affect decision-making		X	X		X	X			X	X	X	X	X	X	X	X	X	X	X
1C.1. - Identifies strengths and limitations		X	X		X	X			X						X	X	X	X	X
1C.2. - Describes and prioritizes strengths and interests that one wants to develop		X	X		X	X			X						X	X	X	X	X
1D.1. - Defines what it means to be responsible and identifies ways one can be responsible in everyday life in school and in the community															X	X	X	X	X
1D.2. - Explains the benefits of being responsible															X	X	X	X	X
1D.3. - Demonstrates responsible behaviors															X	X	X	X	X
1D.4. - Demonstrates the ability to say "No" to negative peer pressure and explain why it is important				X	X	X			X	X	X	X		X	X	X	X	X	X
1D.5. - Self-advocates to support responsible choices and to avoid negative behaviors by reaching out to adults for assistance	X	X	X	X	X	X	X					X		X	X	X	X	X	X
2A.1. - Uses self-monitoring strategies (i.e., self-talk) to manage stress and regulate emotions	X	X		X	X			X	X	X	X	X	X	X					
2A.2. - Identifies the relationship between thoughts, emotions, and actions	X	X		X	X			X	X	X	X	X	X	X					
2A.3. - Demonstrates skills to respond effectively to pressure situations (e.g. calm down, walk away, seek help or meditate)				X	X	X			X	X	X	X		X	X	X	X	X	X
2A.4. - Expresses emotions in a respectful manner	X	X		X	X			X	X	X	X	X	X						
2B.1. - Distinguishes between short- and long-term goals								X	X				X		X	X	X	X	X
2B.2. - Describes why learning is important in helping them achieve personal goals								X	X				X		X	X	X	X	X
2B.3. - Identifies ability to meet the goal independently or with supports								X	X				X		X	X	X	X	X
2B.4. - Identifies personal skills, planning, or strategies that lead to accomplishments		X	X		X	X			X						X	X	X	X	X
2B.5. - Evaluates what one might have done differently to achieve greater success on a recent goal								X	X				X		X	X	X	X	X
3A.1. - Recognizes the emotions of others by using listening and/or visual cues	X	X	X		X	X		X	X										
3A.2. - Recognizes multiple points of view or perspectives in a situation	X	X	X		X	X													
3A.3. - Recognizes nonverbal, environmental, or social cues to identify the emotions and perspectives of others	X	X	X		X	X													
3A.4. - Predicts the impact of own behavior on the emotions of others	X	X			X	X											X		



**Tennessee Social and Personal Competencies  
Alignment with Second Step SEL for Grades 6-8**



TN Social and Personal Competencies	Second Step Program 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	Avoiding Serious Conflicts	Resolving Serious Conflicts	Repairing Relationships	Helping Prevent Bullying and Harassment
<b>Grades 6-8</b>															
1A.1. - Recognizes uncomfortable emotions as indicators of situations in need of attention							X	X	X	X	X	X	X	X	X
1A.2. - Identifies emotional states that contribute to or detract from ability to problem solve				X			X	X	X	X	X	X	X	X	X
1A.3. - Explains the possible outcomes associated with the different forms of communicating emotions			X	X	X	X		X	X	X	X	X			
1B.1. - Accommodates and plans for the likes and dislikes of a group		X	X								X	X	X		
1B.2. - Identifies interaction between personal qualities and interests with academic activities and social opportunities	X	X	X	X	X			X	X	X	X	X	X	X	X
1B.3. - Utilizes interest to gain additional experiences toward mastery of a skill or concept	X	X	X	X	X			X	X	X	X	X	X	X	X
1B.4. - Evaluates influence of personal qualities and interests on decision making	X	X	X	X	X		X	X	X	X					
1C.1. - Identifies personal strengths and limitations as they relate to specific activities	X	X	X	X	X			X	X	X	X	X	X	X	X
1C.2. - Applies self-reflection techniques to recognize potential, strengths, and growth areas	X	X	X	X	X			X	X	X	X	X	X	X	X
1C.3. - Implements a plan to build on strengths or address limitations	X	X	X	X	X			X	X	X	X	X	X	X	X
1D.1. - Identifies areas of school and life that are within personal control		X		X		X	X	X	X	X	X	X	X	X	X
1D.2. - Plans and develops an action plan to set and achieve short- and long-term goals	X	X	X	X	X				X	X		X	X	X	X
1D.3. - Analyzes the short- and long-term outcomes between safe and responsible behavior versus risky and harmful behavior on their health and well-being		X	X	X	X		X		X	X	X	X	X	X	X
1D.4. - Explains the connection between choice and responsibility for the consequences involved if they engage in risky or harmful behaviors		X	X	X	X		X		X	X	X	X	X	X	X
1D.5. - Recognizes, establishes, and adheres to personal boundaries and responsibilities		X		X		X	X	X	X	X	X	X	X	X	X
2A.1. - Maintains confidence during stress, emotional responses, or changing emotions			X		X			X	X	X		X	X	X	X
2A.2. - Recognizes the affective behavioral responses to thoughts, emotions, and actions			X		X			X	X	X		X	X	X	X
2A.3. - Reflects on possible consequences, both positive and negative, before expressing an emotion or behavior			X	X	X	X		X	X	X	X	X			
2B.1. - Designs action plans for achieving short-term and long-term goals and establishing timelines	X	X	X	X	X				X	X		X	X	X	X
2B.2. - Identifies and utilizes potential resources for achieving goals (e.g., home, school, and community support)	X	X	X	X	X				X	X		X	X	X	X
2B.3. - Sets a positive character goal	X	X	X	X	X				X	X		X	X	X	X
2B.4. - Establishes criteria for evaluating personal and academic success	X	X	X	X	X				X	X		X	X	X	X
2B.5. - Demonstrates goal-setting skills related to potential career paths	X	X	X	X	X				X	X		X	X	X	X
3A.1. - Analyzes ways that a person's emotions can be affected by the behavior of others			X			X	X	X	X		X	X			
3A.2. - Accepts and shows respect for other people's perspectives, opinions, or points of view				X		X					X				
3B.1. - Explains how their decisions and behaviors affect the well-being of their school, home, and community		X		X	X	X		X	X						X
3B.2. - Explores a community or global need to generate possible solutions		X		X	X	X		X	X						X
3B.3. - Engages in social critique and makes decisions that will lead to social change		X		X	X	X		X	X						X
3B.4. - Evaluates the impact of a school, home, or community initiative that the student was personally involved in		X		X	X	X		X	X						X

TN Social and Personal Competencies	Second Step Program 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	Avoiding Serious Conflicts	Resolving Serious Conflicts	Repairing Relationships	Helping Prevent Bullying and Harassment
Grades 6-8															
3C.1. - Recognizes the value of different cultures and social groups						X									
3C.3. - Recognizes how beliefs are shaped by social and cultural experiences						X									
4A.2. - Demonstrates ability to perform different roles in a cooperative group to achieve group goals		X	X							X	X	X			
4A.3. - Uses understanding of how and why others respond in a given situation (e.g., assertive, passive, or aggressive) in order to respond respectfully and effectively with others								X		X	X	X	X	X	
4A.4. - Identifies appropriate and inappropriate uses of social and other media and the potential repercussions and implications			X		X	X					X	X	X	X	
4B.1. - Distinguishes between helpful and harmful peer pressure							X								X
4B.2. - Demonstrates strategies for resisting harmful peer pressure							X								X
4B.3. - Is involved in positive activities with their peers						X									
4B.4. - Develops friendships based on personal values				X	X	X		X	X	X		X	X	X	X
4B.5. - Identifies the impact of social media in developing and sustaining positive relationships			X		X	X					X	X	X	X	
4B.6. - Identifies the difference between safe and risky behaviors in a relationship				X	X		X								X
4C.1.1. - Pursuing shared interests and activities	X	X		X		X			X		X		X		
4C.1.2. - Spending time together	X	X		X		X			X		X		X		
4C.1.3. - Giving and receiving help	X	X		X		X			X		X		X		
4C.1.4. - Practicing forgiveness	X	X		X		X			X		X		X		
4C.2. - Defines social media and social networking and describe its impact on one's life, reputation, and relationships			X		X	X					X	X	X	X	
4C.3. - Actively participates in a healthy support network of valued relationships	X	X		X		X			X		X		X		
4C.4. - Independently seeks out mentors that support personal development and future goals	X	X		X		X			X		X		X		
4C.5. - Develops understanding of relationships within the context of networking for college and career interests	X	X		X		X			X		X		X		
5A.1. - Stands up for other peers when they are teased, insulted, or left out			X	X	X	X					X	X	X		X
5A.3. - Analyzes the impact of media on one's behavior			X		X	X					X	X	X	X	
5A.4. - Explains how honesty, respect, and compassion (empathy) enable one to take the needs of others into account				X	X	X		X			X		X	X	X
5B.1. - Identifies and applies the steps of systematic decision-making	X	X	X	X	X		X	X	X	X					
5B.2. - Develops decision making strategies for avoiding risky behavior	X	X	X	X	X		X	X	X	X					
5B.3. - Defines how external influences impact decision making	X	X	X	X	X		X	X	X	X					
5B.4. - Analyze how decision-making skills affect study habits and academic performance	X	X	X	X	X		X	X	X	X					