



ALIGNMENT CHART

Illinois Social and Emotional Learning Standards

■ **Second Step® High School**

About Second Step® High School

Second Step High School is a research-based 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 human 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 human skills. The practices in this program involve the entire school community and are intended to produce positive schoolwide change.

How the Program Meets the Illinois 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 Illinois Social and Emotional Learning Standards. Boxes are checked to indicate that Second Step High School meets a given state 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



Grades 9-10

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 Grades 9–10 Illinois 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	Examining effective ways to communicate digitally by practicing digital citizenship skills	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	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, appreciating, and developing 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	Defining and understanding emotions	Fostering, sharing, and visualizing positive emotions	Analyzing scenarios to understand their digital footprint	Managing difficult emotions and distractions by using refocusing strategies	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	
Goal	Learning Standard	Competency																												
1. Develop self-awareness and self-management skills to achieve school and life success.	A. Identify and manage one's emotions and behavior.	1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.	✓	✓	✓	✓	✓	✓		✓			✓	✓						✓	✓	✓	✓	✓	✓	✓	✓			
		1A.4b. Generate ways to develop more positive attitudes.					✓				✓	✓			✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		
	B. Recognize personal qualities and external supports.	1B.4a. Set priorities in building on strengths and identifying areas for improvement.			✓					✓		✓					✓	✓		✓			✓	✓	✓					
		1B.4b. Analyze how positive adult role models and support systems contribute to school and life success.		✓	✓	✓									✓		✓							✓	✓		✓			
	C. Demonstrate skills related to achieving personal and academic goals.	1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.			✓	✓				✓	✓	✓	✓			✓				✓				✓	✓					
		1C.4b. Apply strategies to overcome obstacles to goal achievement.			✓	✓				✓	✓	✓	✓			✓				✓				✓	✓					
2. Use social-awareness and interpersonal skills to establish and maintain positive relationships.	A. Recognize the feelings and perspectives of others.	2A.4a. Analyze similarities and differences between one's own and others' perspectives.		✓			✓	✓		✓					✓		✓	✓				✓					✓			
		2A.4b. Use conversation skills to understand others' feelings and perspectives.	✓	✓	✓	✓		✓		✓		✓			✓	✓	✓	✓					✓				✓			
	B. Recognize individual and group similarities and differences.	2B.4a. Analyze the origins and negative effects of stereotyping and prejudice.															✓	✓									✓			
		2B.4b. Demonstrate respect for individuals from different social and cultural groups.	✓	✓	✓											✓	✓	✓									✓	✓		
	C. Use communication and social skills to interact effectively with others.	2C.4a. Evaluate the effects of requesting support from and providing support to others.		✓	✓	✓					✓	✓			✓	✓							✓	✓	✓	✓	✓	✓		
		2C.4b. Evaluate one's contribution in groups as a member and leader.	✓	✓	✓	✓								✓	✓	✓											✓			
	D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	2D.4a. Analyze how listening and talking accurately help in resolving conflicts.		✓	✓	✓		✓		✓				✓	✓	✓		✓		✓			✓			✓	✓			
		2D.4b. Analyze how conflict-resolution skills contribute to work within a group.		✓				✓							✓			✓			✓	✓					✓			



Grades 9-10

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			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	Examining effective ways to communicate digitally by practicing digital citizenship skills	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	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, appreciating, and developing 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	Defining and understanding emotions	Fostering, sharing, and visualizing positive emotions	Analyzing scenarios to understand their digital footprint	Managing difficult emotions and distractions by using refocusing strategies	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	
Goal	Learning Standard	Competency																												
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.	A. Consider ethical, safety, and societal factors in making decisions.	3A.4a. Demonstrate personal responsibility in making ethical decisions.	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓			✓		✓		✓	✓	
		3A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions.	✓		✓	✓	✓	✓		✓		✓					✓											✓		
	B. Apply decision-making skills to deal responsibly with daily academic and social situations.	3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
		3B.4b. Apply decision-making skills to establish responsible social and work relationships.	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓
	C. Contribute to the well-being of one's school and community.	3C.4a. Plan, implement, and evaluate one's participation in activities and organizations that improve school climate.	✓	✓	✓	✓									✓	✓	✓	✓										✓	✓	✓
		3C.4b. Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.				✓																							✓	



Grades 11-12

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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	Learning and practicing relationship-repair strategies	Demonstrating ways to avoid making assumptions about others	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	Monitoring, evaluating, and celebrating progress when pursuing a goal	Directing learning by making choices about what and how to learn	Practicing digital citizenship strategies to balance time spent online	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 various strategies	Practicing digital citizenship skills by examining emotional responses to online photos	Reframing difficult situations by using positive self-talk	Understanding that what is considered “normal” can vary from person to person	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Demonstrating compassion for self and others	Practicing gratitude regularly

Goal	Learning Standard	Competency																										
1. Develop self-awareness and self-management skills to achieve school and life success.	A. Identify and manage one's emotions and behavior.	1A.5a. Evaluate how expressing one's emotions in different situations affects others.																										
		1A.5b. Evaluate how expressing more positive attitudes influences others.																										
	B. Recognize personal qualities and external supports.	1B.5a. Implement a plan to build on a strength, meet a need, or address a challenge.																										
		1B.5b. Evaluate how developing interests and filling useful roles support school and life success.																										
	C. Demonstrate skills related to achieving personal and academic goals.	1C.5a. Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.																										
		1C.5b. Monitor progress toward achieving a goal, and evaluate one's performance against criteria.																										
2. Use social-awareness and interpersonal skills to establish and maintain positive relationships.	A. Recognize the feelings and perspectives of others.	2A.5a. Demonstrate how to express understanding of those who hold different opinions.																										
		2A.5b. Demonstrate ways to express empathy for others.																										
	B. Recognize individual and group similarities and differences.	2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.																										
		2B.5b. Evaluate how advocacy for the rights of others contributes to the common good.																										
	C. Use communication and social skills to interact effectively with others.	2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.																										
		2C.5b. Plan, implement, and evaluate participation in a group project.																										
	D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	2D.5a. Evaluate the effects of using negotiation skills to reach win-win solutions.																										
		2D.5b. Evaluate current conflict-resolution skills and plan how to improve them.																										



Grades 11-12

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			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	Learning and practicing relationship-repair strategies	Demonstrating ways to avoid making assumptions about others	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	Monitoring, evaluating, and celebrating progress when pursuing a goal	Directing learning by making choices about what and how to learn	Practicing digital citizenship strategies to balance time spent online	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 various strategies	Practicing digital citizenship skills by examining emotional responses to online photos	Reframing difficult situations by using positive self-talk	Understanding that what is considered "normal" can vary from person to person	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Demonstrating compassion for self and others	Practicing gratitude regularly
Goal	Learning Standard	Competency																												
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.	A. Consider ethical, safety, and societal factors in making decisions.	3A.5a. Apply ethical reasoning to evaluate societal practices.	✓			✓	✓	✓							✓		✓	✓	✓	✓				✓		✓	✓	✓		
		3A.5b. Examine how the norms of different societies and cultures influence their members' decisions and behaviors.	✓				✓	✓																	✓	✓	✓			
	B. Apply decision-making skills to deal responsibly with daily academic and social situations.	3B.5a. Analyze how present decision making affects college and career choices.							✓	✓	✓		✓		✓						✓	✓		✓			✓	✓		
		3B.5b. Evaluate how responsible decision making affects interpersonal and group relationships.	✓	✓	✓	✓	✓	✓		✓		✓	✓			✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓		
	C. Contribute to the well-being of one's school and community.	3C.5a. Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.	✓	✓		✓			✓		✓	✓		✓	✓	✓		✓	✓	✓	✓									
		3C.5b. Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.	✓	✓		✓			✓		✓	✓		✓	✓	✓		✓	✓	✓	✓									