



ALIGNMENT CHART

Character Counts! Model Standards

- **Second Step® Elementary Digital Program**
- **Second Step® Middle School Digital Program**

About Second Step® Programs

The research-based Second Step Elementary and Second Step Middle School digital programs are universal, web-based classroom programs designed to promote social-emotional competence, which can help increase students’ school success and decrease problem behaviors.^{1,2} The programs help students learn how to cope with challenges, create positive relationships, and succeed both socially and academically. Skills are reviewed and expanded each year, gradually becoming more complex as students get older. Lessons provide tools for students to develop the mindsets, knowledge, and skills to handle strong emotions, show kindness and empathy, build and strengthen friendships, make and follow through on good decisions, and solve problems with their peers.

How the Programs Meet the Character Counts! Model Standards

The following tables indicate which specific Second Step grade-band lessons and related materials can help students develop the knowledge, skills, and attitudes needed to meet the Character Counts! Model Standards. Boxes are checked to indicate that the Second Step digital programs meet a given standard within the identified grade or grade-band (for instance, Grades K–5) when:

1. Students have clear opportunities to actively process the knowledge or practice the skills described in the standard through discussion, writing, drawing, or other related activities.
2. There are opportunities for teachers to gather evidence of student learning in relation to the standards.

1. 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. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

2. Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development, 88*(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>



Kindergarten-Grade 2

Character Counts! Model Standards

Second Step® Elementary Digital Program

Key Skills and Concepts																			
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving				
Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind acts	Manage strong emotions to feel calm before solving problems	Apply strategies to solve problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem

Standard																						
Academic Domain	A1. Motivated and Committed Learners	A1.1. Curiosity																		✓	✓	✓
		A1.2. Personal Growth and Lifelong Learning					✓	✓	✓													
	A2. Confident and Diligent Learners	A2.1. Growth Mindset					✓	✓	✓													
		A2.2. Learning from Mistakes					✓	✓	✓													
	A3. Responsible, Engaged, Autonomous, and Connected Learners	A3.1. Dedication to Education					✓	✓	✓													
		A3.2. Full Engagement in the Learning Process	✓		✓	✓	✓	✓	✓													
		A3.3. Self-Directed Learners				✓	✓	✓	✓													
		A3.4. Resourceful and Discerning Researchers																				
		A3.5. Versatile Learners																				
		A3.6. Connected to School Community													✓	✓	✓	✓	✓	✓	✓	✓
	A4. Knowledgeable, Logical, Critical, and Creative Thinkers	A4.1. Ability to Acquire and Remember Knowledge		✓																		
		A4.2. Ability to Understand Knowledge																				
		A4.3. Ability to Apply Knowledge (Working Memory)		✓		✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		A4.4. Ability to Analyze and Evaluate (Critical Thinking)					✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		A4.5. Ability to Create and Innovate (Synthesis)																		✓	✓	✓
		A4.6. Ability to Concentrate	✓			✓																
		A4.7. Perceptive and Observant	✓										✓									
		A4.8. Openness					✓		✓					✓	✓	✓				✓	✓	✓
		A4.9. Intellectual Integrity																				
		A4.10. Intellectual Independence																				
A4.11. Intellectual Humility																				✓	✓	✓
A4.12. Pursuit of Wisdom																						
A5. Effective Problem-Solvers and Decision-Makers	A5.1. Rational Decision-Making					✓	✓	✓							✓	✓	✓	✓	✓	✓	✓	
	A5.2. Ethical Decision-Making															✓	✓	✓	✓	✓	✓	
	A5.3. Effective Decision-Making																					
	A5.4. Best Possible Result																		✓	✓		✓



Kindergarten-Grade 2

Character Counts! Model Standards

Second Step® Elementary Digital Program

Standard		Key Skills and Concepts																			
		Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving				
		Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind acts	Manage strong emotions to feel calm before solving problems	Apply strategies to solve problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem
SE1. Self-Awareness	SE1.1. Traits and Attributes						✓														
	SE1.2. Emotions and Their Impact							✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	
	SE1.3. Values, Beliefs, Attitudes, and Mindsets					✓	✓														
	SE1.4. Self-Acceptance																				
	SE1.5. Capacity to Be a Change Agent																				
SE2. Self-Management	SE1.6. Positive Concept of Happiness and Success																				
	SE2.1. Expressing Emotions							✓			✓					✓				✓	
	SE2.2. Self-Discipline	✓		✓	✓		✓														
	SE2.3. Controlling Negative Emotions									✓	✓					✓					
	SE2.4. Coping Strategies						✓			✓	✓					✓					
SE3. Social Awareness and Relationship Skills and Traits	SE2.5. Self-Improvement					✓	✓	✓													
	SE3.1. Social Awareness								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	SE3.2. Empathy											✓	✓	✓	✓	✓	✓	✓	✓	✓	
	SE3.3. Remorse																	✓	✓	✓	
	SE3.4. Positive Relationships											✓	✓	✓	✓	✓	✓	✓	✓	✓	
	SE3.5. Effective Communication								✓			✓				✓	✓	✓	✓	✓	
	SE3.6. Leadership																				
	SE3.7. Collaboration and Teamwork											✓	✓	✓	✓	✓	✓	✓	✓	✓	
SE4. Success Skills and Attitudes	SE3.8. Conflict Management														✓	✓	✓	✓	✓	✓	
	SE4.1. Executive Function	✓	✓	✓																	
	SE4.2. Diligence					✓	✓														
	SE4.3. Self-Confident					✓	✓														
	SE4.4. Initiation and Action					✓	✓														
	SE4.5. Positivity					✓	✓	✓							✓						
	SE4.6. Gratitude											✓			✓						
SE4.7. Perseverance					✓	✓	✓														



Kindergarten-Grade 2

Character Counts! Model Standards

Second Step® Elementary Digital Program

Standard		Key Skills and Concepts																			
		Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving				
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Social/Emotional Domain	SE4. Success Skills and Attitudes	SE4.8. Resilience				✓	✓	✓													
		SE4.9. Forgiveness																			
		SE4.10. Flexibility				✓	✓	✓				✓					✓	✓			✓
		SE4.11. Time-Management																			
		SE4.12. Goal-Setting and Planning							✓												
		SE4.13. Organization																			
		SE4.14. Technology Literacy																			
Character Domain	C1. Commitment to Character and Ethics	C1.1. Components of Good Character																			
		C1.2. Importance of Character																			
		C1.3. Responsibility for Character				✓						✓			✓		✓				
		C1.4. The Six Pillars of Character	✓		✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		C1.5. Knowledge of Ethical Concepts and Terms																			
	C2. Trustworthiness	C2.1. Integrity				✓							✓	✓	✓	✓	✓	✓	✓	✓	✓
		C2.2. Honest Communications																			
		C2.3. Honest Actions																			
		C2.4. Belief That Honesty Pays																			
		C2.5. Promise-Keeping, Reliability, Dependability																			
C2.6. Loyalty																					
C3. Respect	C3.1. Treating Others with Respect											✓	✓	✓	✓		✓	✓	✓	✓	
	C3.2. The Golden Rule											✓	✓	✓	✓		✓	✓	✓	✓	
	C3.3. The Basic Dos of Respect											✓	✓	✓	✓		✓	✓	✓	✓	
	C3.4. Respectful and Kind School Climate												✓	✓	✓		✓	✓	✓	✓	
	C3.5. Respecting Privacy																				
	C3.6. Respecting Autonomy of Others											✓	✓	✓	✓		✓	✓	✓	✓	



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		Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving				
		Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind acts	Manage strong emotions to feel calm before solving problems	Apply strategies to solve problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem
C4. Responsibility	C4.1. Compliance: Doing What Is Required	✓		✓	✓																
	C4.2. Ethics: Doing What Should Be Done	✓		✓	✓																
	C4.3. Consequences for Their Words																				
	C4.4. Consequences for Their Actions																				
	C4.5. Developing and Using Positive Attitudes and Life Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	C4.6. Self-Reliance and Prudent Money Management																				
	C4.7. Learning from Experience					✓	✓														
	C4.8. Rational and Reflective				✓	✓	✓	✓	✓						✓	✓			✓	✓	✓
	C4.9. Healthy Choices																				
C5. Fairness	C5.1. Basic Dos and Don'ts of Fairness																				
	C5.2. Making Fair Decisions																				
	C5.3. Proportionality																				
	C5.4. Complexity of Fairness																				
C6. Caring	C6.1. Basic Dos and Don'ts of Caring																				
	C6.2. Caring Moderates Other Ethical Duties																				
C7. Good Citizenship	C7.1. Understand and Appreciate Civil Rights																				
	C7.2. Understand and Fulfill Civil Responsibilities																				
	C7.3. Respect Authority and Obey Laws	✓		✓	✓																
	C7.4. Participation in the Democratic Process																				
C7.5. Positive Learning Opportunity																					
C7.6. Safeguard the Environment																					



Grades 3-5

Character Counts! Model Standards

Second Step® Elementary Digital Program

Standard		Key Skills and Concepts																											
		Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting						Unit 2: Emotion Management						Unit 3: Empathy & Kindness						Unit 4: Problem-Solving					
		Attention	Working memory	Inhibitory control	Cognitive flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	Recognize that regulating emotions is necessary to make decisions	Apply reappraisal as an emotion-management strategy	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to empathize with others	Apply perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for oneself when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem	
SE1. Self-Awareness	SE1.1. Traits and Attributes						✓	✓																					
	SE1.2. Emotions and Their Impact									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SE1.3. Values, Beliefs, Attitudes, and Mindsets																												
	SE1.4. Self-Acceptance																												
	SE1.5. Capacity to Be a Change Agent																												
SE2. Self-Management	SE2.1. Expressing Emotions											✓		✓	✓							✓		✓					
	SE2.2. Self-Discipline	✓		✓			✓	✓	✓	✓																			
	SE2.3. Controlling Negative Emotions													✓	✓	✓						✓							
	SE2.4. Coping Strategies													✓	✓	✓						✓							
	SE2.5. Self-Improvement					✓	✓	✓	✓	✓					✓														
SE3. Social Awareness and Relationship Skills and Traits	SE3.1. Social Awareness											✓									✓	✓	✓	✓	✓	✓	✓	✓	✓
	SE3.2. Empathy																				✓	✓	✓	✓	✓	✓	✓	✓	✓
	SE3.3. Remorse																												
	SE3.4. Positive Relationships																				✓	✓	✓	✓	✓	✓	✓	✓	✓
	SE3.5. Effective Communication																						✓	✓					✓
	SE3.6. Leadership																												
	SE3.7. Collaboration and Teamwork								✓	✓	✓	✓										✓	✓	✓	✓	✓	✓	✓	✓
	SE3.8. Conflict Management																							✓	✓	✓	✓	✓	✓
SE4. Success Skills and Attitudes	SE4.1. Executive Function	✓	✓	✓	✓																								
	SE4.2. Diligence						✓	✓	✓	✓																			
	SE4.3. Self-Confident					✓	✓	✓	✓	✓													✓						
	SE4.4. Initiation and Action					✓	✓	✓	✓	✓																			
	SE4.5. Positivity					✓	✓							✓			✓		✓										
	SE4.6. Gratitude																		✓										
	SE4.7. Perseverance						✓	✓	✓	✓	✓																		



Grades 3-5

Character Counts! Model Standards

Second Step® Elementary Digital Program

Standard		Key Skills and Concepts																												
		Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting						Unit 2: Emotion Management					Unit 3: Empathy & Kindness					Unit 4: Problem-Solving								
		Attention	Working memory	Inhibitory control	Cognitive flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	Recognize that regulating emotions is necessary to make decisions	Apply reappraisal as an emotion-management strategy	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to empathize with others	Apply perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for oneself when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem		
C4. Responsibility	C4.1. Compliance: Doing What Is Required	✓		✓																										
	C4.2. Ethics: Doing What Should Be Done	✓		✓												✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		
	C4.3. Consequences for Their Words												✓			✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
	C4.4. Consequences for Their Actions												✓			✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
	C4.5. Developing and Using Positive Attitudes and Life Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	C4.6. Self-Reliance and Prudent Money Management																													
	C4.7. Learning from Experience						✓			✓					✓												✓			
	C4.8. Rational and Reflective					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓
	C4.9. Healthy Choices																													
C5. Fairness	C5.1. Basic Dos and Don'ts of Fairness																						✓	✓	✓	✓	✓	✓	✓	
	C5.2. Making Fair Decisions																						✓	✓	✓	✓	✓	✓	✓	
	C5.3. Proportionality																													
	C5.4. Complexity of Fairness																													
C6. Caring	C6.1. Basic Dos and Don'ts of Caring															✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	C6.2. Caring Moderates Other Ethical Duties																													
C7. Good Citizenship	C7.1. Understand and Appreciate Civil Rights																													
	C7.2. Understand and Fulfill Civil Responsibilities															✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	
	C7.3. Respect Authority and Obey Laws	✓		✓																										
	C7.4. Participation in the Democratic Process																				✓									
	C7.5. Positive Learning Opportunity																													
	C7.6. Safeguard the Environment																													



Grades 6-8

Character Counts! Model Standards

Second Step® Middle School Digital Program

Standard		Key Skills and Concepts																			
		Unit 1: Mindsets & Goals					Unit 2: Recognizing Bullying & Harassment					Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict					
		Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships
Academic Domain	A1. Motivated and Committed Learners	A1.1. Curiosity			✓																
		A1.2. Personal Growth and Lifelong Learning		✓	✓	✓	✓														
	A2. Confident and Diligent Learners	A2.1. Growth Mindset		✓	✓	✓	✓														
		A2.2. Learning from Mistakes				✓	✓														
	A3. Responsible, Engaged, Autonomous, and Connected Learners	A3.1. Dedication to Education			✓	✓	✓														
		A3.2. Full Engagement in the Learning Process			✓	✓	✓														
		A3.3. Self-Directed Learners		✓	✓	✓	✓														
		A3.4. Resourceful and Discerning Researchers																			
		A3.5. Versatile Learners																			
		A3.6. Connected to School Community	✓							✓	✓	✓	✓				✓	✓	✓	✓	✓
	A4. Knowledgeable, Logical, Critical, and Creative Thinkers	A4.1. Ability to Acquire and Remember Knowledge																			
		A4.2. Ability to Understand Knowledge																			
		A4.3. Ability to Apply Knowledge (Working Memory)			✓	✓	✓			✓			✓	✓		✓	✓	✓	✓	✓	✓
		A4.4. Ability to Analyze and Evaluate (Critical Thinking)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		A4.5. Ability to Create and Innovate (Synthesis)											✓			✓			✓	✓	✓
		A4.6. Ability to Concentrate																			
		A4.7. Perceptive and Observant	✓					✓				✓		✓	✓	✓	✓	✓	✓	✓	✓
		A4.8. Openness			✓		✓											✓	✓	✓	✓
		A4.9. Intellectual Integrity																			
		A4.10. Intellectual Independence																			
A4.11. Intellectual Humility									✓						✓		✓	✓	✓	✓	
A4.12. Pursuit of Wisdom																					
A5. Effective Problem-Solvers and Decision-Makers	A5.1. Rational Decision-Making			✓	✓	✓												✓	✓	✓	
	A5.2. Ethical Decision-Making																✓	✓	✓	✓	
	A5.3. Effective Decision-Making																✓	✓	✓	✓	
	A5.4. Best Possible Result																✓	✓	✓	✓	



Grades 6-8

Character Counts! Model Standards

Second Step® Middle School Digital Program

Standard		Key Skills and Concepts																				
		Unit 1: Mindsets & Goals					Unit 2: Recognizing Bullying & Harassment					Unit 3: Thoughts, Emotions & Decisions					Unit 4: Managing Relationships & Social Conflict					
		Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships	
Social/Emotional Domain	SE1. Self-Awareness	SE1.1. Traits and Attributes					✓														✓	
		SE1.2. Emotions and Their Impact	✓													✓	✓	✓	✓	✓	✓	✓
		SE1.3. Values, Beliefs, Attitudes, and Mindsets																				✓
		SE1.4. Self-Acceptance																				✓
		SE1.5. Capacity to Be a Change Agent														✓						
		SE1.6. Positive Concept of Happiness and Success																				
	SE2. Self-Management	SE2.1. Expressing Emotions																				✓
		SE2.2. Self-Discipline			✓	✓	✓															
		SE2.3. Controlling Negative Emotions																				✓
		SE2.4. Coping Strategies																				✓
		SE2.5. Self-Improvement	✓	✓	✓	✓	✓															
	SE3. Social Awareness and Relationship Skills and Traits	SE3.1. Social Awareness	✓					✓	✓	✓	✓	✓	✓								✓	✓
		SE3.2. Empathy	✓								✓										✓	✓
		SE3.3. Remorse																			✓	✓
		SE3.4. Positive Relationships																			✓	✓
		SE3.5. Effective Communication																			✓	✓
		SE3.6. Leadership																			✓	✓
		SE3.7. Collaboration and Teamwork																			✓	✓
SE3.8. Conflict Management																	✓	✓	✓	✓	✓	
SE4. Success Skills and Attitudes	SE4.1. Executive Function																					
	SE4.2. Diligence			✓	✓	✓																
	SE4.3. Self-Confident		✓	✓	✓	✓																
	SE4.4. Initiation and Action			✓	✓	✓																
	SE4.5. Positivity			✓	✓	✓								✓								
	SE4.6. Gratitude																					
	SE4.7. Perseverance			✓	✓	✓																



Grades 6-8

Character Counts! Model Standards

Second Step® Middle School Digital Program

Standard		Key Skills and Concepts																			
		Unit 1: Mindsets & Goals					Unit 2: Recognizing Bullying & Harassment					Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict					
		Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships
Social/Emotional Domain	SE4. Success Skills and Attitudes	SE4.8. Resilience			✓	✓	✓														
		SE4.9. Forgiveness																			
		SE4.10. Flexibility			✓	✓	✓									✓					
		SE4.11. Time-Management			✓	✓	✓														
		SE4.12. Goal-Setting and Planning			✓	✓	✓														
		SE4.13. Organization																			
		SE4.14. Technology Literacy																			
	SE4.15. Financial Literacy																				
	C1. Commitment to Character and Ethics	C1.1. Components of Good Character																			
		C1.2. Importance of Character																			
		C1.3. Responsibility for Character			✓	✓						✓				✓			✓		
		C1.4. The Six Pillars of Character	✓					✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓
		C1.5. Knowledge of Ethical Concepts and Terms																			
	C2. Trustworthiness	C2.1. Integrity							✓	✓		✓							✓	✓	✓
		C2.2. Honest Communications																	✓	✓	✓
C2.3. Honest Actions																		✓	✓	✓	
C2.4. Belief That Honesty Pays																	✓	✓	✓		
C2.5. Promise-Keeping, Reliability, Dependability																					
C2.6. Loyalty																					
C3. Respect	C3.1. Treating Others with Respect	✓						✓	✓	✓	✓							✓	✓	✓	
	C3.2. The Golden Rule	✓						✓	✓	✓	✓							✓	✓	✓	
	C3.3. The Basic Dos of Respect	✓						✓	✓	✓	✓							✓	✓	✓	
	C3.4. Respectful and Kind School Climate	✓						✓	✓	✓	✓							✓	✓	✓	
	C3.5. Respecting Privacy																				
	C3.6. Respecting Autonomy of Others																✓	✓	✓	✓	



Grades 6-8

Character Counts! Model Standards

Second Step® Middle School Digital Program

Standard		Key Skills and Concepts																			
		Unit 1: Mindsets & Goals					Unit 2: Recognizing Bullying & Harassment					Unit 3: Thoughts, Emotions & Decisions					Unit 4: Managing Relationships & Social Conflict				
		Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships
C4. Responsibility	C4.1. Compliance: Doing What Is Required								✓												
	C4.2. Ethics: Doing What Should Be Done							✓	✓		✓							✓	✓	✓	✓
	C4.3. Consequences for Their Words								✓									✓	✓	✓	
	C4.4. Consequences for Their Actions							✓	✓	✓	✓							✓	✓	✓	
	C4.5. Developing and Using Positive Attitudes and Life Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	C4.6. Self-Reliance and Prudent Money Management																				
	C4.7. Learning from Experience	✓			✓															✓	
	C4.8. Rational and Reflective	✓		✓	✓	✓			✓					✓	✓	✓	✓		✓	✓	
	C4.9. Healthy Choices																				
C5. Fairness	C5.1. Basic Dos and Don'ts of Fairness																		✓	✓	
	C5.2. Making Fair Decisions																		✓	✓	
	C5.3. Proportionality																				
	C5.4. Complexity of Fairness																				
C6. Caring	C6.1. Basic Dos and Don'ts of Caring	✓					✓	✓	✓	✓	✓	✓						✓	✓	✓	✓
	C6.2. Caring Moderates Other Ethical Duties								✓												
C7. Good Citizenship	C7.1. Understand and Appreciate Civil Rights																				
	C7.2. Understand and Fulfill Civil Responsibilities	✓							✓	✓		✓						✓	✓	✓	✓
	C7.3. Respect Authority and Obey Laws																				
	C7.4. Participation in the Democratic Process																				
	C7.5. Positive Learning Opportunity																				
C7.6. Safeguard the Environment																					