



**FULL SCOPE AND SEQUENCE**

# Second Step® Elementary and Second Step® Middle School Digital Programs

## Kindergarten

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### Unit 1: Growth Mindset & Goal-Setting

**CASEL Core Competencies:** Self-Awareness, Self-Management, Relationship Skills

Lesson Title	Objectives Students will be able to:
<b>Lesson 1</b> We Watch. We Listen. We Think.	Demonstrate they know ways to pay attention
<b>Lesson 2</b> Why We Pay Attention	Identify reasons to pay attention
<b>Lesson 3</b> Mistakes Are Okay!	Recognize mistakes are a part of learning by encouraging themselves and others when they make mistakes
<b>Lesson 4</b> Practice Makes Better	Name two ways they can get better at a skill
<b>Lesson 5—Performance Task</b> Let's Practice and Learn!	Demonstrate paying attention and using kind words to encourage themselves and others while learning something new together

Kindergarten

## Unit 2: Emotion Management

**CASEL Core Competencies:** Self-Awareness, Self-Management, Social Awareness, Relationship Skills

Lesson Title	Objectives Students will be able to:
<b>Lesson 6</b> Sometimes We Feel Happy	Give at least one reason why they think someone is feeling happy
<b>Lesson 7</b> Sometimes We Feel Sad	Give at least one reason why they think someone is feeling sad
<b>Lesson 8</b> Sometimes We Feel Mad	Give at least one reason why they think someone is feeling mad
<b>Lesson 9</b> We Can Feel Calm	Practice asking for help and slow breathing as ways to feel calm
<b>Lesson 10—Performance Task</b> What Are They Feeling?	Label feelings using behavioral and contextual clues and demonstrate a way to feel calm

## Unit 3: Empathy & Kindness

**CASEL Core Competencies:** Self-Awareness, Social Awareness, Relationship Skills

Lesson Title	Objectives Students will be able to:
<b>Lesson 11</b> We Can Be Kind	Give an example of a kind act
<b>Lesson 12</b> Why Kindness?	Give a reason why they think kind acts are important
<b>Lesson 13</b> Showing Kindness	Demonstrate two kind acts: asking "Would you like to share?" and "Would you like a hug?"
<b>Lesson 14</b> Kindness at School	Give at least one example of a kind act they could do in a given situation
<b>Lesson 15—Performance Task</b> Demonstrating Kindness	Give at least one example of a kind act they have done or someone has done for them

Kindergarten

## Unit 4: Problem-Solving

**CASEL Core Competencies:** Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 16</b> We Can Say the Problem	Repeat a clearly stated problem
<b>Lesson 17</b> Ready to Solve Problems	Name "feeling calm" as a helpful first step for problem-solving
<b>Lesson 18</b> Apologizing Can Help	Demonstrate apologizing as a problem-solving strategy
<b>Lesson 19</b> Taking Turns and Sharing	Demonstrate offering to share or taking turns as problem-solving strategies
<b>Lesson 20—Performance Task</b> We Can Solve Problems	Demonstrate a problem-solving process

## Grade 1

### Unit 1: Growth Mindset & Goal-Setting

**CASEL Core Competencies:** Self-Awareness, Self-Management

Lesson Title	Objectives Students will be able to:
<b>Lesson 1</b> Time to Pay Attention	Demonstrate how they pay attention
<b>Lesson 2</b> Everyone Gets Distracted	Name behaviors that would help them pay attention when distracted
<b>Lesson 3</b> You Did It!	Describe how they have gotten better at one skill they've learned
<b>Lesson 4</b> Helpful Thoughts	Suggest helpful thoughts to encourage themselves to keep trying
<b>Lesson 5—Performance Task</b> We Can Do It!	Demonstrate practicing and paying attention—despite mistakes and distractions—to learn something new

Grade 1

## Unit 2: Emotion Management

**CASEL Core Competencies:** Self-Awareness, Self-Management, Social Awareness

Lesson Title	Objectives Students will be able to:
<b>Lesson 6</b> Noticing Feelings	Name one way they can guess how someone feels
<b>Lesson 7</b> Sometimes We Feel Worried	Name a reason for why they think someone feels worried
<b>Lesson 8</b> Feeling Calm	Name a reason for why they think someone feels calm
<b>Lesson 9</b> Feeling Frustrated	Name a reason for why they think someone feels frustrated
<b>Lesson 10—Performance Task</b> Noticing Clues	Label feelings using behavioral and contextual clues and demonstrate a way to feel calm

## Unit 3: Empathy & Kindness

**CASEL Core Competencies:** Self-Awareness, Social Awareness, Relationship Skills

Lesson Title	Objectives Students will be able to:
<b>Lesson 11</b> The Power of Kind Acts	Describe how kind acts can help people feel good
<b>Lesson 12</b> Ways to Be Kind	Demonstrate two kind acts: asking "Are you okay?" and offering their company
<b>Lesson 13</b> Offering Kind Acts	Demonstrate two kind acts: offering to help and inviting to join
<b>Lesson 14</b> Practicing Kind Acts	With adult support, demonstrate at least one kind act they could do for others
<b>Lesson 15—Performance Task</b> Demonstrating Kind Acts	Demonstrate at least one kind act they could do for others

Grade 1

## Unit 4: Problem-Solving

**CASEL Core Competencies:** Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 16</b> How to Say the Problem	State a problem respectfully
<b>Lesson 17</b> Was It an Accident?	Identify problems caused by accidents and demonstrate an appropriate response
<b>Lesson 18</b> Ask for What You Need	Describe what they would want and need to solve a problem
<b>Lesson 19</b> We Can Make It Better	Identify ways to make amends to solve a problem
<b>Lesson 20—Performance Task</b> Solving Problems	Suggest one way to solve a problem

## Grade 2

### Unit 1: Growth Mindset & Goal-Setting

**CASEL Core Competencies:** Self-Awareness, Self-Management, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 1</b> How to Get Good at Something	Identify things they've done to get good at something
<b>Lesson 2</b> What Mistakes Tell Us	Give at least one example of things they can do to keep going when they get stuck or make mistakes
<b>Lesson 3</b> Helpful and Unhelpful Thoughts	Identify the likely outcomes of a character's helpful or unhelpful thoughts
<b>Lesson 4</b> We Can Change Our Thoughts	Replace unhelpful thoughts with helpful thoughts
<b>Lesson 5—Performance Task</b> Learn and Get Better	Apply what they've learned to give advice to someone having a hard time acquiring a new skill

Grade 2

## Unit 2: Emotion Management

**CASEL Core Competencies:** Self-Awareness, Self-Management, Social Awareness, Relationship Skills

Lesson Title	Objectives Students will be able to:
<b>Lesson 6</b> Feeling Proud	Identify reasons for feeling proud
<b>Lesson 7</b> Feeling Disappointed	Identify reasons for feeling disappointed
<b>Lesson 8</b> Help Yourself Feel Better	Generate helpful thoughts as a strategy to regulate strong feelings
<b>Lesson 9</b> Different Feelings	Recognize that people can have different feelings about the same situation because of their experiences
<b>Lesson 10—Performance Task</b> How Do You Feel?	Explain why different people can have different feelings in the same situation

## Unit 3: Empathy & Kindness

**CASEL Core Competencies:** Self-Awareness, Social Awareness, Relationship Skills

Lesson Title	Objectives Students will be able to:
<b>Lesson 11</b> What's Empathy?	Describe how empathy leads to an act of kindness
<b>Lesson 12</b> Empathy in Action	Describe how empathy has led them to show kindness to others
<b>Lesson 13</b> Having Empathy	Identify a kind act they could do for someone
<b>Lesson 14</b> Empathy at School	Use empathy to identify a kind act they could do for a person in their school community
<b>Lesson 15—Performance Task</b> Empathy and Kindness	Use empathy to identify a kind act they could do for a person of their choosing

Grade 2

## Unit 4: Problem-Solving

**CASEL Core Competencies:** Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 16</b> The Way to Say a Problem	State the problem without blame
<b>Lesson 17</b> Thinking of Solutions	Generate multiple solutions to a problem
<b>Lesson 18</b> Which Solution?	Explain why one solution is better than another for solving a given problem
<b>Lesson 19</b> What Would I Want?	Generate ways to make amends to solve a problem
<b>Lesson 20—Performance Task</b> Be a Problem-Solver	Generate possible solutions and select the solution that makes sense

## Grade 3

### Unit 1: Growth Mindset & Goal-Setting

**CASEL Core Competencies:** Self-Awareness, Self-Management, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 1</b> Changing Your Brain	State what happens in their brain when they learn a new skill
<b>Lesson 2</b> Getting Better with Practice	Describe the connection between their own practice and effort and the changes that happened in their brain
<b>Lesson 3</b> More Than Practice	Name two additional actions they can take to improve a skill
<b>Lesson 4</b> Planning for Practice	Make a practice plan with a partner
<b>Lesson 5—Performance Task</b> Make a Practice Plan	Use a handout to make a practice plan for a skill they want to get better at

Grade 3

## Unit 2: Emotion Management

**CASEL Core Competencies:** Self-Awareness, Self-Management, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 6</b> Why Emotions?	Suggest an example of information that emotions give them
<b>Lesson 7</b> How Angry?	Differentiate feeling annoyed, angry, and furious through contextual and behavioral clues
<b>Lesson 8</b> Take a Break	Recognize when and how to take a break to regulate a strong emotion
<b>Lesson 9</b> How Happy?	Differentiate feeling content, happy, and excited through contextual and behavioral clues
<b>Lesson 10—Performance Task</b> Strength of Feelings	Recognize differences between levels of intensity of similar emotions

## Unit 3: Empathy & Kindness

**CASEL Core Competencies:** Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 11</b> Kindness and Friendship	Identify kind acts that can build a new friendship
<b>Lesson 12</b> Building a Friendship	Identify kind acts that can make existing friendships stronger
<b>Lesson 13</b> My Kind of Kindness	Describe different ways people prefer to be shown kindness
<b>Lesson 14</b> Asking Questions	Ask questions to determine how someone else feels and identify a kind act they might want
<b>Lesson 15—Performance Task</b> Do Something Kind	Generate kind acts they can do to build a friendship



Grade 3

## Unit 4: Problem-Solving

**CASEL Core Competencies:** Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 16</b> STEP by Step	Recall a process they can use to solve problems (STEP)
<b>Lesson 17</b> S: Say the Problem	Restate the wants and needs of each person involved in a given problem
<b>Lesson 18</b> T: Think and E: Explore	Identify whose wants and needs are met by possible solutions
<b>Lesson 19</b> P: Pick a Solution	Pick a solution for a given problem and explain why they chose it
<b>Lesson 20—Performance Task</b> Solving a Problem	Solve a given problem using the STEP process

## Grade 4

### Unit 1: Growth Mindset & Goal-Setting

**CASEL Core Competencies:** Self-Awareness, Self-Management, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 1</b> Setting a Good Goal	Use criteria to identify a class goal
<b>Lesson 2</b> Making a Plan	Make an effective plan to reach a class goal
<b>Lesson 3</b> Checking Our Progress	Evaluate progress toward a class goal so they can make adjustments if needed
<b>Lesson 4</b> Reflecting On Our Journey	Reflect on the goal-setting process
<b>Lesson 5—Performance Task</b> Ready, Set, Goal!	Apply the goal-setting process to a new group goal and reflect on how it went

Grade 4

## Unit 2: Emotion Management

**CASEL Core Competencies:** Self-Awareness, Self-Management, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 6</b> The Balanced Brain	Explain why it is important to manage strong emotions
<b>Lesson 7</b> What Is Rethinking?	Describe the benefits of rethinking a situation
<b>Lesson 8</b> How to Rethink	Use questions to help them rethink given situations
<b>Lesson 9</b> Take Another Look	Rethink a situation they have personally experienced
<b>Lesson 10—Performance Task</b> Rethink It!	Rethink a variety of situations

## Unit 3: Empathy & Kindness

**CASEL Core Competencies:** Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 11</b> The Same, But Different	Explain different points of view in a given situation
<b>Lesson 12</b> Ask, Listen, Learn	Generate questions a person could ask to better understand someone's point of view
<b>Lesson 13</b> Seeing It Differently	Ask questions to better understand someone's point of view
<b>Lesson 14</b> Changing Your Mind	Explain how understanding someone's point of view could change their own thinking or actions
<b>Lesson 15—Performance Task</b> A New Point of View	Demonstrate taking another person's point of view

Grade 4

## Unit 4: Problem-Solving

**CASEL Core Competencies:** Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 16</b> A Good Problem-Solver	Explain what they can do to be a better problem-solver
<b>Lesson 17</b> Saying It Respectfully	Describe a given problem from each person's point of view
<b>Lesson 18</b> Exploring Outcomes	Evaluate possible solutions to a given problem
<b>Lesson 19</b> A Good Solution	Evaluate which solution best solves a problem
<b>Lesson 20—Performance Task</b> STEP into Problem-Solving	Apply the STEP process to solve a problem from each person's point of view

## Grade 5

### Unit 1: Growth Mindset & Goal-Setting

**CASEL Core Competencies:** Self-Awareness, Self-Management, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 1</b> The Right Goal for Me	Identify a personal goal and explain why it is right for them
<b>Lesson 2</b> My Plan	Make an effective plan to reach a personal goal
<b>Lesson 3</b> Changing My Plan	Evaluate their progress toward a personal goal so they can adjust their plan if needed
<b>Lesson 4</b> Time to Reflect	Reflect on their experience of working toward a personal goal
<b>Lesson 5—Performance Task</b> My 10-Minute Goal	Apply the goal-setting process to a new personal goal and reflect on how it went

Grade 5

## Unit 2: Emotion Management

**CASEL Core Competencies:** Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 6</b> Strong Emotions	Give an example of a recurring situation that causes them to feel strong emotions
<b>Lesson 7</b> What Is Stress?	Identify signs and causes of stress in themselves
<b>Lesson 8</b> Planning for Change	Identify what a person can think or do differently to manage their strong emotion in a recurring situation
<b>Lesson 9</b> What Can I Change?	Identify what they can think or do differently to manage strong emotions in a recurring situation
<b>Lesson 10—Performance Task</b> Making a Change	Identify two things they can change in a recurring personal situation to preemptively manage strong emotions

## Unit 3: Empathy & Kindness

**CASEL Core Competencies:** Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 11</b> Empathy in the Community	Describe how people used empathy to identify and address a community problem
<b>Lesson 12</b> What's the Problem?	Identify problems in their community and the people affected
<b>Lesson 13</b> A Different Point of View	Describe different points of view to build empathy for the people affected by a community problem
<b>Lesson 14</b> Community Solutions	Evaluate possible solutions to a community problem
<b>Lesson 15—Performance Task</b> Your Solution	Explain how their solution meets the wants and needs of the people affected by a community problem

Grade 5

## Unit 4: Problem-Solving

**CASEL Core Competencies:** Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 16</b> Beginning to STEP	Explain how to begin the STEP problem-solving process
<b>Lesson 17</b> When? Where? Who?	Identify when, where, and with whom to work on different problems
<b>Lesson 18</b> Solutions Web	Predict whether a potential solution will be successful based on the points of view of everyone involved
<b>Lesson 19</b> Let's Reflect	Evaluate the outcome of a solution based on how it affected everyone involved
<b>Lesson 20—Performance Task</b> Putting It All Together	Apply the STEP process and consider the context in which they might best solve the problem

# Grade 6

## Unit 1: Mindsets & Goals

**Program Themes:** Academic Success, Belonging, Growth Mindset, Helping Others, Planning Ahead, Perspective-Taking, Resilience, Starting Right

**CASEL Core Competencies:** Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 1A</b> Starting Middle School	Describe challenges they might face as they start middle school and identify resources where they can get help
<b>Lesson 1B</b> Helping New Students	Use empathy skills to identify ways they can help new students feel welcome and comfortable at school
<b>Lesson 2</b> How to Grow Your Brain	Describe what happens in their brains when they try something new and how their brains change with experience and practice
<b>Lesson 3</b> Trying New Strategies	Name new strategies they can try when they're having trouble learning something new
<b>Lesson 4</b> Making Goals Specific	Write a specific goal
<b>Lesson 5</b> Breaking Down Your Goals	Break a big, long-term goal down into smaller, short-term goals
<b>Lesson 6</b> Monitoring Your Progress	Set progress markers for their goal, determine when their goal has been achieved, and determine if they need to try a new strategy to reach their goal
<b>Lesson 7—Performance Task</b> Bringing It All Together	Create an action plan for achieving a goal

Grade 6

## Unit 2: Recognizing Bullying & Harassment

**Program Themes:** Bullying and Harassment, Conflicts, Helping Others

**CASEL Core Competencies:** Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 8</b> Common Types of Bullying	Describe the three most common types of in-person bullying (physical, relational, and verbal)
<b>Lesson 9</b> Recognizing Bullying	Describe the effects of being bullied and recognize the difference between bullying and joking around
<b>Lesson 10</b> Responding to Cyberbullying	Describe what cyberbullying is and its effects and identify strategies for responding to cyberbullying
<b>Lesson 11</b> How to Be an Upstander	Explain how to use three upstander strategies
<b>Lesson 12</b> Standing Up and Staying Safe	Describe the challenges of being an upstander and choose appropriate strategies for responding to bullying while staying safe
<b>Lesson 13—Performance Task</b> Raising Awareness About Bullying	Apply their knowledge from the unit to promote awareness about bullying prevention at school

## Unit 3: Thoughts, Emotions & Decisions

**Program Themes:** Conflicts, Resilience, Staying Calm, Thoughts and Emotions

**CASEL Core Competencies:** Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 14</b> What Emotions Tell You	Describe why emotions matter in their lives
<b>Lesson 15</b> Emotions and Your Brain	Describe what happens in their brains when they feel a strong emotion
<b>Lesson 16</b> How Emotions Affect Your Decisions	Describe how strong emotions can influence the decisions they make
<b>Lesson 17</b> Managing Your Emotions	Demonstrate and evaluate strategies for managing their emotions

Grade 6

Lesson Title	Objectives Students will be able to:
<b>Lesson 18</b> What Works Best for You?	Determine the emotion-management strategies that work best for them and choose the best strategy to use in a situation, given the context
<b>Lesson 19—Performance Task</b> Raising Awareness About Managing Emotions	Apply their knowledge from the unit to promote awareness about emotion-management strategies at school

## Unit 4: Managing Relationships & Social Conflict

**Program Themes:** Conflicts, Growth Mindset, Perspective-Taking, Relationships

**CASEL Core Competencies:** Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 20</b> We're Changing	Describe the changes they've gone through in the past, the change(s) they're currently going through, and how those changes affect their relationships
<b>Lesson 21</b> Why Conflicts Escalate	Identify actions that escalate conflicts and determine ways to prevent conflicts from becoming more serious
<b>Lesson 22</b> Considering Multiple Perspectives	Examine a social conflict from multiple perspectives so they can resolve minor conflicts
<b>Lesson 23</b> Respectful Communication	Demonstrate how to use respectful, non-defensive language to prevent conflicts from getting worse
<b>Lesson 24</b> Resolving Challenging Conflicts	Identify and evaluate various solutions to a conflict in order to find the best solution
<b>Lesson 25</b> Making Amends	Demonstrate how to make amends in meaningful and restorative ways
<b>Lesson 26—Performance Task</b> Conflict Solvers	Demonstrate resolving a social conflict



# Grade 7

## Unit 1: Mindsets & Goals

**Program Themes:** Academic Success, Belonging, Growth Mindset, Helping Others, Perspective-Taking, Planning Ahead, Resilience, Starting Right

**CASEL Core Competencies:** Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 1A</b> Starting Middle School	Describe challenges they might face as they start middle school and identify resources where they can get help
<b>Lesson 1B</b> Helping New Students	Use empathy skills to identify why some students feel nervous when they're starting middle school and ways they can help new students feel welcome and comfortable at school
<b>Lesson 2</b> Creating New Pathways in Your Brain	Explain how practicing something difficult helps the brain grow new neural pathways
<b>Lesson 3</b> Learning from Mistakes and Failure	Analyze simple and complex scenarios to determine what they can learn from making mistakes
<b>Lesson 4</b> Identifying Roadblocks	Distinguish between internal and external roadblocks
<b>Lesson 5</b> Overcoming Roadblocks 1	Think of and select appropriate strategies as part of If-Then Plans for overcoming roadblocks
<b>Lesson 6</b> Overcoming Roadblocks 2	Create an If-Then Plan to anticipate and get past a roadblock that could prevent them from achieving a goal
<b>Lesson 7—Performance Task</b> Advice on Roadblocks	Give advice to a sixth-grade student who's trying to learn something new and feels like giving up

Grade 7

## Unit 2: Recognizing Bullying & Harassment

**Program Themes:** Bullying and Harassment, Conflicts, Helping Others, Relationships

**CASEL Core Competencies:** Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 8</b> What Is Harassment?	Define harassment in their own words and distinguish between bullying and harassment
<b>Lesson 9</b> What Is Sexual Harassment?	Recognize and define sexual harassment and explain the difference between flirting and sexual harassment
<b>Lesson 10</b> The Effects of Sexual Harassment	Describe the effects of sexual harassment and identify sexual harassment support resources available at school
<b>Lesson 11</b> Gender-Based Harassment	Recognize gender-based harassment and the effects it can have on someone, as well as how stereotypes about gender contribute to gender-based harassment
<b>Lesson 12</b> Our Rights and Responsibilities	Describe their right to be protected from harassment at school, as well as the responsibilities they and their school have to create a harassment-free environment
<b>Lesson 13—Performance Task</b> Preventing Harassment	Describe their rights and responsibilities regarding harassment and the consequences of engaging in harassment to their peers

## Unit 3: Thoughts, Emotions & Decisions

**Program Themes:** Conflicts, Resilience, Staying Calm, Thoughts and Emotions

**CASEL Core Competencies:** Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 14</b> Emotions Matter	Explain the importance of emotions and describe how emotions can affect their thoughts and decisions
<b>Lesson 15</b> Feel, Think, Do	Explain how thoughts and emotions are connected and can affect their decisions
<b>Lesson 16</b> Unhelpful Thoughts	Distinguish helpful thoughts from unhelpful thoughts and analyze how unhelpful thoughts can negatively affect the decisions they make
<b>Lesson 17</b> Reframing Unhelpful Thoughts	Explain how to interrupt and reframe unhelpful thoughts

Grade 7

Lesson Title	Objectives Students will be able to:
<b>Lesson 18</b> Practicing Positive Self-Talk	Practice using positive self-talk to reframe unhelpful thoughts
<b>Lesson 19—Performance Task</b> Making Better Decisions	Demonstrate how strong emotions can prompt unhelpful thoughts and model strategies for managing their emotions and reframing unhelpful thoughts

## Unit 4: Managing Relationships & Social Conflict

**Program Themes:** Conflicts, Perspective-Taking, Planning Ahead, Relationships

**CASEL Core Competencies:** Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 20</b> What Makes a Conflict Escalate?	Identify common reasons why social conflicts escalate from minor to major
<b>Lesson 21</b> Keeping Your Cool in a Conflict	Describe how using emotion-management strategies can prevent the escalation of a conflict
<b>Lesson 22</b> Conflicts and Perspectives	Explain how to listen to and consider someone else's perspective during a conflict
<b>Lesson 23</b> Resolving Conflict Part 1	Describe the perspectives of everyone involved in a conflict in a nonjudgmental way
<b>Lesson 24</b> Resolving Conflict Part 2	Consider possible solutions and their consequences in order to find the best solution for resolving a conflict
<b>Lesson 25</b> Taking Responsibility for Your Actions	Explain what to do to take responsibility for their actions and make things as right as possible
<b>Lesson 26—Performance Task</b> Tips for Resolving Conflicts	Identify the key elements of resolving conflicts successfully

# Grade 8

## Unit 1: Mindsets & Goals

**Program Themes:** Academic Success, Belonging, Growth Mindset, Planning Ahead, Relationships, Resilience, Starting Right, Values

**CASEL Core Competencies:** Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 1</b> Welcome!	Describe how the Second Step® program can help them navigate physical, social, and emotional changes in adolescence
<b>Lesson 2</b> Who Am I? My Identity	Name unique and important aspects of their identities
<b>Lesson 3</b> My Interests and Strengths	Describe how they used their personal strengths to develop an interest, skill, or ability
<b>Lesson 4</b> Harnessing My Strengths	Explain how to use their strengths to get better at something new
<b>Lesson 5</b> Pursuing My Interests	Describe ways to make the most of positive factors and decrease the effects of negative factors while pursuing an interest or goal
<b>Lesson 6</b> My Future Self	Describe important aspects of their future identities
<b>Lesson 7—Performance Task</b> My Path Forward	Identify strengths and skills they already have and explain how they can use them to develop their interests

## Unit 2: Recognizing Bullying & Harassment

**Program Themes:** Bullying and Harassment, Conflicts, Helping Others

**CASEL Core Competencies:** Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 8</b> Understanding Bullying	Recognize that most people believe bullying is harmful behavior, despite its prevalence in school culture
<b>Lesson 9</b> Social Factors that Contribute to Bullying	Recognize how social factors contribute to bullying and harassment

Grade 8

<b>Lesson Title</b>	<b>Objectives</b> Students will be able to:
<b>Lesson 10</b> Environmental Factors that Contribute to Bullying	Identify environmental factors that contribute to bullying and harassment
<b>Lesson 11</b> Speak Up and Start a Movement	Explain how to use strategies to disrupt factors that contribute to bullying and harassment
<b>Lesson 12</b> Be Inclusive and Change Policies	Explain how to use additional strategies to disrupt factors that contribute to bullying and harassment
<b>Lesson 13—Performance Task</b> Stand Up for Change!	Apply their knowledge from the unit to create a plan for disrupting factors that contribute to bullying and harassment at school

### Unit 3: Thoughts, Emotions & Decisions

**Program Themes:** Resilience, Staying Calm, Thoughts and Emotions

**CASEL Core Competencies:** Self-Awareness, Self-Management, Responsible Decision-Making

<b>Lesson Title</b>	<b>Objectives</b> Students will be able to:
<b>Lesson 14</b> Understanding Stress and Anxiety	Recognize how stress and anxiety affect their emotions, thoughts, and bodies
<b>Lesson 15</b> Where Does Stress Come From?	Categorize common sources of stress and explain the difference between controllable and uncontrollable stressors
<b>Lesson 16</b> Can Stress Help You Grow?	Reframe certain types of stress as opportunities for growth
<b>Lesson 17</b> Strategies for Managing Stress	Demonstrate how to choose strategies for managing stress
<b>Lesson 18</b> Changing Strategies and Getting Help	Analyze stressful situations, decide if they need to change strategies or get outside help to manage their stress, and identify people who can help them when they feel their stress is unmanageable
<b>Lesson 19—Performance Task</b> My Stress-Management Plan	Create an individual plan for managing their stress

Grade 8

## Unit 4: Managing Relationships & Social Conflict

**Program Themes:** Academic Success, Belonging, Growth Mindset, Planning Ahead, Resilience, Starting Right

**CASEL Core Competencies:** Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
<b>Lesson 20</b> My Values	Identify their core values and how their behaviors demonstrate these values
<b>Lesson 21</b> Values and Relationships	Describe the connection between their values and healthy behaviors in relationships
<b>Lesson 22</b> Recognizing Others' Perspectives	Analyze conflicts from multiple perspectives to help prevent them from escalating
<b>Lesson 23</b> Finding the Best Solution	Generate and evaluate solutions to conflicts that are mutually acceptable to everyone affected
<b>Lesson 24</b> Making Things Right	Identify a variety of ways for making amends to restore a relationship that's been damaged
<b>Lesson 25</b> Unhealthy Relationships	Distinguish between healthy and unhealthy relationships
<b>Lesson 26—Performance Task</b> Guide to Healthy Relationships	Describe the importance of choosing healthy relationships, tell if a relationship is healthy, and recognize and manage unhealthy relationships
<b>Lesson 27</b> High School Challenges	Identify challenges many students face starting high school and people they can go to for help with these challenges