



ALIGNMENT CHART

Washington State Social 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 Washington Standards

The following tables indicate which specific Second Step practices and activities can help students develop the knowledge, skills, and attitudes needed to meet the Washington State Social 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



Grade 9

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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	Understanding not everyone is paying attention to them	Participating in defining success criteria	Understanding what happens in the brain when learning something new	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying knowledge of what is in your control when pursuing a goal	Monitoring, evaluating, and celebrating progress when pursuing a goal	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	Exploring purpose by 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 positive emotions through mindful attention	Reframing difficult situations by using positive self-talk	Demonstrating strategies to create a culture of inclusion	Practicing gratitude regularly

Standard		Benchmark																			
1. Self-Awareness: Individuals can identify their emotions, personal assets, areas for growth, and potential external resources and supports.	1A. Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.																✓	✓	✓	✓	✓
	1B. Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓					✓	
	1C. Demonstrates self-awareness and understanding of external influences—e.g., culture, family, school, and community resources and supports.	✓	✓	✓	✓			✓	✓	✓		✓	✓						✓	✓	✓
2. Self-Management: Individuals can regulate emotions, thoughts, and behaviors.	2A. Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.		✓	✓	✓			✓		✓		✓	✓		✓	✓	✓	✓	✓	✓	
	2B. Demonstrates responsible decision-making and problem-solving skills.	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓					✓	✓



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 Grade 9 Washington State Social 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	Understanding not everyone is paying attention to them	Participating in defining success criteria	Understanding what happens in the brain when learning something new	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying knowledge of what is in your control when pursuing a goal	Monitoring, evaluating, and celebrating progress when pursuing a goal	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	Exploring purpose by 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 positive emotions through mindful attention	Reframing difficult situations by using positive self-talk	Demonstrating strategies to create a culture of inclusion
Standard	Benchmark																				
3. Self-Efficacy: Individuals can motivate themselves, persevere, and see themselves as capable.	3A. Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		
	3B. Demonstrates problem-solving skills to engage responsibly in a variety of situations.							✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	
	3C. Demonstrates awareness and ability to speak on behalf of personal rights and advocacy.	✓	✓	✓	✓								✓	✓						✓	
4. Social Awareness: Individuals can take the perspective of and empathize with others from diverse backgrounds and cultures.	4A. Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.	✓	✓	✓	✓				✓				✓		✓		✓			✓	✓
	4B. Demonstrates an awareness and respect for similarities and differences among community, cultural, and social groups.	✓	✓	✓	✓									✓						✓	✓
	4C. Demonstrates an understanding of the variation within and across cultures.																				



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		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	Understanding not everyone is paying attention to them	Participating in defining success criteria	Understanding what happens in the brain when learning something new	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying knowledge of what is in your control when pursuing a goal	Monitoring, evaluating, and celebrating progress when pursuing a goal	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	Exploring purpose by 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 positive emotions through mindful attention	Reframing difficult situations by using positive self-talk	Demonstrating strategies to create a culture of inclusion
Standard	Benchmark																				
5. Social Management: Individuals can make safe and constructive choices about personal behavior and social interactions.	5A. Demonstrates a range of communication and social skills to interact effectively with others.	✓	✓	✓		✓							✓	✓				✓	✓	✓	✓
	5B. Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.			✓												✓	✓	✓	✓	✓	
	5C. Demonstrates the ability to engage in respectful and healthy relationships with individuals with diverse perspectives, cultures, languages, histories, identities, and abilities.	✓	✓	✓	✓								✓	✓	✓					✓	✓
6. Social Engagement: Individuals can consider others and show a desire to contribute to the well-being of the school and community.	6A. Demonstrates a sense of school and community responsibility.	✓	✓	✓				✓							✓	✓				✓	✓
	6B. Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.	✓	✓			✓		✓	✓	✓		✓		✓							
	6C. Contributes productively to one’s school, workplace, and community.	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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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	Applying strategies to repair relationships	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	Applying realistic optimism to overcome challenges	Monitoring, evaluating, and celebrating progress when pursuing a goal	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	Exploring purpose by experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Understanding the effects of emotions on the mind and body	Fostering positive emotions	Reframing difficult situations by using positive self-talk	Navigating strong emotions by practicing gratitude	Practicing gratitude regularly

Standard		Benchmark																							
	1. Self-Awareness: Individuals can identify their emotions, personal assets, areas for growth, and potential external resources and supports.	1A. Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.																		✓	✓	✓	✓	✓	
		1B. Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓		
		1C. Demonstrates self-awareness and understanding of external influences—e.g., culture, family, school, and community resources and supports.	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓									✓	✓	✓
	2. Self-Management: Individuals can regulate emotions, thoughts, and behaviors.	2A. Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.			✓	✓		✓		✓	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓		
		2B. Demonstrates responsible decision-making and problem-solving skills.	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓				✓	✓	



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		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	Applying strategies to repair relationships	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	Applying realistic optimism to overcome challenges	Monitoring, evaluating, and celebrating progress when pursuing a goal	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	Exploring purpose by experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Understanding the effects of emotions on the mind and body	Fostering positive emotions	Reframing difficult situations by using positive self-talk	Navigating strong emotions by practicing gratitude	Practicing gratitude regularly
Standard	Benchmark																						
3. Self-Efficacy: Individuals can motivate themselves, persevere, and see themselves as capable.	3A. Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.					✓	✓	✓	✓	✓	✓	✓		✓		✓	✓			✓			
	3B. Demonstrates problem-solving skills to engage responsibly in a variety of situations.				✓		✓	✓	✓	✓	✓		✓			✓	✓			✓	✓		
	3C. Demonstrates awareness and ability to speak on behalf of personal rights and advocacy.	✓	✓	✓	✓							✓	✓										
4. Social Awareness: Individuals can take the perspective of and empathize with others from diverse backgrounds and cultures.	4A. Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.	✓	✓	✓	✓			✓					✓	✓	✓	✓					✓	✓	
	4B. Demonstrates an awareness and respect for similarities and differences among community, cultural, and social groups.	✓	✓	✓	✓									✓	✓							✓	
	4C. Demonstrates an understanding of the variation within and across cultures.																						



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		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	Applying strategies to repair relationships	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	Applying realistic optimism to overcome challenges	Monitoring, evaluating, and celebrating progress when pursuing a goal	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	Exploring purpose by experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Understanding the effects of emotions on the mind and body	Fostering positive emotions	Reframing difficult situations by using positive self-talk	Navigating strong emotions by practicing gratitude	Practicing gratitude regularly
Standard	Benchmark																						
5. Social Management: Individuals can make safe and constructive choices about personal behavior and social interactions.	5A. Demonstrates a range of communication and social skills to interact effectively with others.	✓	✓	✓	✓	✓						✓	✓	✓					✓	✓	✓	✓	
	5B. Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.			✓	✓												✓	✓	✓	✓	✓		
	5C. Demonstrates the ability to engage in respectful and healthy relationships with individuals with diverse perspectives, cultures, languages, histories, identities, and abilities.	✓	✓	✓	✓							✓	✓	✓	✓							✓	✓
6. Social Engagement: Individuals can consider others and show a desire to contribute to the well-being of the school and community.	6A. Demonstrates a sense of school and community responsibility.	✓	✓	✓	✓		✓		✓						✓	✓						✓	
	6B. Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.	✓	✓			✓	✓	✓	✓	✓		✓		✓									
	6C. Contributes productively to one's school, workplace, and community.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	



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 Grade 11 Washington State Social 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	Recognizing how audience and setting can influence personality	Participating in defining success criteria	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Demonstrating strategies for addressing self-sabotage	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	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Exploring purpose by experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Applying strategies to navigate strong emotions	Fostering positive emotions through mindful attention	Reframing difficult situations by using positive self-talk	Understanding that what is considered “normal” can vary from person to person
Standard	Benchmark																				
1. Self-Awareness: Individuals can identify their emotions, personal assets, areas for growth, and potential external resources and supports.	1A. Demonstrates awareness and understanding of one’s own emotions and emotions’ influence on behavior.																✓	✓	✓	✓	✓
	1B. Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	
	1C. Demonstrates self-awareness and understanding of external influences—e.g., culture, family, school, and community resources and supports.	✓	✓	✓	✓			✓	✓	✓		✓	✓						✓	✓	✓
2. Self-Management: Individuals can regulate emotions, thoughts, and behaviors.	2A. Demonstrates the skills to manage one’s emotions, thoughts, impulses, and stress in constructive ways.			✓	✓		✓	✓		✓	✓			✓	✓	✓	✓	✓	✓		
	2B. Demonstrates responsible decision-making and problem-solving skills.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	



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		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	Recognizing how audience and setting can influence personality	Participating in defining success criteria	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Demonstrating strategies for addressing self-sabotage	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	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Exploring purpose by experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Applying strategies to navigate strong emotions	Fostering positive emotions through mindful attention	Reframing difficult situations by using positive self-talk	Understanding that what is considered “normal” can vary from person to person
Standard	Benchmark																				
3. Self-Efficacy: Individuals can motivate themselves, persevere, and see themselves as capable.	3A. Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.					✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	
	3B. Demonstrates problem-solving skills to engage responsibly in a variety of situations.						✓	✓	✓	✓	✓	✓		✓		✓	✓		✓		
	3C. Demonstrates awareness and ability to speak on behalf of personal rights and advocacy.	✓	✓	✓	✓								✓	✓							✓
4. Social Awareness: Individuals can take the perspective of and empathize with others from diverse backgrounds and cultures.	4A. Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.	✓	✓	✓	✓			✓					✓	✓	✓					✓	✓
	4B. Demonstrates an awareness and respect for similarities and differences among community, cultural, and social groups.	✓	✓	✓	✓									✓						✓	✓
	4C. Demonstrates an understanding of the variation within and across cultures.				✓															✓	



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		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	Recognizing how audience and setting can influence personality	Participating in defining success criteria	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Demonstrating strategies for addressing self-sabotage	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	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Exploring purpose by experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Applying strategies to navigate strong emotions	Fostering positive emotions through mindful attention	Reframing difficult situations by using positive self-talk	Understanding that what is considered “normal” can vary from person to person	Practicing gratitude regularly
Standard	Benchmark																					
5. Social Management: Individuals can make safe and constructive choices about personal behavior and social interactions.	5A. Demonstrates a range of communication and social skills to interact effectively with others.	✓	✓	✓		✓							✓	✓	✓			✓	✓	✓	✓	✓
	5B. Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.			✓												✓	✓	✓	✓	✓		
	5C. Demonstrates the ability to engage in respectful and healthy relationships with individuals with diverse perspectives, cultures, languages, histories, identities, and abilities.	✓	✓	✓	✓								✓	✓	✓			✓			✓	✓
6. Social Engagement: Individuals can consider others and show a desire to contribute to the well-being of the school and community.	6A. Demonstrates a sense of school and community responsibility.	✓	✓	✓			✓		✓	✓					✓		✓			✓	✓	
	6B. Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.	✓	✓			✓	✓	✓	✓	✓		✓		✓								
	6C. Contributes productively to one’s school, workplace, and community.	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	



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 Grade 12 Washington State Social 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	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 learned helplessness	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	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	Exploring purpose by 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 others
Standard	Benchmark																				
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	1B. Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	
	1C. Demonstrates self-awareness and understanding of external influences—e.g., culture, family, school, and community resources and supports.	✓	✓	✓	✓		✓		✓	✓		✓	✓						✓	✓	✓
2. Self-Management: Individuals can regulate emotions, thoughts, and behaviors.	2A. Demonstrates the skills to manage one’s emotions, thoughts, impulses, and stress in constructive ways.			✓	✓		✓	✓		✓	✓		✓			✓	✓	✓	✓		
	2B. Demonstrates responsible decision-making and problem-solving skills.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓		✓	✓



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Standard	Benchmark																				
3. Self-Efficacy: Individuals can motivate themselves, persevere, and see themselves as capable.	3A. Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.					✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		
	3B. Demonstrates problem-solving skills to engage responsibly in a variety of situations.						✓	✓	✓	✓	✓	✓		✓		✓	✓		✓	✓	
	3C. Demonstrates awareness and ability to speak on behalf of personal rights and advocacy.	✓	✓	✓	✓							✓	✓							✓	
4. Social Awareness: Individuals can take the perspective of and empathize with others from diverse backgrounds and cultures.	4A. Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.	✓	✓	✓	✓			✓					✓	✓	✓	✓				✓	✓
	4B. Demonstrates an awareness and respect for similarities and differences among community, cultural, and social groups.	✓	✓	✓	✓										✓					✓	✓
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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	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 learned helplessness	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	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	Exploring purpose by 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 others
Standard	Benchmark																				
5. Social Management: Individuals can make safe and constructive choices about personal behavior and social interactions.	5A. Demonstrates a range of communication and social skills to interact effectively with others.	✓	✓	✓	✓	✓							✓	✓	✓			✓	✓	✓	✓
	5B. Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.			✓	✓													✓	✓	✓	
	5C. Demonstrates the ability to engage in respectful and healthy relationships with individuals with diverse perspectives, cultures, languages, histories, identities, and abilities.	✓	✓	✓	✓								✓	✓	✓	✓					✓
6. Social Engagement: Individuals can consider others and show a desire to contribute to the well-being of the school and community.	6A. Demonstrates a sense of school and community responsibility.	✓	✓	✓	✓		✓		✓						✓	✓		✓		✓	✓
	6B. Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.	✓	✓			✓	✓	✓	✓	✓		✓		✓							
	6C. Contributes productively to one’s school, workplace, and community.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓