



ALIGNMENT CHART:

Michigan Social-Emotional Learning Competencies and Indicators Alignment with Second Step SEL

Early Learning-Grade 8

This alignment chart illustrates how Second Step and Michigan social-emotional learning competencies and indicators complement and support each other across key social-emotional concepts.

The Importance of Social-Emotional Learning

Social-emotional learning (SEL) is recognized as a key ingredient for school and life success. A 2011 meta-analysis¹ found that students participating in SEL programs showed significant gains in social-emotional skills, attitudes, and behaviors, as well as academic achievement. Specific gains include:

- 11 percentile-point gain in overall academic achievement
- 23 percent improvement in social-emotional skills
- 9 percent improvement in attitudes about self, others, and school
- 9 percent improvement in school and classroom behavior
- 9 percent decrease in conduct problems, such as disruptive classroom behavior and aggression

Educators across the nation acknowledge the benefits of SEL in schools and agree that teaching students social-emotional skills is a necessary and valuable component of their education.

About the Second Step Program

Evidence-based Second Step is the premier SEL program in the United States, reaching more than 16.5 million school children every year. The universal, classroom-based program promotes development of students' social-emotional competence and self-regulation skills. Students with these skills are better able to maintain healthy relationships with peers and adults and have more coping strategies to manage stressful situations. They're also more likely to benefit from academic instruction.

Second Step Key Concepts

- Skills for learning
- Empathy
- Emotion management
- Problem-solving

Core Learning Strategies

- Brain Builders
- Story and discussion
- Activity and skill practice
- Reinforcing skills

Teaching the social-emotional and self-regulation skills in the Second Step program need not be confined to the lessons. Students can practice their Second Step skills while learning about literature, math, science, health, and more. In fact, while applying their Second Step skills to academics, students can also boost their academic achievement.

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>





Early Learning



Alignment with Second Step SEL for Early Learning

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Michigan Social-Emotional Learning Competencies and Indicators

Key Concepts		1A-1 Show an emerging sense of self	1A-2 Continue to develop personal preferences	1A-3 Identify a variety of feelings and moods in themselves	1B-1 Identify their own strengths	1B-2 Demonstrate positive feelings about their own gender, race, ethnicity, disability, national origin, and language, as well as community and/or family cultural practices	1B-3 Demonstrate growing confidence in expressing their feelings, needs, and opinions	1C-1 Learn from and through relationships and interactions	1C-2 Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms, and communities	1D-1 Begin to organize projects or play; make and carry out plans	1D-2 Exhibit a growing capacity to self-regulate, demonstrate self-efficacy, and know acceptable boundaries	1D-3 Show an increasing ability to follow simple, clear, and consistent directions and rules	1D-4 Begin to take action to fix their mistakes, solve problems with materials, and resolve conflicts with others
Skills for Learning	Focus Attention							✓	✓		✓	✓	✓
	Listen with Attention						✓	✓	✓		✓	✓	✓
	Use Self-Talk										✓	✓	✓
	Be Assertive	✓	✓				✓	✓	✓		✓	✓	✓
	Remember Directions							✓	✓		✓	✓	✓
	Stay on Task							✓	✓		✓	✓	✓
	Ignore Distractions							✓	✓		✓	✓	✓
Empathy	Identify and Understand Their Own, Others' Feelings	✓	✓	✓			✓	✓			✓	✓	✓
	Build a Vocabulary of Feelings Words			✓			✓				✓	✓	✓
	Begin to Take Others' Perspectives										✓	✓	✓
	Listen to Others							✓			✓	✓	✓
	Have Empathy							✓			✓	✓	✓
	Express Compassion							✓			✓	✓	✓
Emotion Management	Understand Strong Feelings	✓		✓			✓				✓	✓	✓
	Recognize Strong Feelings	✓		✓			✓				✓	✓	✓
	Calm Strong Feelings Down	✓		✓							✓	✓	✓
	Use the Calming-Down Steps			✓							✓	✓	✓
	Communication and Language Skills	✓		✓			✓				✓	✓	✓
Problem-Solving	Calm Down Before Solving Problems						✓	✓			✓	✓	✓
	Describe the Problem						✓	✓			✓	✓	✓
	Think of Multiple Solutions to a Problem						✓	✓			✓	✓	✓
Friendship Skills	Play Fair		✓				✓	✓	✓		✓	✓	✓
	Invite Others to Play						✓	✓	✓		✓	✓	✓
	Ask to Join in Play		✓				✓	✓	✓		✓	✓	✓
	Choose to Have Fun over Getting Their Way	✓						✓	✓		✓	✓	✓
Executive-Function Skills	Flexible Attention										✓	✓	✓
	Working Memory										✓	✓	✓
	Inhibitory Control										✓	✓	✓



Alignment with Second Step SEL for Early Learning

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Michigan Social-Emotional Learning Competencies and Indicators (cont.)

Key Concepts		2A-1 Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs, and opinions	2A-2 Manage reasonable frustration	2A-3 Address stress in a reasonable and age-appropriate way	2B-1 Showing increasing respect for the rights of others	2B-2 Understanding the prosocial value of honesty and truthfulness to the extent their perception of reality permits it	2C-1 Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence	2C-2 Demonstrate increasing ability to set goals and to develop and follow through on plans	2C-3 Demonstrate a reasonable self-perception of confidence; can make choices and explain discoveries	2C-4 Grow in their ability to follow simple, clear, and consistent directions and rules	3A-1 Show increasing respect for the rights of others	3A-2 Demonstrate the ability to care; can respond with sensitivity or sincerity, later empathy	3A-3 Identify a variety of feelings and moods in others
Skills for Learning	Focus Attention									✓		✓	✓
	Listen with Attention									✓		✓	✓
	Use Self-Talk	✓	✓	✓						✓			
	Be Assertive	✓	✓	✓			✓			✓			
	Remember Directions							✓		✓			
	Stay on Task							✓		✓			
	Ignore Distractions							✓		✓			
Empathy	Identify and Understand Their Own, Others' Feelings	✓	✓	✓	✓							✓	✓
	Build a Vocabulary of Feelings Words	✓	✓	✓	✓							✓	✓
	Begin to Take Others' Perspectives				✓							✓	✓
	Listen to Others				✓							✓	✓
	Have Empathy				✓						✓	✓	✓
	Express Compassion				✓						✓	✓	✓
Emotion Management	Understand Strong Feelings	✓	✓	✓									
	Recognize Strong Feelings	✓	✓	✓									
	Calm Strong Feelings Down	✓	✓	✓									
	Use the Calming-Down Steps	✓	✓	✓									
	Communication and Language Skills	✓	✓	✓							✓		
Problem-Solving	Calm Down Before Solving Problems	✓	✓							✓			
	Describe the Problem	✓	✓							✓			
	Think of Multiple Solutions to a Problem	✓	✓							✓			
Friendship Skills	Play Fair	✓	✓		✓							✓	
	Invite Others to Play	✓	✓		✓							✓	
	Ask to Join in Play	✓	✓		✓							✓	
	Choose to Have Fun over Getting Their Way	✓	✓		✓							✓	
Executive-Function Skills	Flexible Attention							✓		✓			
	Working Memory							✓		✓			
	Inhibitory Control	✓	✓					✓		✓			



Alignment with Second Step SEL for Early Learning

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Michigan Social-Emotional Learning Competencies and Indicators (cont.)

Key Concepts		3A-4 Increase their capacity to take another's perspective	3B-1 Participate successfully as a group member	3B-2 Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community	3B-3 Increase understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in the environment	3B-4 Show increasing respect for the rights of others	3B-5 Grow in their ability to follow simple, clear, and consistent directions and rules	3C-1 Recognize respectfully the similarities and differences in people	3C-2 Show an increasing capacity to take into account another's perspective	3C-3 Show increasing respect for the rights of others	3C-4 Recognize and respect similarities and differences in people (gender expression, family, race, culture, language)	3D-1 Make connections with situations or events, people, or stories	3D-2 Contribute individual strengths, imagination, or interests to a group
Skills for Learning	Focus Attention	✓	✓				✓		✓				
	Listen with Attention	✓	✓				✓		✓				
	Use Self-Talk		✓				✓						
	Be Assertive		✓				✓						✓
	Remember Directions		✓				✓						
	Stay on Task		✓				✓						
	Ignore Distractions		✓				✓						
Empathy	Identify and Understand Their Own, Others' Feelings	✓	✓	✓		✓			✓				
	Build a Vocabulary of Feelings Words	✓	✓						✓				
	Begin to Take Others' Perspectives	✓	✓	✓					✓			✓	
	Listen to Others	✓	✓						✓				
	Have Empathy	✓	✓	✓		✓		✓	✓	✓	✓	✓	
	Express Compassion	✓	✓			✓		✓	✓	✓	✓	✓	
Emotion Management	Understand Strong Feelings		✓										
	Recognize Strong Feelings		✓										
	Calm Strong Feelings Down		✓										
	Use the Calming-Down Steps		✓										
	Communication and Language Skills		✓										
Problem-Solving	Calm Down Before Solving Problems		✓										
	Describe the Problem		✓										
	Think of Multiple Solutions to a Problem		✓										
Friendship Skills	Play Fair		✓	✓		✓				✓			
	Invite Others to Play		✓	✓		✓				✓			
	Ask to Join in Play		✓	✓		✓				✓			
	Choose to Have Fun over Getting Their Way		✓	✓		✓				✓			
Executive-Function Skills	Flexible Attention		✓				✓						
	Working Memory		✓				✓						
	Inhibitory Control		✓				✓						



Alignment with Second Step SEL for Early Learning

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Michigan Social-Emotional Learning Competencies and Indicators (cont.)

Key Concepts		3D-3 Extend offers of help to peers or adults, to help them feel that they belong to the group	3D-4 Can adapt to different environments	4A-1 Successfully develop and keep friendships	4A-2 Use positive communication and behaviors	4A-3 Show progress in developing and keeping friendships	4A-4 Resolve conflicts respectfully with the help of supportive adults	4B-1 Show an increasing ability to initiate and sustain age-appropriate play and interactions with peers and adults	4B-2 Successfully develop and keep friendships	4B-3 Use positive communication and behaviors	4C-1 Show an increasing capacity to take another's perspective	4C-2 Begin to develop and practice the use of problem-solving and conflict-resolution skills	5A-1 Positive and accepting attitudes toward people of a variety of backgrounds and characteristics, e.g., race, ethnicity, national origin, physical characteristics, disability, economic status, language spoken or signed
Skills for Learning	Focus Attention		✓	✓	✓	✓		✓	✓		✓	✓	
	Listen with Attention		✓	✓	✓	✓		✓	✓		✓	✓	
	Use Self-Talk		✓	✓	✓	✓		✓	✓			✓	
	Be Assertive	✓	✓	✓	✓	✓		✓	✓	✓		✓	
	Remember Directions		✓					✓					
	Stay on Task		✓					✓					
	Ignore Distractions		✓					✓					
Empathy	Identify and Understand Their Own, Others' Feelings	✓		✓	✓	✓		✓	✓		✓	✓	
	Build a Vocabulary of Feelings Words	✓		✓	✓	✓		✓	✓		✓	✓	
	Begin to Take Others' Perspectives	✓		✓	✓	✓		✓	✓		✓	✓	
	Listen to Others	✓		✓	✓	✓		✓	✓		✓	✓	
	Have Empathy	✓		✓	✓	✓		✓	✓		✓	✓	✓
	Express Compassion	✓		✓	✓	✓		✓	✓		✓	✓	✓
Emotion Management	Understand Strong Feelings			✓	✓	✓		✓	✓			✓	
	Recognize Strong Feelings			✓	✓	✓		✓	✓			✓	
	Calm Strong Feelings Down			✓	✓	✓		✓	✓			✓	
	Use the Calming-Down Steps			✓	✓	✓		✓	✓			✓	
	Communication and Language Skills			✓	✓	✓		✓	✓	✓		✓	
Problem-Solving	Calm Down Before Solving Problems			✓	✓	✓	✓	✓	✓	✓		✓	
	Describe the Problem	✓		✓	✓	✓	✓	✓	✓	✓		✓	
	Think of Multiple Solutions to a Problem	✓		✓	✓	✓	✓	✓	✓	✓		✓	
Friendship Skills	Play Fair	✓		✓	✓	✓		✓	✓	✓		✓	✓
	Invite Others to Play	✓		✓	✓	✓		✓	✓	✓		✓	✓
	Ask to Join in Play	✓		✓	✓	✓		✓	✓	✓		✓	✓
	Choose to Have Fun over Getting Their Way	✓		✓	✓	✓		✓	✓	✓		✓	✓
Executive-Function Skills	Flexible Attention		✓					✓		✓			
	Working Memory		✓					✓		✓			
	Inhibitory Control		✓	✓				✓	✓	✓			



Alignment with Second Step SEL for Early Learning

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Michigan Social-Emotional Learning Competencies and Indicators (cont.)

Key Concepts		5A-2 An increasing ability to take another's point of view and to empathize with others	5B-1 Begin to hypothesize or make inferences	5B-2 Attempt a variety of ways and demonstrate enjoyment of solving problems	5B-3 Use materials purposefully, safely, and respectfully more and more of the time	5B-4 Manage transitions and follow routines most of the time	5C-1 Contribute individual strengths, imagination, or interests to a group	5C-2 Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community
Skills for Learning	Focus Attention	✓		✓	✓	✓		
	Listen with Attention	✓		✓	✓	✓		
	Use Self-Talk	✓			✓	✓		
	Be Assertive						✓	
	Remember Directions				✓	✓		
	Stay on Task				✓	✓		
	Ignore Distractions				✓	✓		
Empathy	Identify and Understand Their Own, Others' Feelings	✓						✓
	Build a Vocabulary of Feelings Words	✓						✓
	Begin to Take Others' Perspectives	✓	✓					✓
	Listen to Others	✓						✓
	Have Empathy	✓	✓					✓
	Express Compassion	✓						✓
Emotion Management	Understand Strong Feelings							
	Recognize Strong Feelings							
	Calm Strong Feelings Down							
	Use the Calming-Down Steps							
	Communication and Language Skills							
Problem-Solving	Calm Down Before Solving Problems			✓				
	Describe the Problem			✓				
	Think of Multiple Solutions to a Problem			✓				
Friendship Skills	Play Fair			✓				✓
	Invite Others to Play			✓				✓
	Ask to Join in Play			✓				✓
	Choose to Have Fun over Getting Their Way			✓				✓
Executive-Function Skills	Flexible Attention				✓	✓		
	Working Memory				✓	✓		
	Inhibitory Control				✓	✓		



Kindergarten-Grade 2



Alignment with Second Step SEL for Kindergarten-Grade 2

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Michigan Social-Emotional Learning Competencies and Indicators

Key Concepts		1A-1 Recognize and label their emotions and feelings	1A-2 Describe their emotions and the situations that cause them (triggers)	1B-1 Identify their likes and dislikes	1B-2 Describe things they do well or the knowledge that they have	1B-3 Describe an activity or task in which they may need help in order to improve	1C-1 Identify at least one adult they trust	1C-2 Identify situations in which they need to seek help from an adult (big problem versus small problem)	1C-3 Recognize how and where to get help in an emergency situation	1D-1 Understand their responsibility to meet schoolwide safety expectations knowing it promotes a safe and productive environment	1D-2 Recognize that there are positive and negative consequences for their choices and actions	2A-1 Utilizes techniques that allow them to calm themselves
Skills for Learning	Focus Attention									✓		
	Listen with Attention									✓		
	Use Self-Talk									✓		✓
	Be Assertive									✓		
	Remember Directions									✓		
	Stay on Task									✓		
	Ignore Distractions									✓		
Empathy	Identify and Understand Their Own, Others' Feelings	✓	✓									✓
	Build a Vocabulary of Feelings Words	✓	✓									✓
	Begin to Take Others' Perspectives											
	Listen to Others											
	Have Empathy											
	Express Compassion											
Emotion Management	Understand Strong Feelings	✓	✓									✓
	Recognize Strong Feelings	✓	✓									✓
	Calm Strong Feelings Down											✓
	Use the Ways to Calm Down											✓
	Communication and Language Skills	✓	✓									✓
Problem-Solving	Calm Down Before Solving Problems											✓
	Describe the Problem							✓				
	Think of Multiple Solutions to a Problem							✓				
	Explore Consequences of Solutions to Problems							✓			✓	
	Pick the Best Solution to a Problem						✓	✓				
	Friendship Skills											
Executive-Function Skills	Flexible Attention											
	Working Memory											
	Inhibitory Control											



Alignment with Second Step SEL for Kindergarten-Grade 2

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Michigan Social-Emotional Learning Competencies and Indicators (cont.)

Key Concepts		2A-2 Practice using words to share their feelings about an interaction or situation rather than physically or aggressively expressing feelings	2A-3 Practice moving to a "calm down" space in the room after a triggering event	2B-1 Describe a situation when they could have lied but they told the truth	2B-2 Shares reasons why they follow classroom or school rules (their own safety, the safety of others, reducing chance of damaging property, etc.)	2B-3 Describe the differences between and consequences or benefits of lying and truth-telling	2C-1 Identify a short-term goal (wish, dream)	2C-2 Determine whether the goal is under their control or someone else's control	2C-3 Identify and take steps needed to accomplish a short-term goal	2C-4 Identify people who can support them in reaching their short-term goal	3A-1 Use listening and attention skills to identify the feelings and perspectives of others (face, body, voice)	3A-2 Recognize that words and actions can hurt others
Skills for Learning	Focus Attention				✓						✓	
	Listen with Attention				✓						✓	
	Use Self-Talk	✓			✓							
	Be Assertive	✓			✓							
	Remember Directions				✓							
	Stay on Task				✓							
	Ignore Distractions				✓							
Empathy	Identify and Understand Their Own, Others' Feelings	✓									✓	✓
	Build a Vocabulary of Feelings Words	✓									✓	✓
	Begin to Take Others' Perspectives										✓	✓
	Listen to Others										✓	✓
	Have Empathy										✓	✓
	Express Compassion										✓	
Emotion Management	Understand Strong Feelings	✓										
	Recognize Strong Feelings	✓										
	Calm Strong Feelings Down	✓										
	Use the Ways to Calm Down	✓	✓									
	Communication and Language Skills	✓										
Problem-Solving	Calm Down Before Solving Problems	✓										
	Describe the Problem						✓					
	Think of Multiple Solutions to a Problem				✓				✓	✓		
	Explore Consequences of Solutions to Problems				✓							
	Pick the Best Solution to a Problem				✓							
	Friendship Skills	✓				✓					✓	✓
Executive-Function Skills	Flexible Attention											
	Working Memory											
	Inhibitory Control											



Alignment with Second Step SEL for Kindergarten-Grade 2

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Michigan Social-Emotional Learning Competencies and Indicators (cont.)

Key Concepts		3B-1 Recognize and name how they can help others within their school, home, and community	3B-2 Identify how they help others and how they feel about helping, e.g. feed the dog, share, clean up when asked	3C-1 Describe ways that people are similar and different	3C-2 Name positive qualities in people that cross all cultures and groups	3D-1 Understand the importance of and demonstrate respect for personal space	3D-2 Appropriately engage in play with others: introduce self, ask permission, join in, and invite others to join in	3D-3 Wait their turn, observe the situation, and know when it's appropriate to respond	4A-1 Pay attention to others when they are speaking	4A-2 Demonstrate the use of verbal etiquette (use please, thank you, excuse me, etc.)	4A-3 Take turns and share with others	4A-4 Effectively and appropriately communicate needs, wants, and ideas in a respectful manner	4B-1 Identify the multiple types of relationships they have with others
Skills for Learning	Focus Attention					✓	✓	✓	✓		✓	✓	
	Listen with Attention						✓	✓	✓		✓	✓	
	Use Self-Talk							✓	✓				
	Be Assertive	✓				✓	✓	✓			✓	✓	
	Remember Directions							✓					
	Stay on Task							✓	✓				
	Ignore Distractions							✓	✓				
Empathy	Identify and Understand Their Own, Others' Feelings	✓				✓	✓	✓			✓	✓	
	Build a Vocabulary of Feelings Words	✓				✓	✓	✓			✓		
	Begin to Take Others' Perspectives	✓		✓	✓	✓	✓	✓			✓	✓	
	Listen to Others	✓				✓	✓	✓			✓	✓	
	Have Empathy	✓	✓	✓	✓	✓	✓	✓			✓	✓	
	Express Compassion	✓	✓				✓						
Emotion Management	Understand Strong Feelings						✓				✓	✓	
	Recognize Strong Feelings						✓				✓	✓	
	Calm Strong Feelings Down						✓				✓	✓	
	Use the Ways to Calm Down						✓				✓	✓	
	Communication and Language Skills						✓				✓	✓	
Problem-Solving	Calm Down Before Solving Problems										✓	✓	
	Describe the Problem	✓									✓	✓	
	Think of Multiple Solutions to a Problem	✓									✓		
	Explore Consequences of Solutions to Problems	✓									✓		
	Pick the Best Solution to a Problem	✓									✓		
	Friendship Skills	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
Executive-Function Skills	Flexible Attention										✓	✓	
	Working Memory										✓	✓	
	Inhibitory Control						✓				✓	✓	



**Alignment with
Second Step SEL for
Kindergarten-Grade 2**

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Michigan Social-Emotional Learning Competencies and Indicators (cont.)

Key Concepts		4B-2 List traits of a good friend	4B-3 Demonstrate ability to make new friends	4B-4 Identify and practice behaviors, such as active listening and sharing, to maintain positive relationships	4C-1 Identify interpersonal problems they need adult help to resolve and appropriately ask for help	4C-2 Recognize there are many ways to solve conflicts and practice solving problems using a menu of choices, including the use of "I" messages	4C-3 Identify and state feelings and problem in conflict	5A-1 Recognize that one has choices in how to respond	5A-2 Identify ways to promote safety for oneself and others	5A-3 Identify ways to respond to unfamiliar adults in different settings	5A-4 Stand up for a friend or peer and let others know when a person is being treated unfairly	5B-1 Recognize that they have choices in how to respond to situations	5B-2 Implement stop, think, and act strategies in solving problems
Skills for Learning	Focus Attention		✓	✓									
	Listen with Attention		✓	✓									
	Use Self-Talk												
	Be Assertive		✓	✓			✓	✓				✓	
	Remember Directions												
	Stay on Task												
	Ignore Distractions												
Empathy	Identify and Understand Their Own, Others' Feelings		✓				✓					✓	
	Build a Vocabulary of Feelings Words		✓				✓					✓	
	Begin to Take Others' Perspectives		✓									✓	
	Listen to Others		✓	✓								✓	
	Have Empathy		✓									✓	
	Express Compassion		✓									✓	
Emotion Management	Understand Strong Feelings		✓					✓					✓
	Recognize Strong Feelings		✓					✓					✓
	Calm Strong Feelings Down		✓					✓					✓
	Use the Ways to Calm Down		✓					✓					✓
	Communication and Language Skills		✓	✓	✓			✓					✓
Problem-Solving	Calm Down Before Solving Problems							✓					✓
	Describe the Problem				✓	✓	✓	✓			✓		✓
	Think of Multiple Solutions to a Problem				✓	✓	✓	✓			✓	✓	✓
	Explore Consequences of Solutions to Problems				✓	✓	✓	✓			✓	✓	✓
	Pick the Best Solution to a Problem				✓	✓	✓	✓			✓	✓	✓
	Friendship Skills	✓	✓	✓	✓	✓	✓	✓			✓		
Executive-Function Skills	Flexible Attention												
	Working Memory												
	Inhibitory Control												



**Alignment with
Second Step SEL for
Kindergarten-Grade 2**

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**Michigan Social-Emotional Learning
Competencies and Indicators (cont.)**

Key Concepts		5B-3 Demonstrate social and classroom behavior (ask permission, listen to speaker, ask for help, offer to help, participate)	5B-4 Demonstrate constructive academic behaviors and self-regulation (listen, pay attention, follow directions, ignore distractions)	5C-1 Recognize the various roles of the personnel that govern the school (all staff)	5C-2 Participate in individual roles and responsibilities in the classroom and in school
Skills for Learning	Focus Attention	✓	✓		
	Listen with Attention	✓	✓		
	Use Self-Talk	✓	✓		
	Be Assertive	✓	✓		
	Remember Directions	✓	✓		
	Stay on Task	✓	✓		
	Ignore Distractions	✓	✓		
Empathy	Identify and Understand Their Own, Others' Feelings				
	Build a Vocabulary of Feelings Words				
	Begin to Take Others' Perspectives				
	Listen to Others				
	Have Empathy				
	Express Compassion				
Emotion Management	Understand Strong Feelings				
	Recognize Strong Feelings				
	Calm Strong Feelings Down				
	Use the Ways to Calm Down				
	Communication and Language Skills				
Problem-Solving	Calm Down Before Solving Problems				
	Describe the Problem				
	Think of Multiple Solutions to a Problem				
	Explore Consequences of Solutions to Problems				
	Pick the Best Solution to a Problem				
	Friendship Skills				
Executive-Function Skills	Flexible Attention				
	Working Memory				
	Inhibitory Control				



Grade 3



Alignment with Second Step SEL for Grade 3

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Michigan Social-Emotional Learning Competencies and Indicators

Key Concepts		1A-1 Recognize intensity levels of their emotions	1A-2 Recognize how emotion can change	1A-3 Recognize how thoughts are linked with emotions and emotions are linked to behavior	1A-4 Describe ways emotions impact their behavior(s)	1A-5 Draw an "anger thermometer" and discuss why they might move along the thermometer	1B-1 Describe their personal identities, e.g., gender, identity, race, ethnicity, national origin, disabilities, etc.	1B-2 Describe the personal traits they possess that make them successful members of their classroom and school community	1B-3 Describe their growth areas, prioritize the personal traits and interests that they want to develop, and explore opportunities to develop them	1C-1 Recognize qualities of positive role models in their lives	1C-2 Identify positive adults in various facets of their lives	1C-3 Identify peer, home, and school supports and/or resources they can access to help solve problems
Skills for Learning	Focus Attention	✓	✓									
	Listen with Attention											
	Use Self-Talk											
	Be Assertive											
	Remember Directions											
	Stay on Task											
	Ignore Distractions											
Empathy	Identify and Understand Their Own, Others' Feelings	✓	✓	✓	✓			✓		✓		
	Build a Vocabulary of Feelings Words	✓	✓	✓	✓							
	Begin to Take Others' Perspectives			✓						✓		
	Listen to Others											
	Have Empathy			✓								
	Express Compassion											
Emotion Management	Understand Strong Feelings	✓	✓	✓	✓			✓				
	Recognize Strong Feelings	✓	✓	✓	✓							
	Calm Strong Feelings Down		✓	✓	✓							✓
	Use the Ways to Calm Down		✓	✓	✓							✓
	Communication and Language Skills		✓	✓	✓							✓
Problem-Solving	Calm Down Before Solving Problems		✓	✓	✓							✓
	Describe the Problem											✓
	Think of Multiple Solutions to a Problem											✓
	Explore Consequences of Solutions to Problems											✓
	Pick the Best Solution to a Problem											✓
	Friendship Skills									✓		✓
Executive-Function Skills	Flexible Attention											
	Working Memory											
	Inhibitory Control											



Alignment with Second Step SEL for Grade 3

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Michigan Social-Emotional Learning Competencies and Indicators (cont.)

Key Concepts		1C-4 Write a letter to a role model telling why they consider them to be their role model	1D-1 Define what it means to be responsible and identify things for which they are responsible	1D-2 Explain the benefits of being responsible	1D-3 Demonstrate ability to say no to negative peer pressure	2A-1 Use self-monitoring strategies such as self-talk to regulate emotions	2A-2 Respond effectively to pressure situations, e.g., walk away, seek help or mediation	2A-3 Communicate their perspective on triggering behaviors or situations using "I" messages	2A-4 Express emotions in a respectful manner	2B-1 Tell the truth in a difficult situation while honoring personal boundaries	2B-2 Follow through on their commitments	2C-1 Distinguish between long-term and short-term goals	2C-2 Describe why learning is important to achieving personal goals
Skills for Learning	Focus Attention					✓							
	Listen with Attention					✓							
	Use Self-Talk				✓	✓	✓						
	Be Assertive				✓		✓	✓	✓	✓			
	Remember Directions		✓	✓									
	Stay on Task		✓	✓	✓						✓		
	Ignore Distractions		✓	✓	✓						✓		
Empathy	Identify and Understand Their Own, Others' Feelings					✓	✓	✓	✓				
	Build a Vocabulary of Feelings Words					✓	✓	✓	✓				
	Begin to Take Others' Perspectives					✓			✓				
	Listen to Others												
	Have Empathy												
	Express Compassion												
Emotion Management	Understand Strong Feelings					✓	✓	✓	✓	✓			
	Recognize Strong Feelings					✓	✓	✓	✓	✓			
	Calm Strong Feelings Down					✓	✓		✓	✓			
	Use the Ways to Calm Down					✓	✓		✓	✓			
	Communication and Language Skills					✓	✓	✓	✓	✓			
Problem-Solving	Calm Down Before Solving Problems					✓	✓		✓				
	Describe the Problem				✓		✓	✓	✓		✓		
	Think of Multiple Solutions to a Problem				✓		✓				✓		
	Explore Consequences of Solutions to Problems				✓		✓			✓	✓		
	Pick the Best Solution to a Problem				✓		✓			✓	✓		
	Friendship Skills		✓		✓		✓		✓		✓		
Executive-Function Skills	Flexible Attention												
	Working Memory												
	Inhibitory Control				✓	✓					✓		



Alignment with Second Step SEL for Grade 3

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Michigan Social-Emotional Learning Competencies and Indicators (cont.)

Key Concepts		2C-3 Evaluate the action steps taken to accomplish a goal and identify what, if anything, they could have done differently to facilitate that accomplishment	2C-4 Identify resources that help them achieve their goals, i.e., home, school, and community support	3A-1 Predict how their own behavior affects the emotions of others	3A-2 Define and understand perspective and point of view	3A-3 Use listening skills to identify the feelings and perspectives of others	3A-4 Recognize how words and actions can hurt others in different ways	3B-1 Share reasons for helping others	3B-2 Identify roles they have that contribute to their school, home, and neighboring community	3B-3 Work together with peers to address a need	3C-1 Identify contributions of various social and cultural groups	3C-2 Recognize that people from different cultural and social groups share many things in common and identify similarities and differences	3C-3 Define stereotyping, discrimination, and prejudice
Skills for Learning	Focus Attention					✓							
	Listen with Attention					✓							
	Use Self-Talk												
	Be Assertive												
	Remember Directions												
	Stay on Task												
	Ignore Distractions												
Empathy	Identify and Understand Their Own, Others' Feelings			✓		✓	✓						
	Build a Vocabulary of Feelings Words			✓		✓							
	Begin to Take Others' Perspectives			✓	✓	✓	✓	✓				✓	
	Listen to Others					✓	✓						
	Have Empathy			✓	✓	✓	✓	✓				✓	
	Express Compassion							✓					
Emotion Management	Understand Strong Feelings			✓			✓						
	Recognize Strong Feelings			✓			✓						
	Calm Strong Feelings Down												
	Use the Ways to Calm Down												
	Communication and Language Skills						✓						
Problem-Solving	Calm Down Before Solving Problems			✓			✓						
	Describe the Problem	✓					✓						
	Think of Multiple Solutions to a Problem	✓											
	Explore Consequences of Solutions to Problems	✓											
	Pick the Best Solution to a Problem	✓											
	Friendship Skills			✓		✓	✓	✓				✓	
Executive-Function Skills	Flexible Attention												
	Working Memory												
	Inhibitory Control												



Alignment with Second Step SEL for Grade 3

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Michigan Social-Emotional Learning Competencies and Indicators (cont.)

Key Concepts		3D-1 Describe tone and how it is used to communicate with others	3D-2 Describe the impact of body language and facial expressions in communication	3D-3 Develop awareness that social cues may be different among various groups	4A-1 Give and receive compliments in a genuine manner	4A-2 Use attentive listening skills to foster better communication	4A-3 Demonstrate good sportsmanship	4A-4 Demonstrate cooperative behaviors in a group, e.g. listen, encourage, acknowledge opinions, compromise, reach consensus	4B-1 Recognize the difference between helpful and harmful behaviors in relationships	4B-2 Identify a problem in a relationship and seek appropriate assistance	4B-3 Understand the positive and negative impact of peer pressure on self and others	4C-1 Show an understanding of conflict as a natural part of life
Skills for Learning	Focus Attention					✓		✓				
	Listen with Attention					✓		✓				
	Use Self-Talk							✓				
	Be Assertive		✓					✓			✓	
	Remember Directions							✓				
	Stay on Task							✓				
	Ignore Distractions							✓				
Empathy	Identify and Understand Their Own, Others' Feelings		✓					✓				
	Build a Vocabulary of Feelings Words							✓				
	Begin to Take Others' Perspectives	✓	✓	✓				✓				
	Listen to Others		✓			✓		✓				
	Have Empathy		✓	✓	✓			✓				
	Express Compassion				✓							
Emotion Management	Understand Strong Feelings	✓	✓					✓			✓	
	Recognize Strong Feelings	✓	✓					✓			✓	
	Calm Strong Feelings Down		✓					✓				
	Use the Ways to Calm Down		✓					✓				
	Communication and Language Skills	✓	✓			✓		✓				
Problem-Solving	Calm Down Before Solving Problems							✓				
	Describe the Problem							✓			✓	✓
	Think of Multiple Solutions to a Problem							✓			✓	✓
	Explore Consequences of Solutions to Problems							✓			✓	✓
	Pick the Best Solution to a Problem							✓			✓	✓
	Friendship Skills		✓		✓			✓	✓		✓	✓
Executive-Function Skills	Flexible Attention											
	Working Memory											
	Inhibitory Control											



Alignment with Second Step SEL for Grade 3

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Michigan Social-Emotional Learning Competencies and Indicators (cont.)

Key Concepts		4C-2 Describe causes and effects of conflicts, including how their behavior impacts others' emotions	4C-3 Distinguish between destructive and constructive ways of dealing with conflict	4C-4 Activate the steps of a peaceful conflict-resolution process (listen, express feelings, discuss solutions, make amends, etc.)	5A-1 Identify social norms that affect decision-making	5A-2 Define cyberbullying and response strategies	5A-3 Identify when someone is targeted and how to respond to a situation to support the individual	5A-4 Recognize and describe how the media can influence one's behavior	5A-5 Stand up for self or a peer who is being disrespected	5B-1 Describe the steps of a decision-making model	5B-2 Generate alternative solutions to problems and predict possible outcomes	5B-3 Effectively participate in group decision-making processes	5B-4 Demonstrate academic behaviors and self-regulation skills such as organization, completing assignments, and planning
Skills for Learning	Focus Attention												✓
	Listen with Attention												✓
	Use Self-Talk												✓
	Be Assertive								✓				✓
	Remember Directions												✓
	Stay on Task												✓
	Ignore Distractions												✓
Empathy	Identify and Understand Their Own, Others' Feelings	✓											
	Build a Vocabulary of Feelings Words	✓											
	Begin to Take Others' Perspectives	✓							✓				
	Listen to Others	✓											
	Have Empathy	✓							✓				
	Express Compassion	✓											
Emotion Management	Understand Strong Feelings	✓											
	Recognize Strong Feelings	✓											
	Calm Strong Feelings Down	✓											
	Use the Ways to Calm Down	✓											
	Communication and Language Skills	✓											
Problem-Solving	Calm Down Before Solving Problems	✓		✓					✓			✓	
	Describe the Problem	✓		✓					✓	✓		✓	
	Think of Multiple Solutions to a Problem	✓	✓	✓					✓	✓	✓	✓	
	Explore Consequences of Solutions to Problems	✓	✓	✓					✓	✓	✓	✓	
	Pick the Best Solution to a Problem	✓	✓	✓					✓	✓		✓	
	Friendship Skills	✓		✓					✓			✓	
Executive-Function Skills	Flexible Attention												
	Working Memory												
	Inhibitory Control												



Alignment with Second Step SEL for Grade 3

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Michigan Social-Emotional Learning Competencies and Indicators (cont.)

Key Concepts		5C-1 Identify and organize materials needed to be prepared for class	5C-2 Understand personal relationships with personnel that govern the school	5C-3 Discuss and model appropriate classroom behavior individually and collectively
Skills for Learning	Focus Attention	✓		✓
	Listen with Attention			✓
	Use Self-Talk	✓		✓
	Be Assertive			✓
	Remember Directions	✓		✓
	Stay on Task	✓		✓
	Ignore Distractions	✓		✓
Empathy	Identify and Understand Their Own, Others' Feelings			
	Build a Vocabulary of Feelings Words			
	Begin to Take Others' Perspectives			
	Listen to Others			
	Have Empathy			
	Express Compassion			
Emotion Management	Understand Strong Feelings			
	Recognize Strong Feelings			
	Calm Strong Feelings Down			
	Use the Ways to Calm Down			
	Communication and Language Skills			
Problem-Solving	Calm Down Before Solving Problems			
	Describe the Problem			
	Think of Multiple Solutions to a Problem			
	Explore Consequences of Solutions to Problems			
	Pick the Best Solution to a Problem			
	Friendship Skills			
Executive-Function Skills	Flexible Attention			
	Working Memory			
	Inhibitory Control			



Grades 4-5



Alignment with Second Step SEL for Grades 4-5

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Michigan Social-Emotional Learning Competencies and Indicators

Key Concepts		1A-1 Recognize intensity levels of their emotions	1A-2 Recognize how emotion can change	1A-3 Recognize how thoughts are linked with emotions and emotions are linked to behavior	1A-4 Describe ways emotions impact their behavior(s)	1A-5 Draw an "anger thermometer" and discuss why they might move along the thermometer	1B-1 Describe their personal identities, e.g., gender, identity, race, ethnicity, national origin, disabilities, etc.	1B-2 Describe the personal traits they possess that make them successful members of their classroom and school community	1B-3 Describe their growth areas, prioritize the personal traits and interests that they want to develop, and explore opportunities to develop them	1C-1 Recognize qualities of positive role models in their lives	1C-2 Identify positive adults in various facets of their lives	1C-3 Identify peer, home, and school supports and/or resources they can access to help solve problems
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings	✓	✓	✓								
	Take Others' Perspectives											
	Listen with Attention											
	Assertiveness Skills											
	Friendship Skills									✓		
	Empathy Skills											
	Express Compassion											
Emotion Management	Recognize How Strong Feelings Affect Brain and Body	✓	✓	✓								
	Focus Attention	✓		✓								
	Calm Strong Feelings Down Using Steps	✓		✓								
	Use Calming-Down Strategies			✓								
	Manage Strong Feelings		✓	✓								
	Practice Assertive Communication Skills											
	Use Positive Self-Talk											
Problem-Solving	Calm Down Before Solving Problems	✓	✓	✓								
	State a Problem Using Non-Blaming Language											
	Think of Multiple Solutions to a Problem											
	Explore Consequences of Solutions to Problems											
	Pick the Best Solution to a Problem											
	Make a Plan											
Apply Problem-Solving Steps to Age-Typical Problems												



Alignment with Second Step SEL for Grades 4-5

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Michigan Social-Emotional Learning Competencies and Indicators (cont.)

Key Concepts		1C-4 Write a letter to a role model telling why they consider them to be their role model	1D-1 Define what it means to be responsible and identify things for which they are responsible	1D-2 Explain the benefits of being responsible	1D-3 Demonstrate ability to say no to negative peer pressure	2A-1 Use self-monitoring strategies such as self-talk to regulate emotions	2A-2 Respond effectively to pressure situations, e.g., walk away, seek help or mediation	2A-3 Communicate their perspective on triggering behaviors or situations using "I" messages	2A-4 Express emotions in a respectful manner	2B-1 Tell the truth in a difficult situation, while honoring personal boundaries	2B-2 Follow through on their commitments	2C-1 Distinguish between long-term and short-term goals	2C-2 Describe why learning is important to achieving personal goals
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings					✓	✓	✓	✓				
	Take Others' Perspectives												
	Listen with Attention												
	Assertiveness Skills				✓		✓	✓	✓	✓			
	Friendship Skills									✓	✓		
	Empathy Skills									✓	✓		
	Express Compassion												
Emotion Management	Recognize How Strong Feelings Affect Brain and Body					✓	✓						
	Focus Attention					✓	✓						
	Calm Strong Feelings Down Using Steps					✓	✓						
	Use Calming-Down Strategies					✓	✓						
	Manage Strong Feelings					✓	✓						
	Practice Assertive Communication Skills				✓		✓	✓	✓	✓			
	Use Positive Self-Talk					✓	✓						
Problem-Solving	Calm Down Before Solving Problems					✓	✓		✓				
	State a Problem Using Non-Blaming Language								✓				
	Think of Multiple Solutions to a Problem									✓			
	Explore Consequences of Solutions to Problems									✓			
	Pick the Best Solution to a Problem									✓			
	Make a Plan												
Apply Problem-Solving Steps to Age-Typical Problems									✓				



Alignment with Second Step SEL for Grades 4-5

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Michigan Social-Emotional Learning Competencies and Indicators (cont.)

Key Concepts		2C-3 Evaluate the action steps taken to accomplish a goal and identify what, if anything, they could have done differently to facilitate that accomplishment	2C-4 Identify resources that help them achieve their goals, i.e., home, school, and community support	3A-1 Predict how their own behavior affects the emotions of others	3A-2 Define and understand perspective and point of view	3A-3 Use listening skills to identify the feelings and perspectives of others	3A-4 Recognize how words and actions can hurt others in different ways	3B-1 Share reasons for helping others	3B-2 Identify roles they have that contribute to their school, home, and neighboring community	3B-3 Work together with peers to address a need	3C-1 Identify contributions of various social and cultural groups	3C-2 Recognize that people from different cultural and social groups share many things in common and identify similarities and differences	3C-3 Define stereotyping, discrimination, and prejudice
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings			✓	✓	✓	✓						
	Take Others' Perspectives			✓	✓	✓	✓						
	Listen with Attention					✓							
	Assertiveness Skills												
	Friendship Skills			✓	✓	✓	✓	✓				✓	
	Empathy Skills			✓	✓	✓	✓	✓				✓	
	Express Compassion							✓					
Emotion Management	Recognize How Strong Feelings Affect Brain and Body						✓						
	Focus Attention												
	Calm Strong Feelings Down Using Steps												
	Use Calming-Down Strategies												
	Manage Strong Feelings						✓						
	Practice Assertive Communication Skills												
	Use Positive Self-Talk												
Problem-Solving	Calm Down Before Solving Problems	✓					✓						
	State a Problem Using Non-Blaming Language	✓					✓						
	Think of Multiple Solutions to a Problem	✓	✓										
	Explore Consequences of Solutions to Problems	✓	✓										
	Pick the Best Solution to a Problem	✓											
	Make a Plan	✓											
Apply Problem-Solving Steps to Age-Typical Problems	✓	✓											



Alignment with Second Step SEL for Grades 4-5

PAGE 4 OF 6

Michigan Social-Emotional Learning Competencies and Indicators (cont.)

Key Concepts		3D-1 Describe tone and how it is used to communicate with others	3D-2 Describe the impact of body language and facial expressions in communication	3D-3 Develop awareness that social cues may be different among various groups	4A-1 Give and receive compliments in a genuine manner	4A-2 Use attentive listening skills to foster better communication	4A-3 Demonstrate good sportsmanship	4A-4 Demonstrate cooperative behaviors in a group, e.g. listen, encourage, acknowledge opinions, compromise, reach consensus	4B-1 Recognize the difference between helpful and harmful behaviors in relationships	4B-2 Identify a problem in a relationship and seek appropriate assistance	4B-3 Understand the positive and negative impact of peer pressure on self and others	4C-1 Show an understanding of conflict as a natural part of life
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings											
	Take Others' Perspectives	✓	✓									
	Listen with Attention					✓						
	Assertiveness Skills	✓	✓								✓	
	Friendship Skills	✓	✓	✓	✓	✓			✓		✓	✓
	Empathy Skills	✓	✓	✓	✓	✓						
	Express Compassion											
Emotion Management	Recognize How Strong Feelings Affect Brain and Body											
	Focus Attention					✓						
	Calm Strong Feelings Down Using Steps											
	Use Calming-Down Strategies											
	Manage Strong Feelings											
	Practice Assertive Communication Skills	✓	✓			✓						
	Use Positive Self-Talk											
Problem-Solving	Calm Down Before Solving Problems											✓
	State a Problem Using Non-Blaming Language	✓										✓
	Think of Multiple Solutions to a Problem										✓	✓
	Explore Consequences of Solutions to Problems										✓	✓
	Pick the Best Solution to a Problem										✓	✓
	Make a Plan											✓
Apply Problem-Solving Steps to Age-Typical Problems										✓	✓	



Alignment with Second Step SEL for Grades 4-5

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Michigan Social-Emotional Learning Competencies and Indicators (cont.)

Key Concepts		4C-2 Describe causes and effects of conflicts, including how their behavior impacts others' emotions	4C-3 Distinguish between destructive and constructive ways of dealing with conflict	4C-4 Activate the steps of a peaceful conflict-resolution process (listen, express feelings, discuss solutions, make amends, etc.)	5A-1 Identify social norms that affect decision making	5A-2 Define cyberbullying and response strategies	5A-3 Identify when someone is targeted and how to respond to a situation to support the individual	5A-4 Recognize and describe how the media can influence one's behavior	5A-5 Stand up for self or a peer who is being disrespected	5B-1 Describe the steps of a decision-making model	5B-2 Generate alternative solutions to problems and predict possible outcomes	5B-3 Effectively participate in group decision-making processes	5B-4 Demonstrate academic behaviors and self-regulation skills such as organization, completing assignments, and planning
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings	✓											
	Take Others' Perspectives	✓											
	Listen with Attention	✓											
	Assertiveness Skills	✓							✓				
	Friendship Skills	✓							✓				
	Empathy Skills	✓							✓				
	Express Compassion	✓											
Emotion Management	Recognize How Strong Feelings Affect Brain and Body	✓											
	Focus Attention												
	Calm Strong Feelings Down Using Steps												
	Use Calming-Down Strategies												
	Manage Strong Feelings	✓											
	Practice Assertive Communication Skills	✓							✓				
	Use Positive Self-Talk												
Problem-Solving	Calm Down Before Solving Problems	✓		✓						✓		✓	
	State a Problem Using Non-Blaming Language	✓		✓						✓		✓	
	Think of Multiple Solutions to a Problem	✓	✓	✓						✓	✓	✓	
	Explore Consequences of Solutions to Problems	✓	✓	✓						✓	✓	✓	
	Pick the Best Solution to a Problem	✓	✓	✓						✓	✓	✓	
	Make a Plan	✓		✓						✓		✓	
	Apply Problem-Solving Steps to Age-Typical Problems	✓		✓						✓		✓	



**Alignment with
Second Step SEL for
Grades 4-5**

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**Michigan Social-Emotional Learning
Competencies and Indicators (cont.)**

5C-1 Identify and organize materials needed to be prepared for class

5C-2 Understand personal relationships with personnel that govern the school

5C-3 Discuss and model appropriate classroom behavior individually and collectively

Key Concepts				
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings			
	Take Others' Perspectives			
	Listen with Attention			
	Assertiveness Skills			
	Friendship Skills			
	Empathy Skills			
	Express Compassion			
Emotion Management	Recognize How Strong Feelings Affect Brain and Body			
	Focus Attention			
	Calm Strong Feelings Down Using Steps			
	Use Calming-Down Strategies			
	Manage Strong Feelings			
	Practice Assertive Communication Skills			
	Use Positive Self-Talk			
Problem-Solving	Calm Down Before Solving Problems			
	State a Problem Using Non-Blaming Language			
	Think of Multiple Solutions to a Problem			
	Explore Consequences of Solutions to Problems			
	Pick the Best Solution to a Problem			
	Make a Plan			
	Apply Problem-Solving Steps to Age-Typical Problems			



Grades 6-8



Alignment with Second Step SEL for Grades 6-8

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Michigan Social-Emotional Learning Competencies and Indicators

Key Concepts		1A-1 Recognize uncomfortable emotions as indicators of situations in need of attention	1A-2 Identify emotional states that contribute to or detract from their ability to problem-solve	1A-3 Explain the possible outcomes associated with the different forms of communicating their emotions	1B-1 Analyze how their personal traits and temperaments influence choices, successes, and areas of growth	1B-2 Apply self-reflection techniques to recognize their potential, strengths, and growth areas	1B-3 Administer school-to-work personality/ trait tests	1C-1 Identify positive peer or adult support they can access	1C-2 Evaluate the benefits of additional external supports when they participate in extracurricular activities	1C-3 Recognize outside influences on the development of their personal traits and discern whether those influences are supportive or non-supportive	1D-1 Identify the areas of school and life that are within their control	1D-2 Analyze the short- and long-term outcomes of risky and harmful behaviors on their health and well-being	1D-3 Identify behaviors they can choose to support their health and well-being
Second Step: Key Concepts	Growth Mindset: Your Brain Can Grow and Change				✓	✓		✓			✓		
	Setting and Achieving Goals				✓	✓		✓		✓	✓		
	Planning Ahead for Difficult Situations		✓	✓	✓	✓		✓		✓	✓		✓
	Identifying Personal Values				✓	✓				✓		✓	✓
	Using Personal Values to Make Good Decisions				✓	✓				✓	✓	✓	✓
	Making Friends and Strengthening Friendships				✓	✓				✓			
	Recognizing Negative Relationships				✓	✓		✓		✓			
	The Role of Emotions	✓	✓	✓		✓				✓			
	Handling Unhelpful Thoughts and Strong Emotions	✓	✓	✓		✓		✓		✓			
	Calming-Down Strategies					✓		✓		✓			
	Recognizing Different Perspectives					✓							
	Recognizing and Avoiding Serious Conflicts	✓	✓	✓		✓		✓		✓	✓		
	Resolving Serious Conflicts	✓	✓	✓		✓		✓		✓	✓		
	Repairing Relationships			✓		✓		✓		✓	✓		
	Helping Prevent Bullying and Harassment	✓				✓		✓		✓	✓		



**Alignment with
Second Step SEL for
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Michigan Social-Emotional Learning Competencies and Indicators (cont.)

Key Concepts		1D-4 Explain the connection between choice and responsibility for the consequences involved if they engage in risky and harmful behaviors	1D-5 Recognize, establish, and adhere to their own personal boundaries	2A-1 Apply strategies that help them manage stressful situations and persevere toward successful performance	2A-2 Reflect on possible consequences, both positive and negative, before expressing an emotion or engaging in a particular behavior	2A-3 Evaluate the role attitude plays in success i.e., pessimism versus optimism	2B-1 Understand the benefits of honesty when building and sustaining healthy relationships	2B-2 Understand the benefits of having personal integrity for life success	2C-1 Analyze factors that lead to goal achievement (for example, managing time, adequate resources, confidence)	2C-2 Describe the effect personal habits (both positive and negative) have on school and personal goals, and discuss ideas about how to shift negative habits to more supportive habits	2C-3 Describe and evaluate action steps for achieving short-term and long-term goals, utilizing institutional, community, and external supports	3A-1 Analyze ways their behavior may affect the feelings of others and adjust accordingly	3A-2 Provide support and encouragement to others in need	
Second Step: Key Concepts	Growth Mindset: Your Brain Can Grow and Change			✓		✓			✓	✓	✓			
	Setting and Achieving Goals	✓		✓		✓			✓	✓	✓			
	Planning Ahead for Difficult Situations	✓	✓	✓				✓	✓	✓		✓		
	Identifying Personal Values	✓	✓	✓	✓			✓				✓		
	Using Personal Values to Make Good Decisions	✓	✓	✓	✓			✓				✓	✓	
	Making Friends and Strengthening Friendships	✓					✓	✓				✓	✓	
	Recognizing Negative Relationships	✓					✓						✓	
	The Role of Emotions			✓									✓	
	Handling Unhelpful Thoughts and Strong Emotions			✓	✓	✓							✓	
	Calming-Down Strategies			✓									✓	
	Recognizing Different Perspectives											✓		
	Recognizing and Avoiding Serious Conflicts	✓			✓							✓		
	Resolving Serious Conflicts	✓			✓							✓		
	Repairing Relationships	✓			✓							✓		
	Helping Prevent Bullying and Harassment	✓										✓		



**Alignment with
Second Step SEL for
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Michigan Social-Emotional Learning Competencies and Indicators (cont.)

Key Concepts		3A-3 Accept and show respect for other people's opinions	3B-1 Explain how their decisions and behaviors affect the well-being of their school and community	3B-2 Explore a community or global need and generate possible solutions	3B-3 Engage in social critique and make decisions that will lead to social change	3C-1 Analyze how people of different groups can help one another and enjoy each other's company	3C-2 Explain how individual, social, and cultural differences may increase vulnerability to stereotyping and identify ways to address this	3D-1 Observe social situations and respectfully respond in a culturally sensitive way, e.g. school dance, peer pressure situations, cliques, public speaking	3D-2 Recognize and maintain personal boundaries of others (friends, family members, and teachers)	3D-3 Demonstrate how their personal boundaries affect interactions with others	4A-1 Practice reflective listening	4A-2 Demonstrate an ability to take the necessary role, e.g., leader or team player, to achieve group goals
Second Step: Key Concepts	Growth Mindset: Your Brain Can Grow and Change											
	Setting and Achieving Goals											
	Planning Ahead for Difficult Situations		✓							✓		
	Identifying Personal Values		✓			✓		✓		✓		
	Using Personal Values to Make Good Decisions		✓			✓		✓		✓		
	Making Friends and Strengthening Friendships	✓				✓		✓		✓		
	Recognizing Negative Relationships							✓				
	The Role of Emotions											
	Handling Unhelpful Thoughts and Strong Emotions		✓									
	Calming-Down Strategies											
	Recognizing Different Perspectives	✓	✓					✓	✓			
	Recognizing and Avoiding Serious Conflicts	✓	✓					✓	✓			
	Resolving Serious Conflicts	✓	✓									
	Repairing Relationships	✓	✓									
	Helping Prevent Bullying and Harassment		✓				✓					



Alignment with Second Step SEL for Grades 6-8

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Michigan Social-Emotional Learning Competencies and Indicators (cont.)

Key Concepts		4A-3 Use understanding of how and why others respond in a given situation (assertive, passive, or aggressive) in order to respond respectfully and effectively to others	4B-1 Distinguish between helpful and harmful peer pressure	4B-2 Demonstrate strategies for resisting harmful peer pressure	4B-3 Involve themselves in positive activities with their peer group	4B-4 Develop friendships based on personal values	4B-5 Identify the impact of social media in developing and sustaining positive relationships	4B-6 Understand the difference between safe and risky behaviors in a relationship	4C-1 Identify the roles of individuals in conflict and understand their responsibility in reaching resolution	4C-2 Apply conflict-resolution skills to de-escalate, defuse, and resolve differences	4C-3 Generate ideas about how all parties in conflict might get their needs met	4C-4 Access positive supports when needed in a conflict situation or crisis	
Second Step: Key Concepts	Growth Mindset: Your Brain Can Grow and Change												
	Setting and Achieving Goals												
	Planning Ahead for Difficult Situations		✓	✓			✓	✓					
	Identifying Personal Values		✓	✓		✓	✓	✓					
	Using Personal Values to Make Good Decisions		✓	✓		✓	✓	✓					
	Making Friends and Strengthening Friendships		✓		✓	✓	✓						
	Recognizing Negative Relationships		✓				✓						
	The Role of Emotions												
	Handling Unhelpful Thoughts and Strong Emotions												
	Calming-Down Strategies												
	Recognizing Different Perspectives	✓								✓	✓	✓	
	Recognizing and Avoiding Serious Conflicts	✓								✓	✓	✓	✓
	Resolving Serious Conflicts									✓	✓	✓	✓
	Repairing Relationships						✓	✓		✓	✓	✓	✓
	Helping Prevent Bullying and Harassment		✓	✓									



Alignment with Second Step SEL for Grades 6-8

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Michigan Social-Emotional Learning Competencies and Indicators (cont.)

Key Concepts		5A-1 Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions	5A-2 Apply bystander strategies, e.g., intervene, advocate, or get adult support based on context during a situation of peer aggression, intimidation, or harassment	5A-3 Analyze the reasons for school and societal rules, and how they impact decisions	5B-1 Identify and apply the steps of systematic decision-making	5B-2 Develop decision-making strategies for avoiding risky behavior	5B-3 Explore how external influences, e.g. media, peer, or cultural norms, affect their decision-making	5C-1 Compare and contrast behaviors that do or do not support classroom management and positive school culture to provide recommendations to administration	5C-2 Demonstrate behaviors that support classroom management and positive school culture	5C-3 Advocate for oneself in a respectful and deliberate manner if believed to be treated unfairly
Second Step: Key Concepts	Growth Mindset: Your Brain Can Grow and Change									
	Setting and Achieving Goals									
	Planning Ahead for Difficult Situations	✓			✓	✓	✓			✓
	Identifying Personal Values	✓			✓	✓				✓
	Using Personal Values to Make Good Decisions	✓			✓	✓				✓
	Making Friends and Strengthening Friendships									
	Recognizing Negative Relationships						✓			
	The Role of Emotions									
	Handling Unhelpful Thoughts and Strong Emotions									✓
	Calming-Down Strategies									✓
	Recognizing Different Perspectives									✓
	Recognizing and Avoiding Serious Conflicts		✓							✓
	Resolving Serious Conflicts		✓							✓
	Repairing Relationships		✓							
	Helping Prevent Bullying and Harassment		✓							



Second Step, a program rooted in social-emotional learning (SEL), helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive.

By developing the research-based Second Step SEL curriculum for Early Learning through Grade 8 in combination with our Bullying Prevention and Child Protection Units, we've formed an integrated, comprehensive program that makes a difference. It's a difference you can feel the moment you open the doors to a Second Step school—a sense of safety and respect grounded in the social-emotional health and well-being of the entire school community.

Learn more at SecondStep.org or call us at 800-634-4449, ext. 1.