





ALIGNMENT CHART

Massachusetts Comprehensive Health and Physical Education Framework

- Second Step® Early Learning
- Second Step® Elementary
- Second Step[®] Middle School

About Second Step® Programs

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

How the Programs Meet the **Massachusetts Comprehensive Health** and PE Standards

The following tables indicate which specific Second Step grade-band lessons and related materials can help students develop the knowledge, skills, and attitudes needed to meet the Massachusetts Health and PE standards, Boxes are checked to indicate that the Second Step programs meet a given Massachusetts Comprehensive Health and Physical Education Framework standard within the identified grade or grade-band (for instance, Kindergarten-Grade 5) when:

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

^{1.} Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82(1), 405-432. https://doi.org/10.1111/j.1467-8624.2010.01564.x

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



	Massa Health Educa	T Learning Schusetts Comprehensive Sand Physical Stion Framework Step* Early Learning	Focus attention	Listen with attention	Use self-talk	Be assertive	Remember directions	Stay on task	Ignore distractions	Identify and understand their own others' feelings	Build a vocabulary of feelings worc	Begin to take others' perspectives	Listen to others	Have empathy	Express compassion	Understand strong feelings	Recognize strong feelings	Calm strong feelings down	Use the Calming-Down Steps	Communication and language skil	Play fair	Invite others to play	Ask to join in play	Choose to have fun over getting th	Calm down before solving problem	Describe the problem	Think of multiple solutions to a pro	Flexible attention	Working memory	Inhibitory control
		Standard																												
	lealth	2.2.MH.1. Demonstrate self-control (e.g., delay gratification, wait your turn) alone or with the support of adults in a variety of typical settings (e.g., on the playground, in the classroom, during physical education, at an assembly).	•	~	~	~			•							•	V	~	~	~						V		V		~
	d Emotional H	2.2.MH.2. Define stress and demonstrate strategies for managing stress (e.g., positive self-talk, belly breathing, talking with a trusted adult, listening to calming music, play, physical activity) alone or with the support of adults.																												
ing	ıtal an	2.2.MH.3. Identify what it means to be responsible and list personal responsibilities.																												
and Goal Setting	Mer	2.2.MH.4. Utilize simple positive self-talk for the purpose of self-motivation and behavior modification.			~																									
nd Go		2.2.MH.5. Identify simple goals for health, physical activity, academic success, and classroom behavior.																												
Self-Management a		2.2.PS.1. Apply strategies for staying safe in a variety of situations (e.g., on the playground, during physical education, around water, when using wheeled recreation, as a pedestrian, around cooking elements or fire, on the bus, when online, around weapons or in situations of gun violence) and determine when to report unsafe situations to an adult.	V			•																						V		~
Practice 2: S	nal Safety	2.2.PS.2. Provide examples of how rules can keep children safe and identify rules to help children stay safe in various situations (e.g., related to medicines, playground safety, physical education, threats of violence, personal space, and boundaries).																												
	Persol	2.2.PS.3. Demonstrate how to respond (e.g., yell, get away, tell an adult, seek help) and get help in a variety of emergency situations including when and how to call 9-1-1.																												
		2.2.PS.4. Identify safe adults to confide in and places to go if feeling personally threatened (e.g., someone says they will hurt or harm you).																												
		2.2.PS.5. Demonstrate the ability to ask a trusted adult for help (including for problem-solving) in a variety of situations.				~	~	•	~							•														

Key Skills and Concepts

Emotion Management

Executive-Function Skills



1 1 1	– Massad Health Educat	Learning chusetts Comprehensive and Physical cion Framework cp° Early Learning	Focus attention	Listen with attention	Use self-talk	Be assertive	Remember directions	Stay on task	Ignore distractions	Identify and understand their own others' feelings	Build a vocabulary of feelings word	Begin to take others' perspectives	Listen to others	Have empathy	Express compassion	Understand strong feelings	Recognize strong feelings	Calm strong feelings down	Use the Calming-Down Steps	Communication and language skill	Play fair	Invite others to play	Ask to join in play	Choose to have fun over getting th	Calm down before solving problem	Describe the problem	Think of multiple solutions to a pro	Flexible attention	Working memory	Inhibitory control
		Standard																												
	rsonal	2.2.PS.6. Recognize safe, unsafe, and inappropriate touching and demonstrate how to tell a trusted adult if this happens.																												
	Pe	2.2.PS.7. Identify and practice behaviors for personal safety: say no, get away, tell a grown-up.																												
		2.2.PF.1. Exhibit positive self-concept, self-esteem, and confidence in abilities in a variety of settings, including practicing new movement skills, demonstrating skills to peers, and participating in cooperative and competitive games and activities.				~						•	•	•	~															✓
Setting		2.2.PF.2. Recognize body responses, physiological changes in their bodies, and emotions during movement and physical activity.	•			~				•	~	•		•	•	•	•			~										
ıt and Goal Setting	S S	2.2.PF.3. Identify and describe strengths and interests related to physical activity and movement skills, and those for which extra effort and practice is needed to experience success.																												
nagemer	ınd Fitne	2.2.PF.4. Exhibit prosocial behavior and contribute to the creation and maintenance of safe, supportive learning environments.	•	•	•	~	~	~	~	•	~	•	•	•	~	•	•	•	~	~	•	•	•	•	•	~	•	•	•	•
Self-Man	Activity 8	2.2.PF.5. Participate safely in a variety of physical education situations, including independent, partner and group activities, with and without equipment.	•	•																								•		~
Practice 2:	Physical /	2.2.PF.6. Identify physical activity as a health-promoting habit that contributes to overall health and well-being, and list the benefits of these habits on physical wellbeing (e.g., activities that strengthen the heart and cardiovascular system, contribute to fitness, musclebuilding) and mental health (e.g., stress management).																												
		2.2.PF.7. Identify opportunities, in and out of the school setting, for safe, active play, and physical activity for self-expression, social interaction, personal enjoyment and challenge.																			•	•	•	•						
		2.2.PF.8. Set a short-term physical activity goal relevant to specific needs and abilities, take meaningful action toward achieving the goal, and identify people at home or at school who can help when assistance is needed to achieve the goal.																												

Key Skills and Concepts

Emotion Management

Executive-Function Skills



Early Learning

Massachusetts Comprehensive

1	Health Educa	chusetts Comprenensive a and Physical tion Framework ep° Early Learning	Focus attention	Listen with attention	Use self-talk	Be assertive	Remember directions	Stay on task	Ignore distractions	Identify and understal others' feelings	Build a vocabulary of f	Begin to take others' p	Listen to others	Have empathy	Express compassion	Understand strong fe	Recognize strong feel	Calm strong feelings	Use the Calming-Dow	Communication and Is	Play fair	Invite others to play	Ask to join in play	Choose to have fun ov	Calm down before sol	Describe the problem	Think of multiple solu	Flexible attention	Working memory	Inhibitory control
		Standard																												
		2.3.HR.1 Define bullying and teasing, explain similarities and differences, and how both can be harmful.																												
ion Skills.		2.3HR.2. Define and demonstrate simple ways to communicate personal boundaries and respect the boundaries of others, including physical, verbal, sexual, and emotional boundaries (e.g., explain why it is important to tell others not to touch their body when they do not want to be touched and why it is important to stop touching someone when they indicate the touch is unwelcome).				V															✓									
and Communication Skills		2.3HR.3. Explain how no one has a right to violate personal boundaries, and demonstrate an appropriate refusal (e.g., tell a trusted adult, say NO, leave the situation) when someone says or does something that does not respect personal boundaries.																												
	ships	2.3.HR.4. Identify groups to which one belongs and reflect on similarities and differences with others.																												
Relationship,	Relations	2.3.HR.5. Recognize the benefits of and strategies for cooperation in a variety of settings (including physical education).	•	~																	•	~	~	•	•	•	•			
aness, Re	Healthy	2.3.HR.6. Discuss stereotypes, prejudice, discrimination, equality, and inequality and how these can affect relationships and situations.																												
Aware		2.3.HR.7. Discuss gender-role stereotypes and their potential impacts on people of all genders.																												
ctice 3: Social Awar		2.3.HR.8. Acknowledge diversity, including (but not limited to) racial, ethnic, religious, dis/ability and cultural differences and traditions, and demonstrate respect for others, and demonstrate empathy and ways to treat all people with dignity and respect.										•	•	~	~															
Prac		2.3.HR.9. Demonstrate awareness of, and ways to show respect for, different family structures (e.g., families with heterosexual parents, families with same-gender parents, single parent families, intergenerational families, adoptive families, foster families).																												
		2.3.HR.10. Predict how someone else may feel in a variety of situations and display compassionate and empathetic behaviors.								•	•	•	~	~	•	•	•	•	•	•	•	•								

Key Skills and Concepts

Emotion Management

Function Skills

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		Standard																												
		2.3.MH.1. Identify reasons why it is important to have positive social relationships (e.g., positive emotions, support and help, someone to play with).																												
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s, Relatio Skills.	l Health	2.3.MH.3. Identify and practice talking to trusted adults, parents/guardians, and/or family members about feelings.														•														
renes	otiona	2.3.MH.4. Effectively express needs, wants, and feelings through both verbal and non-verbal actions.	/							•	✓	/				/		✓		✓				~	/	/	/			
al Awa nmuni	nd Em	2.3.MH.5. Show respect for the feelings, rights, and property of others.	~	~		~			~				~	•							•		~				•	~		~
Practice 3: Social Awareness, Relationship, and Communication Skills.	Mentala	2.3.MH.6. Demonstrate effective listening and communication skills, including giving and accepting a compliment and feedback, individually and in group settings.	~	~		~			~				•	•						~								~		•
Pract		2.3.MH.7. Recognize and appreciate individual differences in others.										~		~																
		2.3.MH.8. Describe positive qualities in self and others.																												
		2.3.MH.9. Identify reasons conflict and disagreements may arise in various situations and strategies for resolving misunderstandings and managing conflict.																							•	•	•			
ness		2.5.MH.1. Recognize and accurately label simple emotions (e.g., happy, sad, mad, worried, lonely).								•	•					•	•													
elf-Aware ig Influer	al and al Health	2.5.MH.2. Explain that emotions are information and that personal emotions may be the same or different from the emotions of others.										•		•																
Practice 5: Self-Awaren and Analyzing Influen	Ment	2.5.MH.3. Demonstrate emotional regulation strategies to support mental and emotional health alone or with support from adults.								•						•	•	•	•	•				•	•	•	•			
Pract		2.5.MH.4. Accept failure and demonstrate the ability to persevere despite real or perceived failures.			~																									

Key Skills and Concepts

Emotion Management

Executive-Function Skills



Early Learning

	- Massa Health Educat	chusetts Comprehensive and Physical tion Framework	Focus attention	Listen with attention	Use self-talk	Be assertive	Remember directions	Stay on task	Ignore distractions	Identify and understand thei others' feelings	Build a vocabulary of feeling	Begin to take others' perspe	Listen to others	Have empathy	Express compassion	Understand strong feelings	Recognize strong feelings	Calm strong feelings down	Use the Calming-Down Step	Communication and languag	Play fair	Invite others to play	Ask to join in play	Choose to have fun over get	Calm down before solving pr	Describe the problem	Think of multiple solutions to	Flexible attention	Working memory	Inhibitory control
		Standard																												
SS S		2.5.MH.5. Demonstrate growth-oriented practices by attempting, repeating, and experimenting with a variety of experiences and activities.			•																									
varene Iuence	d alth	2.5.MH.6. Describe personal strengths and the ways that those strengths support mental health.																												
Practice 5: Self-Awareness and Analyzing Influences	Mental and Emotional He	2.5.MH.7. Articulate and celebrate the individual characteristics that make a person unique, and explain that how a person views themselves can be influenced by different factors (e.g., peers, media, culture, family, phase of life).																												
Praci		2.5.MH.8. Demonstrate strategies that help all students feel welcome and valued as a part of the school community (e.g., cooperative playing, listening, showing you care, sharing).	•	•									•	•	~						v	•	~	~	•	v	•	•		•
tion		2.6.PH.1. Identify school and community health helpers and community resources.				✓														•						•	•			
Practice 6: Information and Resource Seeking	ical Health I Hygeine	2.6.PH.2. Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes, allergic reactions, seizures, concussions).														•										•	•			
Practice and Res	Phys and	2.6.PH.3. Demonstrate the ability to access help for self or others (e.g., school nurse, counselors, health and physical educators) to support physical health and hygiene.				•	•	~	•							•														
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Key Skills and Concepts

Emotion Management

Executive-Function Skills



	Massa Health Educa	ergarten-Grade 2 chusetts Comprehensive and Physical tion Framework ep° Elementary Digital Program	Attention	Working memory	Inhibitory control	Focus attention and ignore distraction	Persevere through challenges while recognizing mistakes are part of learni	Recognize unhelpful thoughts and rep with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in oth	Recognize strong emotions	Manage strong emotions by using stra to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to ki	Manage strong emotions to feel calm solving problems	Apply strategies to solve problems	Recognize accidents and make amenc	State the problem without blame or name-calling	Think of many solutions to a problem
		Standard																				
	lealth	2.2.MH.1. Demonstrate self-control (e.g., delay gratification, wait your turn) alone or with the support of adults in a variety of typical settings (e.g., on the playground, in the classroom, during physical education, at an assembly).			•	•							~					~				
	nd Emotional P	2.2.MH.2. Define stress and demonstrate strategies for managing stress (e.g., positive self-talk, belly breathing, talking with a trusted adult, listening to calming music, play, physical activity) alone or with the support of adults.																				
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and Go		2.2.MH.5. Identify simple goals for health, physical activity, academic success, and classroom behavior.							•													
ice 2: Self-Management and Goal Setting	۰	2.2.PS.1. Apply strategies for staying safe in a variety of situations (e.g., on the playground, during physical education, around water, when using wheeled recreation, as a pedestrian, around cooking elements or fire, on the bus, when online, around weapons or in situations of gun violence) and determine when to report unsafe situations to an adult.	•		•	V																
Practice 2: S	nal Safety	2.2.PS.2. Provide examples of how rules can keep children safe and identify rules to help children stay safe in various situations (e.g., related to medicines, playground safety, physical education, threats of violence, personal space, and boundaries).				•	~							V								
	Perso	2.2.PS.3. Demonstrate how to respond (e.g., yell, get away, tell an adult, seek help) and get help in a variety of emergency situations including when and how to call 9-1-1.																				
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Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts



1	Kind	ergarten-Grade 2				re distr	nges w part of	ughts a	rove wi	own em	motions	SL	by usi	act kine	(0	ers	can lea	s to feel	proble	make	ut blamo	o a pro
1	Health	chusetts Comprehensive and Physical tion Framework		nemory	control	attention and igno	Persevere through challenges recognizing mistakes are part	Recognize unhelpful thou with helpful thoughts	iize that skills imp e and effort	nd name one's c	e and identify eı	e strong emotio	strong emotions m	s and	rs' perspectives	empathy for oth	Recognize that empathy	strong emotions oblems	strategies to solve	e accidents and	withou	nany solutions t
;	Second Ste	ep° Elementary Digital Program	Attention	Working r	Inhibitory	Focus att	Persevere recognizii	Recognize with helpf	Recognize practice a	Identify and	Recogniz	Recognize strong	Manage strong en to feel calm	Recognize kindnes toward others	Take othe	Develop e	Recogniz	Manage strong en solving problems	Apply stra	Recognize	State the problem name-calling	Think of n
		Standard																				
	rsonal afety	2.2.PS.6. Recognize safe, unsafe, and inappropriate touching and demonstrate how to tell a trusted adult if this happens.																				
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Setting		2.2.PF.2. Recognize body responses, physiological changes in their bodies, and emotions during movement and physical activity.								~		~	~	•								
ıt and Goal Setting	SS	2.2.PF.3. Identify and describe strengths and interests related to physical activity and movement skills, and those for which extra effort and practice is needed to experience success.					✓	✓	V													
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Self-Manag	Activity a	2.2.PF.5. Participate safely in a variety of physical education situations, including independent, partner and group activities, with and without equipment.	~		~	•																
Practice 2:	Physical /	2.2.PF.6. Identify physical activity as a health-promoting habit that contributes to overall health and well-being, and list the benefits of these habits on physical well-being (e.g., activities that strengthen the heart and cardiovascular system, contribute to fitness, muscle-building) and mental health (e.g., stress management).																				
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Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts



Kindergarten-Grade 2

	Kind	ergarten-Grade 2				re dis	enges part	oughts	rove	own e	motic	suc	ıs by u	and act k	ω	ers	can le	s to fe	prob	ı mak	ut bla	то а р
	Health Educa	achusetts Comprehensive n and Physical rtion Framework tep [®] Elementary Digital Program	Attention	Working memory	Inhibitory control	Focus attention and ignor	Persevere through challenge recognizing mistakes are par	Recognize unhelpful thou with helpful thoughts	Recognize that skills improve practice and effort	dentify and name one's c	Recognize and identify e	Recognize strong emotions	Manage strong emotions to feel calm	Recognize kindness and toward others	Take others' perspective:	Develop empathy for others	Recognize that empathy	Manage strong emotions to solving problems	Apply strategies to solve	Recognize accidents and	State the problem withou name-calling	Think of many solutions t
		Standard													·							
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Social Awareness, Relationship, and Communication Skills.		2.3HR.3. Explain how no one has a right to violate personal boundaries, and demonstrate an appropriate refusal (e.g., tell a trusted adult, say NO, leave the situation) when someone says or does something that does not respect personal boundaries.																				
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Practice 3: Social		2.3.HR.8. Acknowledge diversity, including (but not limited to) racial, ethnic, religious, dis/ability and cultural differences and traditions, and demonstrate respect for others, and demonstrate empathy and ways to treat all people with dignity and respect.												•	~	•	~		~	V	•	
Prac		2.3.HR.9. Demonstrate awareness of, and ways to show respect for, different family structures (e.g., families with heterosexual parents, families with same-gender parents, single parent families, intergenerational families, adoptive families, foster families).																				
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Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts



Kindergarten-Grade 2

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al Awaı ımunid	od Emo	2.3.MH.5. Show respect for the feelings, rights, and property of others.												~	~	~	~	~	~	~	~	~
Practice 3: Social Awareness, Relationship, and Communication Skills.	Mentalar	2.3.MH.6. Demonstrate effective listening and communication skills, including giving and accepting a compliment and feedback, individually and in group settings.	~			~									~				~	~	~	
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Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts



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varene Iuence	nal Hea	2.5.MH.6. Describe personal strengths and the ways that those strengths support mental health.					~	•	•													
Practice 5: Self-Awareness and Analyzing Influences	al and Emotio	2.5.MH.7. Articulate and celebrate the individual characteristics that make a person unique, and explain that how a person views themselves can be influenced by different factors (e.g., peers, media, culture, family, phase of life).																				
Pract	Menta	2.5.MH.8. Demonstrate strategies that help all students feel welcome and valued as a part of the school community (e.g., cooperative playing, listening, showing you care, sharing).												~	~	~	~	~	~	V	•	•
tion		2.6.PH.1. Identify school and community health helpers and community resources.																				
Practice 6: Information and Resource Seeking	sical Health d Hygeine	2.6.PH.2. Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes, allergic reactions, seizures, concussions).																				
Practice and Res	Phys	2.6.PH.3. Demonstrate the ability to access help for self or others (e.g., school nurse, counselors, health and physical educators) to support physical health and hygiene.							•				~					•				

Brain Builders (Executive-Function Skills) Key Skills and Concepts



Grades 3-5

Massachusetts Comprehensive

Brain Builders

	Massa Health Educa	es 3-5 chusetts Comprehensive and Physical tion Framework ep* Elementary Digital Program	Attention	Working memory	Inhibitory control	Cognitive Flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	Recognize that regulating emotions is necessary to make decisions	Apply reappraisal as an emotion management strategy	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective- taking can help them get along with others	Apply perspective-taking strategies to empathize with others	Apply perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem
		Standard 5.1.PF.6. Demonstrate effective decision-making																											
tice 1: n-Making roblem- Iving	l Activity itness	skills while engaged in emerging and maturing skill performance settings (including dance and gymnastics), games, and activities.	•	•	•	~																•	~	•	•	~	•	•	•
Prac Decisio and P So	Physica and B	5.1.PF.7. Engage in independent and cooperative problem-solving activities while participating in physical activities.	•	•	~	~																•	~	•	•	~	•	•	•
		5.2.MH.1. Identify different feelings and emotions (e.g., anger, fear, grief, sadness, anxiety, stress, hopelessness, gratitude, love, excitement, contentedness, hope, pride, happiness) that people may experience and how people might express those emotions (including individual and cultural differences in expression).											•	~	V	•	•	~	~	•	~	~	V	•	~	~	•	•	V
gui		5.2.MH.2. Discuss how feelings and emotions can impact behavior.											~	•	~	~	~	~	~	~	•	~	~	~	/	~	~	~	~
agement and Goal Setting	alth	5.2.MH.3. Recognize that all feelings and emotions are information that individuals can use to support mental and emotional health.											~	~	~	~	•						~						
ıt and	nal He	5.2.MH.4. Identify how a person's brain and body influence mental and emotional well-being.																											
nagemer	d Emotior	5.2.MH.5. Describe and demonstrate strategies for expressing and regulating emotions in health-promoting ways.													~	~	~						~						
Self-Ma	ental and	5.2.MH.6. Identify characteristics of and practices to support mental and emotional well-being within various cultures and diverse perspectives.																											
Practice 2: Self-Ma	- ≥	5.2.MH.7. Set a goal to use one or more health-promoting practices or behaviors (e.g., being aware of your own feelings and the feelings of others, safe online behaviors, engaging in physical activity, limiting screen time) and track progress towards its achievement in order to maintain or improve mental and emotional well-being.							V	•	V	•																	
		5.2.MH.8. Apply self-monitoring strategies, alone or with support, to regulate emotions (e.g., breathing techniques, appropriate sleep, proper nutrition) in varied settings.			~											~	~						v						

Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts

Unit 3: Empathy & Kindness

Unit 4: Problem-Solving



	Massa Health Educat	es 3-5 chusetts Comprehensive and Physical tion Framework ep* Elementary Digital Program	tion	Working memory	nhibitory control	Cognitive Flexibility	Understand that the brain can grow and change	Recognize that skills improve with practic effort, help from others, and trying a new	oals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it I to think clearly	Identify and label similar emotions with different intensity levels	Recognize that regulating emotions is necessary to make decisions	Apply reappraisal as an emotion management strategy	Apply planning ahead to manage recurrinstrong emotions	ecognize kindness helps them make frie nd strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective taking can help them get along with othe	Apply perspective-taking strategies to empathize with others	Apply perspective-taking strategies to m their community a better place	Explain the importance of being calm bef problem-solving	Explain the importance of speaking up foone's self when solving a problem	State the problem without blaming and frall points of view	Generate solutions to take all points of vir into consideration	Evaluate possible outcomes of solutions problem based on all points of view	Pick a solution that is safe, respectful, and could work for everyone	ldentify when, where, and with whom they think it would be best to work on the prob
			Attention	Worki	Inhibi	Cogni	Under grow	Recog effort,	Set goals	Make	Monit	Reflec	Recog to thir	Identi	Recog	Apply mana	Apply strong	Recog and st	Recog	Recog	Apply empa	Apply their o	Explai	Explai one's	State all poi	Gener into co	Evalua	Pick a could	Identii think i
		Standard																											
	Health	5.2.MH.9. Identify personal stressors and demonstrate effective stress management techniques, alone or with support.															•												
al Setting	d Emotional	5.2.MH.10. Demonstrate strategies and behaviors (which may include getting help) to help meet personal responsibilities and identify strategies to overcome barriers to meeting personal responsibilities.	~		~	•		~	~	•																			
and Go	ntal and	5.2.MH.11. Identify strategies for planning, prioritizing, and managing time.							•	•	•																		
ment	Mer	5.2.MH.12. Demonstrate strategies that support a growth mindset in and out of school.						~	~	•	~																		
Practice 2: Self-Management and Goal Setting	Personal Safety	5.2.PS.9. Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.	~		•																		V	~	~	~	~	•	~
Practice 2:	Physical Activity and Fitness	5.2.PF.1. Demonstrate respect for self and responsible, safe interpersonal behavior (i.e., peer to peer, student to teacher) that contributes to positive social interaction in a variety of physical activity contexts.																			V	V	V	V	~	V	V	~	V
and	(0	5.3.HR.1. Identify characteristics of healthy and unhealthy relationships with a variety of individuals (i.e., family, peers, trusted adults, teachers).																~	~	~	~								
ocial onship, n Skills	nships	5.3.HR.2. Define and demonstrate ways to determine and respect the boundaries of self and others.			~														•	~	•	~			•	•	V	•	~
tice 3: S s, Relatic unicatio	y Relatio	5.3.HR.3. Demonstrate strategies for addressing one's own feelings and the feelings and perspectives of others in order to support positive relationships.														•	•				•	•	~		~	•	•	•	•
Prac warenes Comm	Health	5.3.HR.4. Differentiate between conflict and bullying and articulate the importance of the difference to avoid escalating conflicts into bullying or violence.																											
− 		5.3.HR.5. Identify and respond to bullying situations in a variety of settings.																											

Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts



	Masso Healtl Educa	des 3-5 achusetts Comprehensive h and Physical ation Framework Step* Elementary Digital Program	Attention	Working memory	Inhibitory control	Cognitive Flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	Recognize that regulating emotions is necessary to make decisions	Apply reappraisal as an emotion management strategy	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective- taking can help them get along with others	Apply perspective-taking strategies to empathize with others	Apply perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem
		Standard																											
		5.3.HR.6. Identify and practice non-violent communication skills.																					~	~	~				
		5.3.HR.7. Identify and practice conflict prevention, management and resolution strategies.																					~	~	~	~	/	~	~
Skills	ships	5.3.HR.8. Describe how personal experiences, peers, family, media, society, community, and culture influence ways people interact in relationships and social situations.																											
munication Skills	ιγ Relations	5.3.HR.9. Describe the differences between assigned sex at birth and gender identity and explain how one's outward appearance and behavior does not define one's gender identity or sexual orientation.																											
s, Relationship, and Com	Health	5.3.HR.10. Describe a range of ways people may express their gender and that some people's gender identity (how they think about themselves) matches others' expectations about what their bodies look like on the outside and others do not.																											
ss, Relations		5.3.HR.11. Describe ways that stereotypes, perceived stereotypes, prejudice, discrimination, inequality and injustice can impact relationships, and demonstrate strategies to address these factors.																											
al Awarenes	ilth	5.3.MH.1. Develop an awareness that emotions may be expressed in different ways (e.g., through body language, intensity of expression) by various groups and in different cultures.											~	~	~	•	•	•	~	~	~	•	•		~	•	•	•	
Practice 3: Social Awa	ional Hea	5.3.MH.2. Explain the importance of talking with friends, parents, guardians or other trusted adults about feelings and emotions.																											
Practice	ind Emot	5.3.MH.3. Demonstrate how to ask for assistance with mental health questions, issues or concerns (e.g., challenges with friends, feeling anxious).																											
	Mentala	5.3.MH.4. Demonstrate how to discuss mental health and mental health conditions in culturally responsive ways and in ways that reduce stigma.																											
		5.3.MH.5. Identify signs and symptoms of mental distress in self and others, and how to get help for self or others.											•	~	•	~	~	•	•	•	•	~	~	~	•	~	•	•	•

Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts



Grades 3-5

	Massa Health Educat	es 3-5 chusetts Comprehensive and Physical cion Framework ep* Elementary Digital Program	Attention	Working memory	Inhibitory control	Cognitive Flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	Recognize that regulating emotions is necessary to make decisions	Apply reappraisal as an emotion management strategy	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective- taking can help them get along with others	Apply perspective-taking strategies to empathize with others	Apply perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem
		Standard																											
ship, Skills		5.3.PF.1. Recognizes the role of respectful interactions with others when participating in physical activity.																~	~	~	/		/	~	/	/	~	/	~
ce 3: Sociass, Relation	cal Activity d Fitness	5.3.PF.7. Effectively manage emotions (e.g., anger, frustration, excitement) in a manner respectful to self and others during physical education and in other physical activity settings.			~											~	~						•						
Practi Awarenes and Comn	Physi	5.3.PF.8. Demonstrate strategies for collaborating, working and playing safely and effectively with others, including perspective taking, in physical education and other physical activity settings.			v				~	v	•										v	•			~	•	•	V	•
		5.5.MH.1. Describe personal and cultural identities and assets, their importance and value, and explain how they support mental and emotional health.																											
ess and es	Health	5.5.MH.2. Describe personal interests and the skills needed to pursue those interests in ways that support personal growth.						•	•	~																			
e 5: Self-Awareness nalyzing Influences	notional	5.5.MH.3. Identify personal strengths and opportunities for growth and improvement in a variety of contexts (including physical activity).							~	•																			
5: Self yzing	ınd Em	5.5.MH.4. Describe supports needed to achieve success for a difficult activity or task in varied contexts.						~	•	~	~																		
Practice 5 Anal	Mental a	5.5.MH.5. Describe how peers, media, family, society, community, and culture can influence ideas about body image, and the impact on self-esteem and behaviors.																											
		5.5.MH.6. Demonstrate how media, including social media, and technology can influence mental and emotional well-being (e.g., stress levels, happiness, mood).																											
ractice 7: Self- Advocacy and salth Promotion	olic, Community, d Environmental Health	5.7.CE.7. Demonstrate ways to treat people – including other students, their family members, and members of the school community – with dignity, respect, and empathy without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or personal characteristics such as body shape or weight.																			V	v			✓	v	✓	V	•
Pr He	Puk	5.7.CE.8. Propose and support classroom policies and behaviors that promote dignity and respect.																				•							

Unit 1: Growth Mindset & Goal-Setting

Key Skills and Concepts

Unit 2: Emotion Management



Massachusetts Comprehensive Health and Physical

	Massa Health Educa	les 6-8 achusetts Comprehensive h and Physical ation Framework tep* Middle School Digital Program	Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Identifying one's guiding principles	Applying guiding principles to decision making process	Reflecting on multiple aspects of self-concept and identifying strengths and areas for growth	Understanding factors influencing self-concept and confidence building	Making an actionable plan to build confidence and work towards future self	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the peop involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships
		Standard																			
		8.1HR.1. Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships and discuss various ways to show affection within different relationships (e.g., holding hands, hugging, kind words, acts of kindness, kissing, sexual behaviors).																			
6	v	8.1.HR.2. Compare and contrast the continuum of relationship behaviors (including identifying healthier and less healthy behaviors, and the potential impacts of power differences such as age, gender, status or position within relationships) and how these impact health and well-being.																			V
Solvin	onship	8.1.HR.3. Identify warning signs of potential danger in a relationship and strategies to get help.																			✓
roblem-	ıy Relatic	8.1.HR.4. Evaluate options and strategies a person might use to end an unhealthy relationship, including involving a trusted adult who can help.																			~
n-Making and Problem-Solving	Health	8.1.HR.5. Define consent and describe factors, including drugs and alcohol, that may influence one's capacity to request consent, and to give and receive consent, including sexual consent, in a variety of situations.																			
cisior		8.1.HR.6. Demonstrate the ability to apply a decision-making process to decisions related to consent in a variety of situations (e.g., friendships, familial, with an intimate partner, in a sexual relationship) and to communicate and respond to consent or non-consent.																	V		
Practice 1: De		8.1.HR.7. Demonstrate the ability to apply a decision-making model to arrive at a decision that promotes health and safety related to various types of relationships (including sexual relationships).																	V		•
	Safety	8.1.PS.1. Describe the role of individual versus shared responsibility in staying safe in a variety of situations (e.g., outdoor recreation, motor vehicle safety, digital safety, threats of violence).																			
	Personal	8.1.PS.2. Discuss how systemic and other factors (e.g., home rules, school connectedness, environment, available supports, available equipment, weather, gender-based violence, racism, and discrimination) help or hinder an individual's ability to remain safe in a variety of situations.																			

Unit 1: Mindsets & Goals

Key Skills and Concepts

Unit 3: Thoughts, Emotions & Decisions

Unit 4: Managing Relationships & Social Conflict



Massachusetts Comprehensive Health and Physical Education Framework

	Educa	h and Physical Ition Framework Step [®] Middle School Digital Program	Recognize that so and get better in t	Understand that t	Set personal goals achieve them	Determine how to making a mistake	pply personal str get better at so	entifying one's g	Applying guiding praking process	eflecting on muli id identifying str	nderstanding far id confidence bu	aking an actiona d work towards	nderstand how e	Recognize and ref	Recognize the sig	Apply stress- and emotion-manager	Recognize how co	sscribe the diffe /olved in a confl	Apply the four-ste	Identify ways to m	Recognize the sig relationships
		Standard	a a	ā	Se	ΔE	o A	P	ĞΕ	Rear	ų p	a Z	ĎΫ	ŭ	ă.	Ar	ă.	j. Ď	Ā	<u>P</u>	<u>କୁ ନ</u>
		8.1.PS.3. Evaluate potential options and consequences for decisions related to personal safety in a variety of situations (e.g., motor vehicle safety, physical injury, digital safety, threats of violence, inappropriate touch, physical, emotional, and sexual abuse).																	~		~
5 1		8.1.PS.4. Describe laws (e.g., age of consent laws, child abuse, including sexual abuse, and sexual exploitation laws, parental notification laws) that relate to young people's sexual health and the rights of adolescents to maintain their own health, and how these might impact decisions related to sexual health.																			
olem-Solvin		8.1.PS.5. Define exploitation, human trafficking and sex trafficking, and describe strategies used for and warning sign behaviors of exploitation and recruitment of youth.																			
ng and Prot	Safety	8.1.PS.6. Demonstrate strategies for avoiding situations that may lead to human trafficking and sexual exploitation and for getting help if concerned about self or others.																			•
Practice 1: Decision-Making and Problem-Solving	Personal	8.1.PS.7. Explain the potential consequences of requesting, sending, or digitally posting sexually explicit pictures or messages (e.g., on social media sites, chat groups, e-mail, texting, websites, phone and tablet applications, and other digital forms) and demonstrate the ability to make health-promoting decisions related to safe and legal activity in online and digital spaces.																			
Practic		8.1.PS.8. Demonstrate strategies for keeping oneself safe online and in digital spaces (including situations that could lead to exploitation or trafficking, and online sexual harassment).																			
		8.1.PS.9. Describe the characteristics of various forms of abuse (i.e., physical abuse, emotional abuse, psychological abuse, financial abuse, sexual abuse and exploitation), provide examples of how abuse is used to control an individual, and demonstrate strategies for getting help.																			
		8.1.PS.10. Evaluate a variety of non-violent responses to address conflict and demonstrate the ability to use these responses to act on health-related decisions.																	•	•	

Unit 1: Mindsets & Goals

trengths to develop an interest omething new **Key Skills and Concepts**

emotions influence in positive and negative ways

Itiple aspects of self-concept rengths and areas for growth Unit 3: Thoughts, Emotions & Decisions

Unit 4: Managing Relationships & Social Conflict

of healthy and unhealthy



Massachusetts Comprehensive

	Massa Health Educat	es 6-8 chusetts Comprehensive and Physical tion Framework ep* Middle School Digital Program	Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Identifying one's guiding principles	Applying guiding principles to decision making process	Reflecting on multiple aspects of self-concept and identifying strengths and areas for growth	Understanding factors influencing self-concept and confidence building	Making an actionable plan to build confidence and work towards future self	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships
		Standard																			
aking ig	al Safety	8.1.PS.11. Analyze barriers that may prevent someone from reporting unsafe situations and child maltreatment to adults and identify strategies to overcome these barriers.																			
cision-Ma	Person	8.1.PS.12. Demonstrate the ability to use a decision-making process to thoughtfully and effectively address personal safety in a variety of situations.							✓										~		
Practice 1: Decision-Making and Problem-Solving	al Activity Fitness	8.1.PF.1. Effectively apply team building and problem- solving strategies, in varied contexts, during various physical activities (e.g., outdoor adventure, cooperative games, team sports, net/wall games).									~	~					~	~	~	~	
Pra	Physica and I	8.1.PF.2. Apply strategies for overcoming individual or group challenges or problems in a physical activity setting.							✓	~		v						✓	~	~	
tting		8.2.MH.1. Explain the role of individual and collective responsibility for maintaining and enhancing mental and emotional well-being and describe environmental and contextual factors that affect mental and emotional health and well-being.						V	•	•	~	•									
d Goal Setting	ealth	8.2.MH.2. Describe and demonstrate strategies to effectively manage changing emotions during adolescence.							~		~	v		•		•			•		
ement and	otional H	8.2.MH.3. Describe how emotions can impact one's behaviors and experiences and how this might vary in differing contexts.											•	~	•	~	~	~	•	~	
anage	d Em	8.2.MH.4. Demonstrate techniques to independently manage emotions in a variety of settings.												✓		~			~		
Practice 2: Self-Management and	Mental an	8.2.MH.5. Demonstrate behaviors that will maintain or improve the mental and emotional well-being of self and others.	~	~	~	~	~		~	~		~		~		~		~	•	~	•
tice		8.2.MH.6. Explain possible outcomes of expressing or repressing emotions.											✓	✓	✓	✓	~	✓	✓	✓	
Prac		8.2.MH.7. Examine how various coping strategies may help or harm health.														~					
		8.2.MH.8. Apply health-promoting coping and stress management strategies.												•		~			•		

Unit 1: Mindsets & Goals

Key Skills and Concepts

Unit 3: Thoughts, Emotions & Decisions

Unit 4: Managing Relationships & Social Conflict



Massachusetts Comprehensive

	Massa Health Educat	es 6-8 chusetts Comprehensive and Physical tion Framework ep* Middle School Digital Program	Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Identifying one's guiding principles	Applying guiding principles to decision making process	Reflecting on multiple aspects of self-concept and identifying strengths and areas for growth	Understanding factors influencing self-concept and confidence building	Making an actionable plan to build confidence and work towards future self	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships
		Standard																			
elf- and g	alth	8.2.MH.9. Demonstrate strategies to persevere when facing adversity.	•		~	~	~		~			~				~					
Practice 2: Self- Management and Goal Setting	Mental and notional Hea	8.2.MH.10. Create and monitor personal goals to meet identified emotional and mental health needs or wants and identify people or resources to assist in meeting those goals.			V		•		•	•	•	•									
	Ē	8.2.MH.11. Analyze and demonstrate strategies for planning, prioritizing, and managing time.			~		•					~									
Skills		8.3.HR.1. Identify characteristics of healthy and unhealthy relationships and ways to seek help in unhealthy or unwanted relationships.																			~
onship, and Communication Skills		8.3.HR.2. Demonstrate effective verbal and non-verbal communication skills (e.g., listening, conflict resolution, negotiation, refusal) that foster healthy relationships, communicate boundaries, and show respect in a variety of situations (e.g., familial relationships, peer relationships, romantic relationships).																	V		
hip, and	nships	8.3.HR.3. Articulate how respectful behaviors may vary among populations and how those behaviors contribute to positive social interaction in various settings.																			
15	Relatio	8.3.HR.4. Explain why consent and respecting a person's boundaries are important.																			
wareness, Re	Healthy F	8.3.HR.5. Demonstrate effective approaches to boundary setting (e.g., acknowledge feelings, communicate the boundary, target alternative), maintenance of a variety of boundaries (e.g., related to technology use, emotional, physical).																	V	V	•
Practice 3: Social Awareness, Rela		8.3.HR.6. Recognizing when boundaries are being violated and identify tactics used to coerce or pressure someone to change a personal boundary (e.g., to have sex, to share a password, to send an explicit photo, break a rule).																			•
Pract		8.3.HR.7. Demonstrate techniques and assertive responses to counter coercive tactics in order to maintain boundaries.																	~		•

Unit 1: Mindsets & Goals

Key Skills and Concepts

Unit 3: Thoughts, Emotions & Decisions

Unit 4: Managing Relationships & Social Conflict



	Grad Massa Health Educat	es 6-8 chusetts Comprehensive and Physical tion Framework ep* Middle School Digital Program	Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Identifying one's guiding principles	Applying guiding principles to decision making process	Reflecting on multiple aspects of self-concept and identifying strengths and areas for growth	Understanding factors influencing self-concept and confidence building	Making an actionable plan to build confidence and work towards future self	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships
		Standard																			
		8.3.HR.8. Analyze how media and technology can be both a positive and negative influence on beliefs about what constitutes a healthy relationship (including sexual relationships).																			
Skills		8.3.HR.9. Analyze the impact of technology and social media on relationships (e.g., use of smartphones, sharing relationship information, GPS tracking).																			
ommunication Skills	ships	8.3.HR.10. Describe potential impacts of power and privilege (e.g., associated with age, race, ethnicity, sexual orientation, gender, gender identity, socioeconomic status, immigration status, ability, position of authority) within a variety of relationships and in various settings.																			
ıship, and Com	thy Relation	8.3.HR.11. Analyze ways that prejudice, discrimination (e.g., sexism), and injustice can impact relationship health and describe ways to address these issues to support health of self and others.																			
Relationship,	Heal	8.3.HR.12. Apply conflict resolution strategies in a variety of situations (e.g., interpersonal, intrapersonal, intragroup, intergroup).																•	✓	✓	
Awareness,		8.3.HR.13. Demonstrate positive ways to communicate differences of opinion in a variety of relationships (e.g., familial, peer, teacher) and situations (e.g., in class, outside of school, on a team).																~	V		
Practice 3: Social A		8.3.HR.14. Compare and contrast bullying, harassment, and abuse and demonstrate ways to support and seek help for someone who is being bullied, harassed, or abused, or who is the target of unhealthy or coercive behaviors.																			
Pract	Mental and Emotional Health	8.3.MH.1. Discuss how adverse childhood experiences and toxic stress as well as resilience and positive childhood experiences can impact mental and emotional health and demonstrate ways to communicate effectively about these factors and ways to support people who have experienced or are experiencing trauma.						V		V	V										

Unit 1: Mindsets & Goals

Key Skills and Concepts

Unit 3: Thoughts, Emotions & Decisions

Unit 4: Managing Relationships & Social Conflict



Massachusetts Comprehensive

	Massa Health Educa	es 6-8 chusetts Comprehensive and Physical tion Framework ep* Middle School Digital Program	Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Identifying one's guiding principles	Applying guiding principles to decision making process	Reflecting on multiple aspects of self-concept and identifying strengths and areas for growth	Understanding factors influencing self-concept and confidence building	Making an actionable plan to build confidence and work towards future self	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships
		Standard																			
0		8.3.MH.2. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations.															V		V	V	
munication Skills	۔	8.3.MH.3. Accurately recognize and effectively respond to emotions, thoughts, values, and perspectives when communicating with others and when resolving interpersonal conflicts.						•	•	•	•	•					V	•	V	V	
=	nal Healt	8.3.MH.4. Analyze how people from diverse groups can learn from each other and how this can enhance emotional well-being.																			
iip, and Com	l Emotior	8.3.MH.5. Apply refusal or negotiation skills in ways that support or improve mental health and minimize health risks.																	~		~
tionsk	tal anc	8.3.MH.6. Advocate for oneself by creating 'I'-messages to express feelings and needs in appropriate ways.																			
ess, Relationship,	Men	8.3.MH.7. Identify signs and symptoms of mental and emotional distress, in self and others, that may require assistance from adults.													•		~		~		~
Social Awaren		8.3.MH.8. Demonstrate how to respond (e.g., calling 9-8-8, telling a trusted adult) when there is a concern about one's own or someone else's mental wellbeing or where someone is considering harming or killing themselves.																			
Practice 3: Social Awar		8.3.MH.9. Effectively express needs, wants, emotions, and feelings (including affection, love, friendship, concern, anger) in respectful and health-promoting ways.						•	•	•	•	•		V		•			V		
	al and s	8.3.PF.1. Understand and accept others' differences during a variety of physical activities.								~	~							~			
	Physica ctivity a Fitnesa	8.3.PF.2. Describe how social interaction impacts individual engagement in physical activity.																			
	Ac	8.3.PF.3. Use communication skills to negotiate strategies and tactics in a physical activity setting.																			

Unit 1: Mindsets & Goals

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Massachusetts Comprehensive Health and Physical Education Framework

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		Standard																			
Practice 3: Social Awareness, Relationship, and Communication Skills	and Fitness	8.3.PF.4. Exhibit responsible social behaviors by respectfully interacting with others, including and cooperating with classmates, asking for help when needed for self and others, maintaining positive relationships, and collaborating productively on problem-solving initiatives during adventure activities, large-group initiatives, and/or game play.	V						V			V					V	V	V	V	V
ce 3: Social p, and Comr	cal Activity	8.3.PF.5. Provide constructive feedback to a peer, using teacher-generated guidelines, and incorporate appropriate tone and other communication skills (e.g., eye-contact, body language).																	✓		
Practi Relationshi	Physi	8.3.P.F.6. Collaboratively establish norms and guidelines for resolving conflicts and use those rules/guidelines/agreements to resolve conflict or respond to participants' ethical and unethical behavior during physical activity.	V																		
Self-Awareness zing Influences	ety	8.5.PS.1. Analyze how various influences (e.g., peers, family, culture, society, school, and community policies) impact the safety of adolescents in a varied of situations (including during physical activity).								V	V										
: Self-Av zing Inf	onal Saf	8.5.PS.2. Analyze laws related to sexual harassment, sexual abuse, sexual assault, and domestic violence and how the laws impact individual safety.																			
Practice 5: S and Analyzi	Perso	8.5.PS.3. Analyze how sharing or posting personal information electronically about self or others (e.g., chat groups, email, texting, sexting, websites, social media, phone and tablet applications) can impact the safety of self or others.																			
Practice 6: Information and resource seeking	Physical Health and Hygeine	8.6.PH.5. Identify sources of support such as parents or other trusted adults to whom students can go if they or someone they know is being bullied, harassed, abused, assaulted, or exploited.																			

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		Standard																			
		8.7.MH.1. Analyze how stereotyping, bias, prejudice, and discrimination can impact mental and emotional health.									~										
		8.7.MH.2. Analyze influences on body image and the relationship between body image, disordered eating, and mental health.									v										
	alth	8.7.MH.3. Analyze the effects of social media on mental and emotional health.									•										
u	nal He	8.7.MH.4. Demonstrate strategies for supporting healthy body image in youth and adolescents.										•									
omoti	motio	8.7.MH.5. Demonstrate strategies for reducing stigma related to mental health.																			
and Health Promotio	ental and E	8.7.MH.6. Utilize positive peer and societal norms when formulating a health-promoting position related to eliminating discrimination, injustice, and challenge negative norms.																			
cacy	Ž	8.7.MH.7. Evaluate strategies for opposing, reducing, or eliminating stereotyping, prejudice, discrimination, and injustice.																			
7: Self-Advo		8.7.MH.8. Encourage others to refrain from teasing or bullying others based on personal characteristics (e.g., race, national origin, disability, body shape or weight), or personal values and beliefs.																			
Practice 7:		8.7.PS.1. State a position, supported by accurate information, that encourages peers to adopt or continue practices that maintain or enhance personal safety.																			
	I Safety	8.7.PS.2. Demonstrate how to influence and support others to make choices that maintain or enhance personal safety.																			
	ersona	8.7.PS.3. Work cooperatively to support the safety of individuals, families, and communities.																			
	ă	8.7.PS.4. Identify reasons that harassment is harmful and illegal along with warning signs for when to report it and seek help from a safe/trusted adult or health professional.																			

Key Skills and Concepts

Unit 3: Thoughts, Emotions & Decisions

Unit 4: Managing Relationships & Social Conflict

Unit 2: Developing a Positive Sense of Self

Unit 1: Mindsets & Goals



Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Middle School Digital Program

			Recog and ge	Under	Set pe achiev	Deteri	Apply or get	Identii	Applyi makin	Reflec and id	Under and co	Makin and w	Under	Recog	Recog	Apply emotic	Recog	Descrinvolve	Apply	Identii	Recog
		Standard																			
Ivocacy otion	÷	8.7.SH.1. Demonstrate ways to show courtesy and respect for others when aspects of their sexuality (e.g., sexual activity [including abstinence], sexual orientation) or gender (e.g., gender expression, gender identity) are different from one's own.																			
ractice 7: Self-Advocacy and Health Promotion	exual Healt	8.7.SH.2. Encourage others to refrain from teasing or bullying others based on their sexuality (e.g., sexual activity [including abstinence], sexual orientation) or gender (e.g., gender expression, gender identity).																			
Practic and F	S	8.7.SH.3. Identify behaviors, policies and practices in the school community that promote or hinder dignity and respect for all individuals, including those of different sexual orientations, gender identities, and																			

ting on multiple aspects of self-concept lentifying strengths and areas for growth

Unit 1: Mindsets & Goals

gnize that social challenges are common et better in time strengths to develop an interest something new **Key Skills and Concepts**

rstand how emotions influence on-making in positive and negative ways

Unit 3: Thoughts, Emotions & Decisions

signs of stre

Unit 4: Managing Relationships & Social Conflict

gnize the signs of healthy and unhealthy onships