



**ALIGNMENT CHART**

# ASCA Student Standards: Mindsets & Behaviors for Student Success

■ **Second Step® High School**

## What Is Second Step® High School?

Second Step High School is a research-based, Tier 1 social-emotional learning (SEL) program for Grades 9–12. It includes pathways with practices for school leaders and educators designed to help create a positive school climate, strengthen staff and student 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 and activities in this program involve the entire school community and can produce positive schoolwide change.

## How the Program Meets the ASCA Student 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 ASCA Student Standards. Boxes are checked to indicate that Second Step High School meets a given ASCA 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

### ASCA Student Standards: Mindsets & Behaviors for Student Success

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	Utilizing 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	
Category	Standard																						
Mindsets	M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being				✓		✓	✓		✓	✓	✓			✓	✓	✓	✓	✓				
	M2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	✓	✓	✓	✓			✓		✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	
	M3. Positive attitude toward work and learning					✓	✓	✓	✓	✓	✓		✓	✓									
	M4. Self-confidence in ability to succeed					✓	✓	✓	✓	✓	✓				✓								
	M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes					✓	✓	✓	✓	✓	✓	✓			✓								
	M6. Understanding that postsecondary education and life-long learning are necessary for long-term success						✓		✓	✓	✓												
Behavior Standards: Learning Strategies	B-LS 1. Critical-thinking skills to make informed decisions	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	
	B-LS 2. Creative approach to learning, tasks and problem solving					✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			
	B-LS 3. Time-management, organizational and study skills					✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						
	B-LS 4. Self-motivation and self-direction for learning							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			
	B-LS 5. Media and technology skills to enhance learning																						
	B-LS 6. High-quality standards for tasks and activities					✓		✓	✓				✓										
	B-LS 7. Long- and short-term academic, career and social/emotional goals	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			
	B-LS 8. Engagement in challenging coursework					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			
	B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias										✓		✓									✓	
	B-LS 10. Participation in enrichment and extracurricular activities		✓						✓			✓				✓							
Behavior Standards: Self-Management Skills	B-SMS 1. Responsibility for self and actions	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
	B-SMS 2. Self-discipline and self-control	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
	B-SMS 3. Independent work			✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
	B-SMS 4. Delayed gratification for long-term rewards							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	
	B-SMS 5. Perseverance to achieve long- and short-term goals					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	



## Grade 9

### ASCA Student Standards: Mindsets & Behaviors for Student Success

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	Utilizing 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	
Category	Standard																						
Behavior Standards: Self-Management Skills	B-SMS 6. Ability to identify and overcome barriers	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		
	B-SMS 7. Effective coping skills			✓	✓		✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	
	B-SMS 8. Balance of school, home and community activities		✓					✓		✓	✓						✓	✓		✓		✓	
	B-SMS 9. Personal safety skills																						
	B-SMS 10. Ability to manage transitions and adapt to change	✓	✓	✓	✓			✓	✓	✓	✓			✓		✓	✓			✓			
Behavior Standards: Social Skills	B-SS 1. Effective oral and written communication skills and listening skills	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	✓	✓		✓								✓			✓					✓	✓	
	B-SS 3. Positive relationships with adults to support success	✓	✓	✓		✓			✓			✓	✓	✓		✓				✓		✓	
	B-SS 4. Empathy	✓	✓	✓	✓				✓			✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
	B-SS 5. Ethical decision-making and social responsibility	✓	✓	✓				✓							✓	✓					✓	✓	
	B-SS 6. Effective collaboration and cooperation skills	✓	✓	✓		✓	✓	✓	✓				✓	✓	✓	✓	✓				✓		
	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups	✓	✓			✓							✓		✓		✓				✓		
	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	
	B-SS 9. Social maturity and behaviors appropriate to the situation and environment	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	B-SS 10. Cultural awareness, sensitivity and responsiveness	✓	✓					✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	



## Grade 10

### ASCA Student Standards: Mindsets & Behaviors for Student Success

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	Applying strategies to repair relationships	Participating in defining success criteria	Persisting to master learning objectives	Utilizing 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
Category	Standard																						
Mindsets	M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being					✓		✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	
	M2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓
	M3. Positive attitude toward work and learning					✓	✓	✓	✓	✓	✓			✓								✓	
	M4. Self-confidence in ability to succeed					✓	✓	✓	✓	✓	✓				✓	✓						✓	
	M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes					✓	✓	✓	✓	✓	✓				✓	✓						✓	
	M6. Understanding that postsecondary education and life-long learning are necessary for long-term success								✓														
Behavior Standards: Learning Strategies	B-LS 1. Critical-thinking skills to make informed decisions	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓			✓		✓
	B-LS 2. Creative approach to learning, tasks and problem solving				✓	✓	✓	✓	✓	✓	✓		✓				✓	✓			✓		
	B-LS 3. Time-management, organizational and study skills					✓	✓	✓	✓	✓	✓							✓	✓				
	B-LS 4. Self-motivation and self-direction for learning						✓	✓	✓	✓	✓	✓	✓		✓		✓	✓			✓	✓	
	B-LS 5. Media and technology skills to enhance learning																						
	B-LS 6. High-quality standards for tasks and activities					✓	✓	✓					✓										
	B-LS 7. Long- and short-term academic, career and social/emotional goals	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓			✓		
	B-LS 8. Engagement in challenging coursework					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓		
	B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias				✓				✓	✓	✓	✓				✓							
	B-LS 10. Participation in enrichment and extracurricular activities		✓				✓				✓	✓					✓						
Behavior Standards: Self-Management Skills	B-SMS 1. Responsibility for self and actions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-SMS 2. Self-discipline and self-control	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-SMS 3. Independent work			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓			✓	✓	✓
	B-SMS 4. Delayed gratification for long-term rewards						✓	✓	✓	✓	✓	✓	✓	✓			✓	✓		✓		✓	✓
	B-SMS 5. Perseverance to achieve long- and short-term goals					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B-SMS 6. Ability to identify and overcome barriers	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



## Grade 10

### ASCA Student Standards: Mindsets & Behaviors for Student Success

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	Applying strategies to repair relationships	Participating in defining success criteria	Persisting to master learning objectives	Utilizing 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

Category	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Behavior Standards: Self-Management Skills	B-SMS 7. Effective coping skills			✓	✓		✓	✓	✓								✓	✓	✓	✓	✓	✓	✓
	B-SMS 8. Balance of school, home and community activities		✓				✓				✓						✓	✓		✓			
	B-SMS 9. Personal safety skills																						
	B-SMS 10. Ability to manage transitions and adapt to change	✓	✓	✓			✓	✓	✓	✓				✓		✓	✓	✓	✓	✓	✓	✓	✓
Behavior Standards: Social Skills	B-SS 1. Effective oral and written communication skills and listening skills	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓			✓	✓		✓		✓		✓
	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	✓	✓		✓								✓	✓							✓	✓	✓
	B-SS 3. Positive relationships with adults to support success	✓	✓	✓	✓	✓			✓							✓	✓		✓		✓	✓	✓
	B-SS 4. Empathy	✓	✓	✓	✓	✓				✓						✓	✓		✓		✓	✓	✓
	B-SS 5. Ethical decision-making and social responsibility	✓	✓	✓	✓	✓	✓									✓	✓		✓		✓	✓	✓
	B-SS 6. Effective collaboration and cooperation skills	✓	✓	✓	✓	✓	✓							✓	✓				✓				
	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups	✓	✓			✓								✓	✓								
	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	✓	✓	✓	✓	✓	✓	✓				✓	✓			✓	✓		✓		✓	✓	
	B-SS 9. Social maturity and behaviors appropriate to the situation and environment	✓	✓	✓	✓	✓	✓					✓	✓			✓	✓		✓		✓	✓	✓
	B-SS 10. Cultural awareness, sensitivity and responsiveness	✓	✓		✓										✓				✓		✓	✓	✓



## Grade 11

### ASCA Student Standards: Mindsets & Behaviors for Student Success

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	Utilizing 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	
Category	Standard																						
Mindsets	M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being				✓		✓		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓		
	M2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	✓	✓	✓	✓		✓		✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	
	M3. Positive attitude toward work and learning					✓	✓	✓	✓	✓	✓	✓		✓				✓					
	M4. Self-confidence in ability to succeed					✓	✓	✓	✓	✓	✓	✓											
	M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes				✓	✓	✓	✓	✓	✓	✓	✓						✓					
	M6. Understanding that postsecondary education and life-long learning are necessary for long-term success									✓													
Behavior Standards: Learning Strategies	B-LS 1. Critical-thinking skills to make informed decisions	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓			✓	✓	✓	
	B-LS 2. Creative approach to learning, tasks and problem solving					✓	✓	✓	✓	✓	✓	✓		✓		✓	✓			✓	✓		
	B-LS 3. Time-management, organizational and study skills					✓	✓	✓	✓	✓	✓	✓											
	B-LS 4. Self-motivation and self-direction for learning						✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓			
	B-LS 5. Media and technology skills to enhance learning																						
	B-LS 6. High-quality standards for tasks and activities					✓	✓	✓						✓									
	B-LS 7. Long- and short-term academic, career and social/emotional goals	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			
	B-LS 8. Engagement in challenging coursework					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			
	B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias				✓					✓	✓	✓						✓				✓	
	B-LS 10. Participation in enrichment and extracurricular activities		✓				✓				✓	✓											
Behavior Standards: Self-Management Skills	B-SMS 1. Responsibility for self and actions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
	B-SMS 2. Self-discipline and self-control	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
	B-SMS 3. Independent work			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	B-SMS 4. Delayed gratification for long-term rewards						✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
	B-SMS 5. Perseverance to achieve long- and short-term goals					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	



## Grade 11

### ASCA Student Standards: Mindsets & Behaviors for Student Success

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	Utilizing 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
Category	Standard																					
Behavior Standards: Self-Management Skills	B-SMS 6. Ability to identify and overcome barriers	✓		✓		✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓		
	B-SMS 7. Effective coping skills			✓			✓	✓	✓	✓	✓					✓	✓	✓	✓	✓		✓
	B-SMS 8. Balance of school, home and community activities		✓				✓	✓	✓	✓							✓	✓		✓		
	B-SMS 9. Personal safety skills																					
Behavior Standards: Social Skills	B-SMS 10. Ability to manage transitions and adapt to change	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓		
	B-SS 1. Effective oral and written communication skills and listening skills	✓	✓	✓		✓	✓	✓				✓	✓	✓		✓	✓			✓	✓	✓
	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	✓	✓		✓								✓		✓			✓			✓	✓
	B-SS 3. Positive relationships with adults to support success	✓	✓	✓	✓	✓			✓			✓		✓		✓	✓	✓		✓	✓	✓
	B-SS 4. Empathy	✓	✓	✓	✓				✓	✓			✓	✓			✓	✓	✓	✓	✓	✓
	B-SS 5. Ethical decision-making and social responsibility	✓	✓	✓			✓		✓	✓						✓		✓			✓	✓
	B-SS 6. Effective collaboration and cooperation skills	✓	✓	✓		✓	✓	✓					✓	✓			✓				✓	
	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups	✓	✓			✓							✓		✓							
	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	✓	✓	✓		✓	✓	✓	✓	✓			✓	✓	✓		✓	✓		✓	✓	✓
	B-SS 9. Social maturity and behaviors appropriate to the situation and environment	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓		✓	✓		✓	✓	✓
B-SS 10. Cultural awareness, sensitivity and responsiveness	✓	✓		✓									✓							✓	✓	



## Grade 12

### ASCA Student Standards: Mindsets & Behaviors for Student Success

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	Utilizing 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	Practicing gratitude regularly	
Category	Standard																						
Mindsets	M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being				✓		✓		✓	✓	✓	✓			✓		✓	✓	✓	✓	✓		
	M2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	✓	✓	✓	✓		✓		✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	
	M3. Positive attitude toward work and learning					✓	✓	✓	✓	✓	✓	✓		✓									
	M4. Self-confidence in ability to succeed					✓	✓	✓	✓	✓	✓	✓				✓				✓			
	M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes					✓	✓	✓	✓	✓	✓	✓				✓				✓			
	M6. Understanding that postsecondary education and life-long learning are necessary for long-term success													✓									
Behavior Standards: Learning Strategies	B-LS 1. Critical-thinking skills to make informed decisions	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓			
	B-LS 2. Creative approach to learning, tasks and problem solving					✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓		✓			
	B-LS 3. Time-management, organizational and study skills					✓	✓	✓	✓	✓	✓	✓							✓				
	B-LS 4. Self-motivation and self-direction for learning						✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓			
	B-LS 5. Media and technology skills to enhance learning																						
	B-LS 6. High-quality standards for tasks and activities					✓	✓	✓						✓									
	B-LS 7. Long- and short-term academic, career and social/emotional goals	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	B-LS 8. Engagement in challenging coursework					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓		✓			
	B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias				✓				✓	✓	✓	✓				✓				✓		✓	
	B-LS 10. Participation in enrichment and extracurricular activities		✓				✓				✓	✓				✓	✓						
Behavior Standards: Self-Management Skills	B-SMS 1. Responsibility for self and actions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
	B-SMS 2. Self-discipline and self-control	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	
	B-SMS 3. Independent work			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		
	B-SMS 4. Delayed gratification for long-term rewards						✓	✓	✓	✓	✓	✓		✓			✓	✓		✓			
	B-SMS 5. Perseverance to achieve long- and short-term goals					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	





## Grade 12

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Second Step® High School

		Key Skills and Concepts																					
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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	Utilizing 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	Practicing gratitude regularly	
Category	Standard																						
Behavior Standards: Self-Management Skills	B-SMS 6. Ability to identify and overcome barriers	✓		✓		✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓		
	B-SMS 7. Effective coping skills			✓			✓	✓	✓	✓								✓	✓	✓	✓		
	B-SMS 8. Balance of school, home and community activities		✓				✓			✓						✓				✓			
	B-SMS 9. Personal safety skills																						
	B-SMS 10. Ability to manage transitions and adapt to change	✓	✓	✓			✓	✓	✓	✓	✓			✓			✓	✓	✓	✓	✓		
Behavior Standards: Social Skills	B-SS 1. Effective oral and written communication skills and listening skills	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓		
	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	✓	✓		✓								✓		✓						✓	✓	
	B-SS 3. Positive relationships with adults to support success	✓	✓	✓	✓	✓			✓			✓		✓		✓				✓	✓	✓	
	B-SS 4. Empathy	✓	✓	✓					✓		✓		✓			✓			✓	✓	✓	✓	
	B-SS 5. Ethical decision-making and social responsibility	✓	✓	✓	✓		✓		✓		✓					✓	✓		✓	✓	✓	✓	
	B-SS 6. Effective collaboration and cooperation skills	✓	✓	✓	✓	✓	✓	✓					✓	✓		✓		✓			✓		
	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups	✓	✓			✓							✓		✓						✓		
	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		
	B-SS 9. Social maturity and behaviors appropriate to the situation and environment	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	
	B-SS 10. Cultural awareness, sensitivity and responsiveness	✓	✓		✓											✓				✓	✓	✓	