

ALIGNMENT CHART

Anchorage School District Social and Emotional Learning Standards

- **Second Step® Elementary Digital Program**
- **Second Step® Middle School Digital Program**

About Second Step® Programs

The research-based Second Step Elementary and Second Step Middle School digital programs are universal, web-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. 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 Anchorage School District 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 Anchorage School District Social and Emotional Learning Standards. Boxes are checked to indicate that the Second Step digital programs meet a given district standard within the identified grade or grade band (for instance, Grades K–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>



Kindergarten

Anchorage School District
Social and Emotional
Learning Standards

Second Step® Elementary

Key Skills and Concepts															Instructional Strategies												
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving			Discussion				Using Stories and Scenarios		Skill Practice					
Attention	Working memory	Inhibitory control	Focus attention	Recognize that attention helps them learn and stay safe	Recognize that skills improve with practice and effort	Understand that mistakes are part of learning	Identify familiar feelings from contextual and behavioral cues	Name and apply slow breathing as an emotion-management strategy	Name and apply asking an adult for help as an emotion-management strategy	Recognize the kind acts of others	Recognize their own kind acts	Demonstrate things they can say or do to show kindness to others	Manage strong emotions to feel calm before solving problems	State the problem	Demonstrate apologizing, taking turns, and sharing as solutions to problems	Respond to questions	Listen to others	Participate in whole-class, small-group, and partner discussions	Communicate ideas	Signal agreement with others' ideas	Interpret stories	Interpret audiovisual media	Practice cognitive and behavioral skills	Practice skills with drawing and role-playing	Work independently	Work with small groups and partners	
	✓						✓	✓					✓								✓	✓					
									✓		✓							✓									
✓		✓	✓	✓	✓	✓		✓	✓				✓		✓								✓	✓			
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Grade 1

Anchorage School District
Social and Emotional
Learning Standards

Second Step® Elementary


Key Skills and Concepts															Instructional Strategies												
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving			Discussion				Using Stories and Scenarios		Skill Practice					
Attention	Working memory	Inhibitory control	Focus attention	Manage distractions	Recognize that skills improve with practice and effort	Use growth mindset language	Identify feelings from contextual and behavioral cues	Infer a likely emotion that would arise from a particular situation	Apply emotion-management strategies of slow counting and asking an adult for help	Identify how someone else might feel when shown or not shown kindness	Apply ways to be kind in response to scenarios	Recognize that some kind acts are better than others in certain situations	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Demonstrate how to recognize accidents and make amends	Respond to questions	Listen to others	Participate in whole-class, small-group, and partner discussions	Communicate ideas	Signal agreement with others' ideas	Interpret stories	Interpret audiovisual media	Practice cognitive and behavioral skills	Practice skills with drawing and role-playing	Work independently	Work with small groups and partners	
	✓						✓	✓					✓								✓	✓					
									✓																		
				✓	✓	✓																		✓	✓		
✓		✓	✓	✓	✓	✓			✓				✓										✓	✓	✓		
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Grade 2

Anchorage School District
Social and Emotional
Learning Standards

Second Step® Elementary


<div></div> <div><h2>Grade 2</h2><h3>Anchorage School District Social and Emotional Learning Standards</h3><p>Second Step® Elementary</p></div>		Key Skills and Concepts																		Instructional Strategies											
		Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving					Discussion				Using Stories and Scenarios		Skill Practice					
		Attention	Working memory	Inhibitory control	Use growth mindset language	Replace unhelpful thoughts with helpful thoughts	Persevere through challenges while recognizing that mistakes are part of learning	Recognize that skills improve with practice, effort, help from others, and trying a new way	Identify complex feelings from contextual and behavioral cues	Recognize that people can feel differently about the same situation	Apply using helpful thoughts as an emotion-management strategy	Define empathy	Recognize how empathy helps them identify when and how to show others kindness	Apply empathy and perform kind acts for others	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Generate their own solutions to a given problem	Recognize that some solutions work better than others in a given situation	Apply ways to make amends	Respond to questions	Listen to others	Participate in whole-class, small-group, and partner discussions	Communicate ideas	Signal agreement with others' ideas	Interpret stories	Interpret audiovisual media	Practice cognitive and behavioral skills	Practice skills with writing, drawing, and role-playing	Work independently	Work with small groups and partners	
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 3

Anchorage School District
Social and Emotional
Learning Standards

Second Step® Elementary

<div></div> <div><h2>Grade 3</h2><h3>Anchorage School District Social and Emotional Learning Standards</h3><p>Second Step® Elementary</p></div>		Key Skills and Concepts															Instructional Strategies														
		Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting			Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving					Discussion					Using Stories and Scenarios		Skill Practice				
		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	Make an effective plan for how to get better at a skill	Describe the role and purpose of emotions	Identify and label similar emotions with different intensity levels	Recognize taking a break as an emotion-management strategy	Identify how kindness helps them make friends and strengthen relationships	Recognize that different people may prefer to be shown kindness in different ways	Demonstrate kind acts that recognize that people like to receive kindness in different ways	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Restate the wants and needs of each person in a problem situation	Generate their own solutions to a problem	Pick the best solution	Respond to questions	Listen to others	Participate in whole-class, small-group, and partner discussions	Communicate ideas	Signal agreement with others' ideas	Interpret stories	Interpret audiovisual media	Practice cognitive and behavioral skills	Practice skills with writing, drawing, and role-playing	Work independently	Work with small groups and partners	
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 4

Anchorage School District
Social and Emotional
Learning Standards

Second Step® Elementary

Key Skills and Concepts																			Instructional Strategies													
Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting			Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving						Discussion					Using Stories and Scenarios		Skill Practice						
Attention	Working memory	Inhibitory control	Cognitive flexibility	Identify what a goal is and what an effective plan includes	Identify a shared class goal and make a plan to reach that goal	Monitor progress and modify a plan to reach a goal	Recognize that strong emotions make it hard to think clearly	Recognize that managing emotions is necessary to make good decisions	Apply reappraisal as an emotion-management strategy	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to help empathize with others	Recognize that another person's point of view can change one's own thoughts or actions	Manage strong emotions to feel calm before solving problems	Demonstrate speaking up for one's self when solving a problem	State the problem without blame and from all points of view	Generate solutions that take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone	Respond to questions	Listen to others	Participate in whole-class, small-group, and partner discussions	Communicate ideas	Signal agreement with others' ideas	Summarize key ideas	Interpret stories	Interpret audiovisual media	Practice cognitive and behavioral skills	Practice skills with writing, drawing, and role-playing	Work independently	Work with small groups and partners	Apply concepts to personal experiences	
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Grade 5

Anchorage School District
Social and Emotional
Learning Standards

Second Step® Elementary

Key Skills and Concepts																				Instructional Strategies																	
Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness		Unit 4: Problem-Solving							Discussion					Using Stories and Scenarios		Skill Practice										
Attention	Working memory	Inhibitory control	Cognitive flexibility	Identify a personal goal and make a plan to reach the goal	Monitor progress and identify roadblocks	Modify a plan to move or work around roadblocks	Reflect to inform future goals	Recognize the unique things that cause them to experience strong emotions	Identify emotion-management strategies they currently use that work well for them	Anticipate and plan for situations that cause strong emotions	Identify and analyze how individuals use empathy to make their community better	Use empathy and perspective-taking to identify a problem and a potential solution within their community	Manage strong emotions to feel calm before solving problems	State the problem without blame and from the perspectives of all people involved	Generate solutions to take all people's perspectives into consideration	Evaluate possible outcomes of solutions to a problem based on others' 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	Respond to questions	Listen to others	Participate in whole-class, small-group, and partner discussions	Communicate ideas	Signal agreement with others' ideas	Summarize key ideas	Interpret stories	Interpret audiovisual media	Practice cognitive and behavioral skills	Practice skills with writing, drawing, and role-playing	Work independently	Work with small groups and partners	Summarize one's personal experiences						



Grade 6

Anchorage School District
Social and Emotional
Learning Standards

Second Step® Middle School

Key Skills and Concepts																		
Unit 1: Mindsets & Goals				Unit 2: Developing a Positive Sense of Self			Unit 3: Thoughts, Emotions & Decisions			Unit 4: Managing Relationships & Social Conflict				Optional Unit: Recognizing Bullying & Harassment				
Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set and create plans to achieve personal goals	Monitor progress toward goals	Understand guiding principles and identify personal guiding principles	Apply guiding principles to the decision-making process	Understand the implications of guiding principles on self and others	Assess when and why one feels a strong emotion	Understand how emotions influence decision-making in positive and negative ways	Apply emotion-management strategies across different contexts	Recognize the difference between minor and major social conflicts	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends after a social conflict	Recognize common types of bullying	Understand the negative impacts of bullying	Determine the best upstander strategy for a situation	Apply responsible decision-making to be an upstander	
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 7

Anchorage School District
Social and Emotional
Learning Standards

Second Step® Middle School

Key Skills and Concepts																				
Unit 1: Mindsets & Goals				Unit 2: Developing a Positive Sense of Self				Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict				Optional Unit: Recognizing Bullying & Harassment				
Recognize that social challenges are common and get better in time	Understand that trying new things can help the brain grow and change	Interpret mistakes as learning opportunities	Identify roadblocks to goals and use If–Then Plans to respond to them	Understand multiple aspects of self-concept	Understand factors influencing self-concept	Evaluate how and why one's own self-concept changes over time	Make plans to work toward one's own future self-concept	Identify the underlying emotions that influence unhelpful thoughts	Recognize unhelpful thoughts	Apply emotion-management strategies across contexts	Reframe unhelpful thoughts	Identify the actions that contribute to an escalating conflict	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Take responsibility and make amends	Recognize types of harassment and understand how they differ from bullying	Understand the impact of harassment on individuals and the school community	Understand students' rights to be protected from harassment	Understand students' responsibilities to create a harassment-free school environment	
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 8

Anchorage School District
Social and Emotional
Learning Standards

Second Step® Middle School

Key Skills and Concepts																			
Unit 1: Mindsets & Goals				Unit 2: Developing a Positive Sense of Self				Unit 3: Thoughts, Emotions & Decisions			Unit 4: Managing Relationships & Social Conflict			Optional Unit: Recognizing Bullying & Harassment					
Follow norms when discussing sensitive topics	Identify important aspects of their identity, including interests	Apply personal strengths to develop an interest	Anticipate roadblocks to success and plan strategies to overcome them	Describe agency and how it appears in life	Understand different sources of confidence	Practice strategies to build confidence	Make an actionable plan to build confidence	Recognize the signs of stress and anxiety	Recognize that some stress can be positive	Apply stress-management strategies to cope	Recognize the signs of healthy and unhealthy relationships	Treat others with respect despite differing values and opinions	Apply conflict-management strategies when values and perspectives differ	Recognize bullying and harassment	Recognize that social and environmental factors contribute to bullying and harassment	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school		
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												✓	✓		✓			