



ALIGNMENT CHART

Anchorage School District Social and Emotional Learning Standards

■ **Second Step® High School**

About Second Step® High School

Second Step High School is a research-based social-emotional learning (SEL) program for Grades 9–12. It includes pathways with practices for school leaders and educators that are designed to help create a positive school climate, strengthen social-emotional skills, and encourage students to develop adaptive mindsets for navigating adolescence successfully. Supplemental classroom-based student activities reinforce skills students build from the schoolwide and educator practices and offer them further opportunities to learn and apply emerging social-emotional skills. The practices in this program involve the entire school community and are intended to produce positive schoolwide change.

How the Program Meets Anchorage School District Standards

The following tables indicate which specific Second Step High School practices and activities can help students develop the knowledge, skills, and attitudes needed to meet the Anchorage School District Social and Emotional Learning Standards. Boxes are checked to indicate that Second Step High School meets a given district standard within the identified grade or grade band (for instance, Grades 9–10) 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 school leaders and educators to gather evidence of student learning in relation to the standards



Grade 9

Anchorage School District
Social and Emotional
Learning Standards

Second Step® High School

Key Skills and Concepts																						
Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability					Pathway 3: Agency & Opportunity					Pathway 4: Well-Being & Community							
Co-creating shared expectations that contribute to belonging	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Using voice to make change in the school community	Understanding not everyone is paying attention to them	Participating in defining success criteria	Analyzing social media messages using media literacy skills	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying knowledge of what is in your control when overcoming an obstacle	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and developing strengths	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Analyzing scenarios to understand their digital footprint	Managing difficult emotions and distractions using refocusing strategies	Defining and understanding emotions	Fostering positive emotions through shared experiences	Reframing difficult situations by using positive self-talk	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly

Standard																								
Self Awareness	1A Students demonstrate awareness of their emotions			✓		✓					✓					✓		✓	✓	✓	✓	✓		✓
	1B Students demonstrate awareness of their personal traits		✓	✓		✓					✓	✓			✓	✓	✓	✓				✓	✓	
	1C Students demonstrate awareness of their external supports		✓	✓						✓	✓													✓
	1D Students have a sense of personal responsibility	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓
Self Management	2A Students demonstrate ability to manage emotions constructively			✓												✓		✓	✓	✓	✓			✓
	2B Students can demonstrate honesty and integrity		✓	✓	✓			✓				✓	✓			✓	✓	✓			✓	✓	✓	✓
	2C Students use effective decision-making skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓
	2D Students demonstrate ability to set and achieve goals				✓		✓		✓	✓		✓			✓	✓						✓		
Social Awareness	3A Students demonstrate awareness of other people's emotions and perspectives	✓	✓	✓	✓			✓		✓			✓	✓				✓		✓	✓		✓	✓
	3B Students demonstrate consideration for others and a desire to positively contribute to their community	✓	✓		✓								✓						✓			✓	✓	
	3C Students demonstrate an awareness of cultural issues and a respect for human dignity and differences	✓	✓																	✓		✓		
	3D Students can read social cues	✓	✓	✓		✓		✓					✓									✓		
Social Management	4A Students use positive communication and social skills to interact effectively with others	✓	✓	✓				✓		✓			✓	✓			✓			✓		✓	✓	
	4B Students develop constructive relationships	✓	✓	✓	✓			✓		✓			✓	✓						✓		✓	✓	
	4C Students demonstrate the ability to prevent, manage, and resolve interpersonal conflicts constructively		✓	✓																		✓		



Grade 10

Anchorage School District
Social and Emotional
Learning Standards

Second Step® High School

Key Skills and Concepts																					
Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability					Pathway 3: Agency & Opportunity					Pathway 4: Well-Being & Community						
Co-creating shared expectations that contribute to belonging	Using voice to make change in the school community	Examining effective ways to communicate digitally	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Participating in defining success criteria	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying knowledge of what is in your control to anticipate obstacles when pursuing a goal	Using strategies to challenge negative thinking	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how strengths can affect relationships	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Fostering, sharing, and visualizing positive emotions	Reframing difficult situations by using positive self-talk	Navigating strong emotions by practicing gratitude	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly

Standard																							
Self Awareness	1A Students demonstrate awareness of their emotions					✓				✓	✓							✓	✓	✓	✓		✓
	1B Students demonstrate awareness of their personal traits				✓	✓				✓	✓	✓			✓	✓	✓	✓		✓		✓	
	1C Students demonstrate awareness of their external supports				✓	✓			✓	✓						✓					✓		✓
	1D Students have a sense of personal responsibility	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Self Management	2A Students demonstrate ability to manage emotions constructively					✓												✓	✓	✓	✓		✓
	2B Students can demonstrate honesty and integrity		✓	✓	✓	✓							✓	✓				✓		✓	✓	✓	✓
	2C Students use effective decision-making skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2D Students demonstrate ability to set and achieve goals		✓				✓	✓	✓			✓					✓			✓			
Social Awareness	3A Students demonstrate awareness of other people’s emotions and perspectives	✓	✓	✓	✓	✓			✓				✓	✓					✓			✓	✓
	3B Students demonstrate consideration for others and a desire to positively contribute to their community	✓	✓		✓									✓					✓			✓	✓
	3C Students demonstrate an awareness of cultural issues and a respect for human dignity and differences	✓			✓														✓			✓	
	3D Students can read social cues	✓			✓	✓							✓						✓			✓	
Social Management	4A Students use positive communication and social skills to interact effectively with others	✓		✓	✓	✓			✓				✓	✓				✓	✓			✓	✓
	4B Students develop constructive relationships	✓	✓	✓	✓	✓			✓				✓	✓					✓			✓	✓
	4C Students demonstrate the ability to prevent, manage, and resolve interpersonal conflicts constructively				✓	✓																✓	



Grade 11

Anchorage School District
Social and Emotional
Learning Standards

Second Step® High School

Key Skills and Concepts																							
Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability					Pathway 3: Agency & Opportunity					Pathway 4: Well-Being & Community								
Co-creating shared expectations that contribute to belonging	Using voice to make change in the school community	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Learning and practicing relationship-repair strategies	Participating in defining success criteria	Expanding and using social networks	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying strategies for overcoming negative thoughts	Applying reframing strategies to overcome obstacles	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how collective strengths contribute to the school community	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Navigating strong emotions using self-compassion	Reframing difficult situations by using positive self-talk	Understanding that what is considered "normal" can vary from person to person	Demonstrating compassion for others	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly

Standard																									
Self Awareness	1A Students demonstrate awareness of their emotions				✓	✓								✓					✓	✓	✓		✓		✓
	1B Students demonstrate awareness of their personal traits			✓								✓	✓			✓	✓	✓	✓			✓	✓	✓	
	1C Students demonstrate awareness of their external supports			✓	✓				✓			✓													✓
	1D Students have a sense of personal responsibility	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Self Management	2A Students demonstrate ability to manage emotions constructively				✓														✓	✓	✓		✓		✓
	2B Students can demonstrate honesty and integrity		✓	✓	✓	✓		✓					✓	✓		✓		✓				✓	✓	✓	✓
	2C Students use effective decision-making skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2D Students demonstrate ability to set and achieve goals		✓				✓		✓					✓			✓	✓			✓				
Social Awareness	3A Students demonstrate awareness of other people's emotions and perspectives	✓	✓	✓	✓	✓			✓					✓	✓	✓	✓					✓	✓	✓	✓
	3B Students demonstrate consideration for others and a desire to positively contribute to their community	✓	✓	✓		✓									✓		✓						✓	✓	✓
	3C Students demonstrate an awareness of cultural issues and a respect for human dignity and differences	✓		✓												✓						✓	✓	✓	✓
	3D Students can read social cues	✓		✓	✓	✓		✓						✓								✓	✓	✓	
Social Management	4A Students use positive communication and social skills to interact effectively with others																								
	4B Students develop constructive relationships	✓		✓	✓	✓			✓					✓	✓				✓			✓	✓	✓	✓
	4C Students demonstrate the ability to prevent, manage, and resolve interpersonal conflicts constructively			✓	✓	✓																✓	✓	✓	



Grade 12

Anchorage School District
Social and Emotional
Learning Standards

Second Step® High School

Key Skills and Concepts																						
Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability					Pathway 3: Agency & Opportunity					Pathway 4: Well-Being & Community							
Co-creating shared expectations that contribute to belonging	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Using voice to make change in the school community	Demonstrating ways to avoid making assumptions about others	Participating in defining success criteria	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying strategies for overcoming negative thoughts	Applying reframing strategies to overcome obstacles	Expanding and using social networks	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how collective strengths contribute to the school community	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Navigating strong emotions using self-compassion	Reframing difficult situations by using positive self-talk	Demonstrating compassion for self and others	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly

Standard																								
Self Awareness	1A Students demonstrate awareness of their emotions			✓						✓	✓								✓	✓	✓	✓		✓
	1B Students demonstrate awareness of their personal traits		✓	✓		✓				✓	✓	✓	✓			✓	✓	✓		✓	✓		✓	✓
	1C Students demonstrate awareness of their external supports		✓	✓					✓		✓	✓												✓
	1D Students have a sense of personal responsibility	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Self Management	2A Students demonstrate ability to manage emotions constructively			✓															✓	✓	✓	✓		✓
	2B Students can demonstrate honesty and integrity		✓	✓	✓	✓								✓	✓				✓	✓	✓	✓	✓	✓
	2C Students use effective decision-making skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2D Students demonstrate ability to set and achieve goals				✓		✓	✓	✓		✓	✓	✓				✓	✓			✓			
Social Awareness	3A Students demonstrate awareness of other people's emotions and perspectives	✓	✓	✓	✓	✓			✓					✓	✓							✓	✓	✓
	3B Students demonstrate consideration for others and a desire to positively contribute to their community	✓	✓		✓										✓		✓					✓	✓	✓
	3C Students demonstrate an awareness of cultural issues and a respect for human dignity and differences	✓	✓			✓																✓		
	3D Students can read social cues	✓	✓	✓										✓									✓	
Social Management	4A Students use positive communication and social skills to interact effectively with others	✓	✓	✓		✓						✓		✓		✓						✓	✓	✓
	4B Students develop constructive relationships	✓	✓	✓	✓	✓			✓					✓	✓	✓	✓					✓	✓	✓
	4C Students demonstrate the ability to prevent, manage, and resolve interpersonal conflicts constructively		✓	✓		✓															✓	✓		