





ALIGNMENT CHART

Character and Social-Emotional Development National Guidelines

- 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. 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 and Social-Emotional Development National Guidelines

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 and Social-Emotional Development (CSED) National Guidelines. Boxes are checked to indicate that the Second Step digital programs meet a given CSED guideline within the identified grade or grade-band (for instance, Grades K–5) when:

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

^{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

 $^{2. \ \, \}text{Taylor}, R. \, D_{\text{u}} \, \text{Oberle}, E_{\text{u}} \, \text{Durlak}, J. \, A_{\text{u}} \, \text{Weissberg}, R. \, P. \, (2017). \, \text{Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. \, Child Development, 88(4), 1156-1171. \, \text{https://ldoi.org/10.1111/cdev.12864}$



	Charac Develoj	ergarten-Grade 2 ter and Social-Emotional oment National Guidelines of Elementary Digital Program	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
		Guideline																				
		Understand what being honest means and why honesty is a character strength																		~	/	
	A. Know, understand,	Understand what stealing is and why stealing is wrong																				
	and practice the character strengths of	3. Understand what cheating is and why cheating is wrong (e.g., copying answers, giving answers to a friend, getting someone else to do your work for you)																				
	honesty and integrity, caring and compassion,	4. Understand why keeping a promise is a character strength																				
racter	gratitude, and the courage to take	5. Understand why caring and being concerned for the well-being of others is a character strength												~	~	~			~	~	~	
Moral Character	initiative	6. Understand what gratitude is (the ability to recognize and express appreciation) and why practicing gratitude is a character strength																				
	B. Apply and demonstrate	Describe a time when you demonstrated honesty as a character strength																				
	the character strengths of honesty and	2. Describe a time when you kept your promise, even if it was difficult to do so																				
	integrity, caring and compassion,	3. Share an example of when you practiced caring as a character strength												~		~						
	gratitude, and the courage to take initiative	4. Share an example of when you practiced gratitude as a character strength																				
cter	A. Know, understand,	Understand how forming positive habits develops a person's self-discipline	•		~	•			~													
Chara	and practice the character	2. Explain willpower (e.g., learning to say no to your immediate impulses)																				
Performance Character	strengths of self-discipline, responsibility, goal-setting,	3. Understand how a person demonstrates responsibility (finishing what you start, putting things away, being on time)			~	~			~				~					~		~		
Per	and grit	4. Explain why it is important for everyone to set goals																				

Key Skills and Concepts

Unit 2: Emotion Management

Brain Builders (Executive-Function Skills)



	COND	(Executi	ive-Functio	n Skills)	Unit 1: G	rowth Mind	lset & Goa	l-Setting	Unit	: 2: Emotio	n Managen	nent	Unit	3: Empat	hy & Kindn	ess		Unit 4	: Problem-	Solving	
Charac Develo	ergarten-Grade 2 eter and Social-Emotional pment National Guidelines ep* Elementary Digital Program	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	dentify 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
	Guideline																				
E Apply and	Offer examples of when you show willpower (e.g., learning to say no to your immediate impulses)				~																
B. Apply and demonstrate the character strengths of self-discipline, responsibility, goal-setting, and grit	Give an example of a positive habit that has helped you develop self-discipline							~													
self-discipline, responsibility, goal-setting, and grit	3. Provide evidence that you consistently demonstrate responsibility	~		~	~	~						~					~	~	•		
and grit	4. Give an example of a goal you have set for yourself							~													
A. Know, understand, and practice the character	1. Describe what it means to be curious																				
strengths of curiosity, carefulness, intellectual	Understand why it is important for learners to avoid being sloppy or careless																				
autonomy and humility, open-mindedness, and critical thinking B. Apply and demonstrate the character	3. Recognize different approaches to problem-solving																•	•	•	~	~
B. Apply and demonstrate the character strengths	Demonstrate genuine curiosity related to learning something new						v	✓													
of curiosity, carefulness, intellectual autonomy and	Practice steps and mental habits to avoid being sloppy or careless	•	~	~	~	•		~													
humility, open- mindedness, and critical thinking	3. Apply different problem-solving approaches																•	•	•	~	•

Key Skills and Concepts



		20ND		ain Builder ve-Functio		Unit 1: G	rowth Mind	set & Goal	-Setting	Unit	2: Emotior	n Managem	ient	Unit	3: Empatl	hy & Kindno	ess		Unit 4	: Problem-	Solving	
	Charac Develor	rgarten-Grade 2 ter and Social-Emotional oment National Guidelines of Elementary Digital Program	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
		Guideline																				
	A. Know, understand,	1. Understand why it is important to share, take turns, and follow rules (of a game, at home or school)				/								/					/			~
	and practice the character	Explain why it is important for everyone to be respectful, courteous, and polite												✓	~	✓	~		~	✓	✓	~
	strengths of fairness, respect,	3. Explain what it means to follow the Golden Rule																				
Civic Character	volunteering, and contributing to the common good	4. Describe what it means to be a volunteer (at home, in school, in the community)																				
ic Cha	B. Apply and	Demonstrate the ability to share, take turns, and follow rules (of a game, at home or school)				~								~					~			~
	demonstrate the character strengths of	2. Demonstrate the ability to be respectful, courteous, and polite												~	✓	~		~	~	~	~	•
	fairness, respect, volunteering, and	3. Share with family, teachers, and friends a time when the Golden Rule inspired you to change your behavior																				
	contributing to the common good	4. Share with family, teachers, and friends the ways in which you volunteer at home, in school, and in the community																				
	A. Recognize, understand, and	Identify and name different emotions (e.g., positive emotions, negative emotions, intense emotions)								•	~	✓	~	~			/	~	~	•	✓	~
SS	express your own thoughts,	2. Identify personal strengths (e.g., honesty, curiosity, listening)							~													
	emotions, mindsets, and personal strengths, including how emotions can	3. Develop an emotional vocabulary to describe your feelings (e.g., anxious, bored, confident, confused, disappointed, embarrassed, excited, frustrated, hopeful, hurt, ignored, joyful, lonely, mad, proud, rejected, scared, worried)								V	~	V	V	V			V	•	v	~	V	V
	affect thoughts and actions	4. Describe how your feelings influence and shape your thoughts and behaviors						•		•	•	•	•	~	•	~	~	✓	~	~	•	•

Key Skills and Concepts



Charac Develo	ergarten-Grade 2 eter and Social-Emotional pment National Guidelines p [*] Elementary Digital Program	Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replac with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in other	Recognize strong emotions	Manage strong emotions by using strate to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind	Manage strong emotions to feel calm bel 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
	Guideline																				
A. Practice and	1. Demonstrate the ability to regulate your impulses (e.g., how to appropriately communicate your wants and needs, how to wait for something you want, how to use a hand signal)			~	V							~					~	•		~	
ability to manage your impulses, emotions, thoughts, and behaviors in different	Recognize how to express your emotions accurately and how to appropriately express your needs related to those feelings										✓	~					~	~			
	3. Explain the different ways people respond to problems and challenges (e.g., ask for help, try harder, learn from mistakes)																~	~	~		~
situations	4. Describe and practice communicating effective verbal and non-verbal messages (e.g., saying thank you, waving goodbye to a friend)						~						•						~	~	
A. Demonstrate the ability to	Demonstrate the ability to understand what another person is feeling (e.g., happy, sad, disappointed, confused, angry)												•	~	~	~		~	•	~	•
empathize	Demonstrate the ability to care about how others are feeling												~	~	•	~		~	~	~	~
perspective of others, including	3. Demonstrate the ability to listen carefully and intentionally to others													~	~						
perspective of others, including demonstrating awareness of cultural	4. Describe ways in which people are similar and different									•											
differences and respect for human	5. Use respectful language and actions when dealing with conflict or a difference of opinion																~	~	~	~	~
dignity	6. Be able to tell stories and listen to stories told by others	~			~									~	~						

Key Skills and Concepts

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Charac Develo	ergarten-Grade 2 eter and Social-Emotional pment National Guidelines p° Elementary Digital Program	Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replac with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in other	Recognize strong emotions	Manage strong emotions by using strate to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind	Manage strong emotions to feel calm be 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
A. Demonstrate	Guideline 1. Initiate and engage in conversation and social																				
the ability to establish and	interactions with classmates, peers, and adults												/	/	/	/		/	•		
maintain healthy and rewarding relationships	2. Understand the importance of sharing												✓					/	V		V
relationships with diverse	3. Understand and respect someone's personal space												~								
individuals and groups, to communicate	4. Identify and practice appropriate behaviors to maintain positive relationships (e.g., sharing, helping, saying something nice)												•	•	~	~	~	~	~	~	~
with diverse individuals and groups, to communicate clearly, actively listen, collaborate and cooperate, manage conflict constructively, seek and offer	5. Recognize and practice the skills to prevent, manage, and constructively resolve interpersonal conflicts (e.g., cool off, affirm, forgive, thank)																~	~	~	~	•
help when	6. Learn to resolve conflicts without hitting, throwing a tantrum, or using hurtful language																~	~	~	~	•
needed, and resist inappropriate peer pressure	7. Play games and appropriately participate in small- group classroom activities	~	•	•	~																
A. Demonstrate the ability to make decisions based on	1. Describe a rule or principle that everyone should strive to live by (e.g., be kind, be honest, try your best)				•	✓							•								
the ability to make decisions based on consideration of	Understand the difference between what is safe and not safe (e.g., touching a hot stove, skateboarding without a helmet)				V																
ethical principles, safety concerns, appropriate social	3. Explain one social norm at school and the reason for the norm (e.g., do not litter, no running in the hallways)				~																
consideration of ethical principles, safety concerns, appropriate social norms, respect for self and others, and the likely consequences of your actions	4. Understand "if/then" thinking (e.g., "If I do x, then y will likely occur")				~			~				•	•			~	~	~	~	~	•
your actions	5. Explain a time when you were given the responsibility to make your own decision after considering the pros and cons of different options																				

Key Skills and Concepts

Unit 2: Emotion Management

Brain Builders (Executive-Function Skills)



Grades 3-5

	Develor	es 3-5 ter and Social-Emotional oment National Guidelines of Elementary Digital Program	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	ecognize that regulating emotions is ecessary 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
		Guideline	Att	Wo	Inh	ő	U or g	Re	Set	Ma	Mo	Rei	Re to t	lde	Rei	Apl	Apı	Recand	Re	Rei	Apl	Apl	Ехр	O EX	Sta all I	Ge	Eva	Pic	Ide
	A. Know,	Explain what it means for a person to act with																											
	understand, and practice	integrity (e.g, "walk their talk") 2. Understand what it means to be trustworthy and																		~									
	the character strengths of	how you earn someone's trust 3. Understand and explain the expression "I have the																/			/	/							
	honesty and integrity, caring	courage to stand up against what is wrong or unfair"																											
<u>_</u>	and compassion, gratitude, and the	4. Offer examples of caring and compassionate behaviors (at home, in school, in the community)																~	~	~	~	~			~	~	~	~	~
Characte	courage to take initiative	5. Offer examples of when you expressed gratitude to another person																											
	B. Apply and	Provide an example of a friend or role model who demonstrates honesty																											
	demonstrate the character	Provide an example of a friend or role model who demonstrates integrity and trustworthiness																											
	strengths of honesty and integrity, caring and compassion,	3. Provide an example of a friend or role model who stood up against what he or she thought was wrong or unfair																											
	gratitude, and the courage to take	Provide an example of a friend or role model who demonstrates caring and compassion																~											
	initiative	5. Provide an example of a friend or role model who demonstrates gratitude																											
		Explain how to demonstrate self-discipline (the ability to forgo instant and immediate gratification for a larger goal or commitment)						•	~	•	•	~																	
harac	A. Know, understand, and practice	2. Explain why responsibility is an important character strength (e.g., being dependable, reliable, and conscientious)																											
Jance	the character strengths of self-discipline, responsibility,	3. Explain why it is a character strength to take responsibility for your behavior and conduct, rather than offer or make excuses																											
Perfor	goal-setting, and grit	4. Learn the five steps to setting goals (specific, challenging, self-commit, create daily reminders, seek feedback and support)							•	•	•	~																	
		5. Define grit (e.g., perseverance and passion for a long-term goal)																											

Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts

Unit 2: Emotion Management

Brain Builders



	Develo	es 3-5 eter and Social-Emotional pment National Guidelines p* Elementary Digital Program	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
		Guideline																											
Character	B. Apply and demonstrate	Provide an example of a friend or role model who demonstrates self-discipline (the ability to forgo instant and immediate gratification for a larger goal or commitment)						~																					
		Provide an example of a friend or role model who is dependable, reliable, and conscientious (responsible)																~											
Performance		S. Explain a time when you took responsibility for your behavior and conduct, rather than offering or making excuses																											
Per	and grit	Provide an example of a role model who demonstrates grit (perseverance and passion for a long-term goal)						~																					
	A. Know, understand, and practice the character	Describe why it is important for learners to be curious																											
	strengths of curiosity, carefulness, intellectual	Understand the skills (being prepared, focused effort, diligent practice, attention to detail, etc.) that enable someone to acquire or polish a skill						•	•	~	•	•																	
haracter	mindedness and	3. Recognize that making mistakes is an unavoidable part of learning ("failing forward")					~	•																					
Intellectual Chara	B. Apply and demonstrate	Explain how a particular historical or contemporary person practiced curiosity																											
Inte	the character strengths of curiosity, carefulness,	2. Provide evidence that you have intentionally worked to strengthen a particular intellectual skill (diligence, attention to detail, etc.)					~	~			•	•																	
	intellectual autonomy and humility, open- mindedness, and	3. Share a time when you have made a mistake and learned from the experience					~	~																					
	critical thinking	4. Demonstrate the ability to analyze data, facts, and information							•	~	~	•														•	•	•	

Key Skills and Concepts

Unit 2: Emotion Management



Character and Social-Emotional Povelopment National Guidelines Second Stop Elementary Digital Program But you and you want of the program o			es 3-5 ter and Social-Emotional oment National Guidelines		smory	ontrol	exibility	I that the brain can nange	hat skills improve with practice, from others, and trying a new way			Monitor progress toward goals	Reflect to inform future goals	hat strong emotions make it hard arly	label similar emotions with ensity levels	Recognize that regulating emotions is necessary to make decisions	oraisal as an emotion-management	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	ecognize that people can have different oints 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	dentify when, where, and with whom they think it would be best to work on the problem
A. Kow, understand, and particle the character of the consequence for being fails as it relates to present the character of		_		Attention	Working m	Inhibitory c	Cognitive fl	Understand grow and c	Recognize effort, help	Set goals	Make plans	Monitor pro	Reflect to in	Recognize to think cle	Identify and different int	Recognize necessary	Apply reapl strategy	Apply planr strong emc	Recognize and strengt	Recognize points of vi	Recognize taking can	Apply persi empathize	Apply persi their comm	Explain the problem-so	Explain the oneself who	State the p all points of	Generate s into consid	Evaluate po problem ba	Pick a solut could work	Identify wh think it wou
A Robert and practice of the character strengths of fairness, respect, which will be consequenced for people who do not play by the rules. 2. Explain not where should be consequenced for groups who do not play by the rules. 3. Understanding the common good of the			Guideline																											
2. Explain why three should be consequences for strengths, or specific propage who do not play by the rules farmes, respect, woultratering, and ectorist being disrepaped. 4. Explain why it is important for everyone to serve and contributing to the common good good good good good good good go		understand,	consequences of not being fair, as it relates to breaking rules, playing favorites, or taking																							/	~	•	v	•
volunteering, and contributing to the common good the common good the common good of the good of good of the good of good of good of good of good of good of go		the character																												
the common goad 4.Explain way it is important or everyone to sever develore does very and commonly and global community B. Apply and demonstrate the chinarter cirr artificial streets and contributing to the common goad 5.Explain how the school culture amphasizes or fairness, espect, Volunteering, and committing to the common goad 6.Explain how the school culture amphasizes or fairness, espect, Volunteering, and committing to the common goad 7.Explain how the school culture amphasizes or fairness, espect, Volunteering, and committing to the common goad 8.Explain how the school culture amphasizes or fairness, espect, Volunteering, and committing to the common goad 8.Explain how the school culture amphasizes or fairness, espect, Volunteering, and committing to the common goad 8.Explain how the school culture amphasizes or fairness, espect, Volunteering, and committing to the common goad 8.Explain how the school culture amphasizes or fairness, espect, Volunteering, and committee school culture amphasizes or fairness, espect, Volunteering, and committee school culture amphasizes or fairness, espect, Volunteering, and committee school culture amphasizes or fairness, espect, Volunteering, and committee school culture amphasizes or fairness, espect, Volunteering, and committee school culture amphasizes or fairness, espect, Volunteering, and committee school culture amphasizes or fairness, espect, Volunteering, and espect, volunteering, and committees to the common goad 8.Explain how when you avoided being unfair by making different estimations may set it model volunteers and contributes to the common goad 8.Explain how was not model volunteers and contributes to the common goad 8.Explain how was not model volunteers and contributes to the common goad 8.Explain how was not model volunteers and contributes to the common goad 9.Explain how was not model volunteers and contributes to the common goad 9.Explain how was not model volunteers and contributes to the common goad 9.Explain how was not model volunte		volunteering, and	Understand why using profanity, insults, and gestures is being disrespectful																											
B. Apply and demonstrate the chrarater strengths of fairness, respect, duntering, and contributing to the common good A. Recognize, understand, and express your own thoughts, montions, middless, montions,	naracter		contribute to their family, school, community, nation,																				•							
demonstrate the character stringths of fairness, respect, volunteering, and contributing to the common good A. Recognize, understand, and express your own thoughts, emotions, midsets, mentions, midsets, mentions, midsets, midse	Ö		1. Describe how a role model exemplifies fairness																											
the character strengths of fairness, respect, volunteering, and contributing to the common good A. Recognize, understand, and express your own thoughts, and personal and personal and personal and personal and personal and personal and refect thoughts 3. Explain how we and practice your personal strengths (e.g., "no one likes me") may distort or minimize the positive things about you (or around you) 4. Practice and apply "I feel" statements to express	C V	B. Apply and	2. Describe how a role model exemplifies respect																											
fairness, respect, volunteering, and contributing to the common good A. Recognize, understand, and express your own thoughts, emiloses, and personal strengths, including how emitons can affect thoughts A. Recognize, understand, and express your own thoughts, eminosets, and personal affect thoughts A. Recognize, understand, and express your own thoughts, eminosets, and personal affect thoughts A. Recognize, understand, and express your own thoughts, eminosets, and personal affect thoughts A. Recognize, understand, and explain why different situations may set in motion or give rise to different emotions (e.g., learning something new or difficult, meeting someone new) A. Recognize, understand, and explain why different situations may set in motion or give rise to different emotions (e.g., learning something new or difficult, meeting someone new) A. Recognize, understand, and explain why different situations may set in motion or give rise to different emotions (e.g., learning something new or difficult, meeting someone new) A. Recognize, understand, and explain why different situations may set in motion or give rise to different emotions (e.g., learning something new or difficult, meeting someone new) A. Recognize, understand, and explain why different situations may set in motion or give rise to different emotions (e.g., learning something new or difficult, meeting someone new) A. Recognize, understand, and explain why different situations may set in motion or give rise to different emotions (e.g., learning something new or difficult, meeting someone new) A. Recognize, understand, and explain why different situations may set in motion or give rise to different emotions (e.g., learning something new or difficult, meeting someone new) A. Recognize, understand, and explain why different situations may set in motion or give rise to different emotions (e.g., learning something new or difficult, meeting someone new) A. Recognize, understand, and the provided in the provided new provided new provided new pro		the character																												
contributing to the common good A. Recognize, understand, and express your own thoughts, emindsets, and personal strengths, including how eminds and and suffect thoughts A. Recognize, understand, and express your own thoughts, emindsets, and personal strengths, including how eminds and and express your own thoughts (e.g., "no one likes me") may distort or minimize the positive things about you (or around you) 3. Explain the ways in which you use and practice your personal strengths (e.g., your willingness to help others, your positivity) 4. Practice and apply "I feel" statements to express		fairness, respect,																												
6. Describe how a role model volunteers and contributes to the common good 1. Understand and explain why different situations may set in motion or give rise to different emotions (e.g., learning something new or difficult, meeting someon new) 2. Recognize, motions, emotions, and personal strengths, including how emotions can affect thoughts 3. Explain the ways in which you use and practice your personal strengths, including how emotions can affect thoughts 4. Practice and apply "I feel" statements to express		contributing to																												
understand, and express your own thoughts, emotions, mindsets, and personal about you (or around you) strengths, including how emotions can affect thoughts 4. Practice and apply "I feel" statements to express																														
emotions, mindsets, and personal strengths, including how emotions can affect thoughts A. Practice and apply "I feel" statements to express 2. Recognize how your negative thoughts (e.g., "no one likes me") may distort or minimize the positive things about you (or around you) 3. Explain the ways in which you use and practice your personal strengths (e.g., your willingness to help others, your positivity) 4. Practice and apply "I feel" statements to express	SS	understand, and express your	may set in motion or give rise to different emotions (e.g., learning something new or difficult, meeting											~	•	v	~	~	~	~	/			•		/		•	V	
including how emotions can others, your positivity) affect thoughts affect and apply "I feel" statements to express	Awarenes	emotions, mindsets,	likes me") may distort or minimize the positive things														~													
4. Practice and apply "Freel" statements to express	Self-	including how emotions can	your personal strengths (e.g., your willingness to help						•																					
			1.1.5																											

Key Skills and Concepts



	Develop	es 3-5 ter and Social-Emotional pment National Guidelines of Elementary Digital Program	Attention	Working memory	Inhibitory control	Cognitive flexibility	Understand that the brain can grow and change	Recognize that skills improve with effort, help from others, and trying a	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions m to think clearly	Identify and label similar emotions different intensity levels	Recognize that regulating emotion necessary to make decisions	Apply reappraisal as an emotion-n strategy	Apply planning ahead to manage r strong emotions	Recognize kindness helps them m and strengthen relationships	Recognize that people can have dif points of view about the same thing	Recognize that empathy and persp taking can help them get along witl	Apply perspective-taking strategie empathize with others	Apply perspective-taking strategie their community a better place	Explain the importance of being ca problem-solving	Explain the importance of speakin oneself when solving a problem	State the problem without blaming all points of view	Generate solutions to take all poin into consideration	Evaluate possible outcomes of solu problem based on all points of view	Pick a solution that is safe, respect could work for everyone	Identify when, where, and with who think it would be best to work on th
		Guideline																											
	A. Practice and	1. Identify and develop a range of self-help and stress- reducing coping strategies (e.g., positive self-talk, deep breaths, taking a break, talking to someone about your feelings)						•		~	•	•				~	•						•	•					
lanagement	demonstrate the ability to manage your impulses, emotions,	2. Demonstrate the ability to predict outcomes across a range of appropriate and inappropriate behaviors and actions (e.g., saying hello to a teacher, studying for a test, fighting on the playground)															•	•		•					~		•		~
Self-Maı	thoughts, and behaviors in different situations	3. Identify people, places, and resources who can help you when you are having difficulty managing your thoughts and emotions (e.g., parents, family members, teachers)						•		•	~	~					•					•				~	•	~	~
		Explain what it means to have either a fixed or growth mindset																											
	A. Demonstrate	1. Use "I" statements to let others know that you have heard them																						•	•				
SS	the ability to empathize and take the	Describe how a person will likely feel when being bullied or left out of an activity or group																											
arene	perspective of others, including	3. Recognize examples of stereotyping, discrimination, and prejudice																											
ocial Aw	demonstrating awareness of cultural	4. Explain a time when you put yourself in someone else's shoes in order to understand their perspective and point of view																	•	•									
- 0 5	differences and respect for human dignity	5. Explain what empathy means (e.g., the ability to sympathetically understand and personally identify with the emotional states, needs, and feelings of others)																~		~	~								

Key Skills and Concepts



Grades 3-5

	Develor	ter and Social-Emotional oment National Guidelines o° Elementary Digital Program	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
		Guideline 1. Describe how words, voice tone, and body language																											
	A. Demonstrate	can impact relationships positively or negatively 2. Recognize the needs of others and how those needs											/								_				/				
	the ability to establish and	may differ from your own																	/		/	/			/		/		
Skills	maintain healthy and rewarding relationships	Understand and recognize the characteristics of healthy relationships (e.g., honesty, compromising, sharing, encouragement)																~	~	•	•	~	~	•	•	~	~	•	~
ationship	with diverse individuals and groups, to	4. Understand and recognize the characteristics of unhealthy relationships (e.g., hostility, intimidation, hitting)																											
sonal/Relatio	communicate clearly, actively listen, collaborate	5. Identify a problem in a relationship and seek appropriate assistance from an adult																							•	~	~	•	
Interperson	and cooperate, manage conflict constructively,	6. Recognize and respect the boundaries of others (e.g., material, physical, mental, and emotional boundaries)			•														•	•	•	•			•	•	~	•	~
直	seek and offer help when	7. Give and receive constructive feedback to classmates and peers																	~	~	~	~			/				
	needed, and resist inappropriate	8. Understand and recognize the positive and negative impact of peer pressure on self and others																											
	peer pressure	Recognize and communicate to a trusted adult any harmful individual and group behaviors																											
ion-Making	A. Demonstrate the ability to make decisions	Write and share with your classmates an ethical principle you wish everyone in the world would follow all the time (e.g., all people are created equal, be honest, be kind)																											
Decisi	based on consideration of	2. Recognize, compare, and contrast safe and unsafe situations																											
onsible and Ethical	ethical principles, safety concerns, appropriate social norms, respect for self and others, and the likely consequences of	3. Learn and practice a formula for making good decisions (stop; calm down; identify the dilemma or problem; compare options while considering ethical principles, safety, social norms, and respect for self and others; make a decision; reflect on the consequences)																					V	V	V	~	~	~	V
Respo	your actions	Explain why there need to be consequences for inappropriate behaviors																											

Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts

Unit 3: Empathy & Kindness



	Develo	es 6-8 ter and Social-Emotional oment National Guidelines of Middle School Digital Program	Recognize that social challenges are co and get better in time	Understand that the brain can grow a	Set personal goals and create plans to achieve them	Determine how to adjust and persist af making a mistake	Apply personal strengths to develop a or get better at something new	Recognize common types of bullying and harassment	Understand the negative impacts of buand harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to positive school climate	Recognize how social and environment factors contribute to bullying and haras their school	Prepare to take action to disrupt factor contribute to bullying and harassment	Understand how emotions influence decision-making in positive and negati	Recognize and reframe unhelpful thou	Recognize the signs of stress and anxi	Apply stress- and emotion-managem strategies	Recognize how conflicts escalate	Describe the different perspectives of involved in a conflict	Apply the four-step conflict resolution	Identify ways to make amends	Recognize the signs of healthy and unl relationships
		Guideline																				
		Understand and explain why "white lies" often lead to bigger lies																				
A. Kn		2. Understand and explain why it's important to do the right thing, even when no one is looking																		•	•	
and p	rstand, practice	3. List and explain the reasons why people sometimes lie, steal, or cheat (e.g., "everybody is doing it")																				
stren hones	haracter gths of sty and rity, caring	4. Understand and explain why the expression "to get along, go along" may prevent some people from being an active bystander																				
and c gratit	compassion, tude, and the age to take	5. Understand and explain why caring (and helping others) should never be motivated by the likelihood of being recognized or rewarded for your help or support																				
Moral Characte	tive	6. List and explain the reasons why people sometimes do not care for or help others																				
oral C		7. List and explain the reasons why people sometimes do not express their appreciation and gratitude																				
	ply and	Write about a time when you persuaded a friend to not lie, steal, or cheat																				
demo	onstrate haracter igths of	2. Write about a time when you did the right thing, even when no one was looking (i.e., a time when you chose the harder right over the easier wrong)																				
hones	sty and rity, caring	3. Provide an example of a time when you demonstrated the courage of an active bystander										~										
gratit	compassion, tude, and the	Provide an example of a time when you helped others who needed your support and care										•										
initiat	age to take tive	5. Provide an example of a time when you expressed your gratitude to someone beyond your family and friends																				

Unit 1: Mindsets & Goals

Key Skills and Concepts

Unit 3: Thoughts, Emotions & Decisions Unit 4: Managing Relationships & Social Conflict

Unit 2: Recognizing Bullying & Harassment



Chara Develo	les 6-8 Seter and Social-Emotional opment National Guidelines Lep* Middle School Digital Program	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 peoplinvolved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships
	Guideline																				
A. Know,	Explain a personal commitment you have made to improve your self-discipline (e.g., planning and managing your time, orderliness, being kind, etc.)			•	~	~															
understand, and practice	Describe three core responsibilities you want others to hold you accountable for																				
the character strengths of self-discipline,	Explain a time when you took responsibility for your mistakes																		~	~	
responsibility, goal-setting,	Explain a time when you took responsibility for your words and actions																		~	~	
and grit	5. Explain why goal-setting is a character strength																				
haract	6. Describe a role model who demonstrates a positive attitude, effort, and grit																				
B. Apply and bar	Give examples from your own life to exemplify the expression "first we form habits, then our habits form us"		~	•	~	✓															
demonstrate	Present evidence to explain how other people depend on you to be responsible (at home, in school, among friends, during sports or clubs)								~	~	•	~									
the character strengths of self-discipline, responsibility,	3. Provide evidence that you have integrated the five steps to a personal goal (specific, challenging, self-commit, create daily reminders, seek feedback and support)			•	V	~															
goal-setting, and grit	4. Explain a time when you did not take responsibility for your mistakes																~	~			
	5. Explain a time when you did not take responsibility for your words and actions																~	~			
	6. Present evidence to demonstrate your grit		~	✓	~	V															

Unit 1: Mindsets & Goals

Key Skills and Concepts

Unit 2: Recognizing Bullying & Harassment



	Develop	es 6-8 ter and Social-Emotional oment National Guidelines of Middle School Digital Program	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
		Guideline																				
	A. Know,	Assess and recognize your own intellectual character strengths and weaknesses			✓		•															
	understand, and practice the character strengths	Identify individuals, fictional and real, past and present, who exemplify the different intellectual character strengths in a concrete and compelling manner																				
ter	of curiosity, carefulness, intellectual autonomy and	3. Recognize and understand why the intellectual character strengths are not innate (something you are born with) but can be developed with practice and support		~	~	~	•															
Charac	humility, open- mindedness, and	4. Understand what it means to be an active listener (e.g., intellectual humility)																	~	~		
ctual	critical thinking	5. Understand the difference between facts and opinions (or feelings)												~	~		•	~	~	~		
Intellectual	B. Apply and demonstrate the character	Present evidence to demonstrate how you have strengthened and improved one intellectual character strength through intentional effort and practice					•															
	strengths of curiosity,	2. Practice and receive feedback on the ability to be an active listener																	~	•		
	carefulness, intellectual autonomy and humility, open-	3. Create a portfolio of projects and assessments that demonstrates both active learning and openminded thinking																				
	mindedness, and critical thinking	Compare and contrast perspectives and defend a position (e.g., intellectual autonomy)																	~	•		
		Explain why it is important for all citizens to respect authority by following the rules and laws																				
cter	A. Know, understand, and practice	2. Explain why friends have a responsibility to speak up or take action to prevent or stop others from engaging in disrespectful, dangerous, harmful, or illegal conduct							~		~		~									
Chara	the character strengths of	3. Explain how citizens can influence the democratic process (e.g., by voting)																				
Civic		Explain why protest and civil disobedience are essential to the democratic process																				
	the common good	5. Explain what community service entails																				
		6. Explain what the "common good" means and offer examples																				

Unit 1: Mindsets & Goals

Key Skills and Concepts

Unit 2: Recognizing Bullying & Harassment



	Charac Develo	es 6-8 eter and Social-Emotional pment National Guidelines p* Middle School Digital Program	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
		Guideline									ı						l					
	_	Explain why some citizens do not respect authority or obey rules and laws																				
	_	2. Describe how a role model challenged an unjust law																				
Character	B. Apply and demonstrate the character	3. Share a time when you spoke up or took action to prevent friends from engaging in disrespectful, dangerous, harmful, or illegal conduct										~										
c Char	strengths of fairness, respect,	Share a time when you spoke up or took action to encourage friends to be respectful										~										
Civic	volunteering, and contributing to the common good	5. Create a portfolio of volunteer activities that includes what you learned from your service opportunities																				
		6. Describe how a role model actively participates in the democratic process (either as an elected official or in another capacity)																				
		Describe how different thoughts, situations, and behaviors affect your feelings and emotions												•	~	~	~					
		Recognize your stress moments and why you feel anxious in these situations														•	•					
s	A. Recognize, understand, and express your	3. Recognize the different physical cues that emerge during your reaction to negative emotions and stress (e.g., voice volume, tonal quality, shallow/rapid breathing, crossed arms, facial distortions, sweating)														•	•					
arenes	own thoughts, emotions, mindsets,	Describe the techniques you use to challenge or refute your negative thoughts and feelings													•	•	•			•		
and personal strengths of the strengths	and personal strengths, including how emotions can affect thoughts	5. Recognize the times when you exaggerate the severity or consequences of mistakes, embarrassing moments, failures, rejections, and other negative events (e.g., "I can never face them again," or, "everyone thinks I'm stupid")				V									~							
	affect thoughts and actions	6. List and explain the different external supports you have used when feeling stressed or anxious (e.g., family, friends, teachers, neighbors)															~					
		7. Recognize situations that impair your judgment, make you unhappy, or lead you to engage in self- defeating, unhealthy, unethical, or illegal conduct												•	~	•	~	•		•		

Unit 1: Mindsets & Goals

Key Skills and Concepts

Unit 2: Recognizing Bullying & Harassment



_	er and Social-Emotional ment National Guidelines Middle School Digital Program	Recognize that social challenges and get better in time	Understand that the brain can	Set personal goals and create plan achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop or get better at something new	Recognize common types of bullying and harassment	Understand the negative impacts and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility or positive school climate	Recognize how social and environmental factors contribute to bullying and harassm 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	Apply stress- and emotion-managrestrategies	Recognize how conflicts escalate	Describe the different perspectivinvolved in a conflict	Apply the four-step conflict resolution	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships
	Guideline																				
demonstrate the	1. Explain one technique you use to stay confident in stressful or challenging situations (e.g. positive self-talk)													•	~	~					
your impulses, 2	2. Recognize how social media affects your thoughts, emotions, and behaviors																				
thoughts, and 3	3. Explain how you practice self-care (e.g., meditation, listening to music, a hobby)																				
situations 4	4. Explain a time when you overcame a negative thought and developed a growth mindset				•																
_	1. Experience and demonstrate empathy	V							/									/	V	/	
the ability to c	2. Explain a time when you were able to console, comfort, calm, support, and encourage someone										~										
empathize and take the perspective of	3. Demonstrate respect for other people's opinions and perspectives																	~	~	✓	
others, including demonstrating	4. Analyze the impact of stereotyping, discrimination, and prejudice (at school, in the community, and beyond)							~				•									
differences and si	5. Practice perspective-taking as a strategy to strengthen your acceptance of others																	•	•		
dignity	6. Demonstrate awareness and understanding that despite differences, all people have similar needs, feelings, and wants																	•	~		

Unit 1: Mindsets & Goals

Key Skills and Concepts

Unit 2: Recognizing Bullying & Harassment



Develo	ter and Social-Emotional oment National Guidelines	Recognize that social challenges are and get better in time	stand that the brain can grow ϵ	Set personal goals and create plans t achieve them	Determine how to adjust and persist making a mistake	ersonal strengths to develop etter at something new	Recognize common types of bullying and harassment	Understand the negative impacts of I and harassment	Determine the best upstander stratec for a situation	Understand students' responsibility tr positive school climate	Recognize how social and environmer factors contribute to bullying and har their school	to take action to disrupt factoute to bullying and harassmen	Understand how emotions influence decision-making in positive and nega	Recognize and reframe unhelpful tho	Recognize the signs of stress and an	tress- and emotion-managemes	Recognize how conflicts escalate	Describe the different perspectives cinvolved in a conflict	ne four-step conflict resolutio	dentify ways to make amends	Recognize the signs of healthy and urelationships
Second Step	o° Middle School Digital Program	Recogn and get	Unders	Set per achieve	Determ making	Apply p or get b	Recogn and har	Unders and har	Determ for a sit	Unders	Recogn factors their sc	Prepare to t contribute t	Undersi	Recogn	Recogn	Apply stres strategies	Recogn	Describ	Apply the foul	Identify	Recogn
	Guideline																				
A. Demonstrate	Recognize and monitor how your facial expressions, body language, and tone impact your interactions with others																				
the ability to establish and maintain healthy	Recognize barriers to effective listening (e.g., environmental distractions, message problems, sender or receiver problems)																				
and rewarding relationships with diverse individuals	3. Identify appropriate and inappropriate uses of social media and the implications for maintaining positive relationships																				
and groups, to communicate	4. Understand and recognize the differences between face-to-face communication and social media interactions																				
listen, collaborate and cooperate,	5. Understand and practice positive collaboration and cooperation skills (e.g., teamwork)											~							~		
manage conflict constructively, seek and offer help when	6. Take a proactive role to resolve conflict between friends or group members (e.g., stay calm, listen to all sides, be open to different solutions)																	~	~	✓	
needed, and resist inappropriate peer pressure	7. Engage in advocacy and/or refusal skills during times of bullying, harassment, intimidation, or abusive behavior								~			~									•
	8. Respond in a healthy manner to peer pressure against yourself or others								✓	~		~									~
A. Demonstrate the ability to	Understand and practice the three steps of the PTI Decision-Making Tree (Principle first, Team/Group second, Individual third)																				
make decisions based on consideration of	Research and explain the pressures some people experience that result in them cheating, lying, or experimenting with drugs or alcohol																				
ethical principles, safety concerns, appropriate social	3. Write about and share a principle you want to live by that you learned from a family member, book, movie, or personal experience																				
norms, respect for self and others, and the likely	4. Describe a time when you made a poor decision and what you learned												~								
consequences of your actions	5. Identify and explain how responsible and ethical decision-making affects your short-term and long-term goals																				

Unit 1: Mindsets & Goals

Key Skills and Concepts

Unit 2: Recognizing Bullying & Harassment