



**ALIGNMENT CHART**

# CASEL Core Social-Emotional Learning Competencies

■ **Second Step® High School**

This diagram illustrates how elements in Second Step High School align with the Collaborative for Academic, Social, and Emotional Learning (CASEL) core social-emotional learning (SEL) competencies.

**Self-Awareness**

- Pathway 1: Belonging & Connection
- Pathway 2: Confidence & Capability
- Pathway 3: Agency & Opportunity
- Pathway 4: Well-Being & Community

**Self-Management**

- Pathway 2: Confidence & Capability
- Pathway 3: Agency & Opportunity
- Pathway 4: Well-Being & Community

**Social Awareness**

- Pathway 1: Belonging & Connection
- Pathway 3: Agency & Opportunity
- Pathway 4: Well-Being & Community



**Relationship Skills**

- Pathway 1: Belonging & Connection
- Pathway 3: Agency & Opportunity
- Pathway 4: Well-Being & Community

**Responsible Decision-Making**

- Pathway 1: Belonging & Connection
- Pathway 2: Confidence & Capability
- Pathway 3: Agency & Opportunity
- Pathway 4: Well-Being & Community

**What Is CASEL?**

CASEL is the nation’s leading organization advancing the development of academic, social, and emotional competence for all students. Its mission is to help make evidence-based SEL an integral part of education from preschool through high school. To that end, CASEL has identified five interrelated SEL core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

**What Is Second Step® High School?**

Second Step High School is a research-based, schoolwide SEL program. It helps school leaders and classroom teachers guide students in co-creating a positive school climate, developing adaptive mindsets, and building the skills and knowledge necessary for navigating adolescence. It facilitates collaboration among school leaders, educators, and students to promote social-emotional competence and well-being. Through schoolwide and classroom practices and student activities, students can develop skills needed to build and maintain relationships, promote community

and well-being, and improve their perspectives about themselves and their abilities. The practices and activities in this program involve the entire school community and can produce positive schoolwide change.

Committee for Children, the maker of Second Step® programs, believes SEL can help students navigate differences, appreciate one another's perspectives, and act with empathy and compassion in their day-to-day lives.

**Second Step® High School elevates student voice throughout the program in the following ways:**

- Activities that support autonomy and provide students with ways to make meaningful choices and advocate for themselves
- Real-world application of skills and concepts to students' lives
- Opportunities for students to share their knowledge, ideas, opinions, and diverse experiences

**To support students' development, Second Step High School provides opportunities for students to:**

- Identify, appreciate, and develop their personal strengths and interests

- Honor and understand others' differences and perspectives
- Share about their own experiences

Second Step High School supports school leaders and teachers in creating a positive school and classroom climate and supports students' **sense of school connectedness and belonging** by helping students feel accepted, known, and valued through community-building interactions. These interactions are prompted by schoolwide practices, educator practices, and optional student activities. The practices and activities help school leaders and teachers capitalize on students' varied strengths, learn more about their students' lives, demonstrate caring and respect, validate students' experiences, and support peer collaboration. These efforts to **increase a sense of community** are reinforced by content throughout the program that requires students to:

- Consider the collective as well as the individual
- Co-create shared expectations that promote belonging and connection
- Identify and apply strategies to create a climate of inclusion
- Repair relationships



## Grade 9

### CASEL Core Social-Emotional Learning Competencies

Second Step® High School

CASEL Competencies	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
Self-Awareness	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Self-Management							✓	✓	✓	✓		✓	✓	✓	✓			✓	✓		
Social Awareness	✓	✓	✓	✓										✓						✓	✓
Relationship Skills	✓	✓	✓	✓																✓	✓
Responsible Decision-Making	✓	✓	✓				✓	✓	✓	✓	✓		✓	✓	✓					✓	



## Grade 10

### CASEL Core Social-Emotional Learning Competencies

Second Step® High School

CASEL Competencies	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
Self-Awareness	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Self-Management						✓	✓	✓	✓	✓		✓	✓				✓		✓	✓	✓	✓
Social Awareness	✓	✓	✓	✓										✓	✓						✓	✓
Relationship Skills	✓	✓	✓	✓																	✓	✓
Responsible Decision-Making	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓				✓	✓		✓		✓	✓



## Grade 11

### CASEL Core Social-Emotional Learning Competencies

Second Step® High School

CASEL Competencies	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	
Self-Awareness	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Self-Management						✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓				
Social Awareness	✓	✓	✓	✓									✓						✓			
Relationship Skills	✓	✓	✓	✓																	✓	
Responsible Decision-Making	✓	✓	✓			✓	✓	✓	✓	✓				✓	✓	✓						



## Grade 12

### CASEL Core Social-Emotional Learning Competencies

Second Step® High School

CASEL Competencies	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
Self-Awareness	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Self-Management						✓	✓	✓	✓	✓		✓	✓			✓	✓	✓	✓	✓
Social Awareness	✓	✓	✓	✓										✓	✓				✓	✓
Relationship Skills	✓	✓	✓	✓															✓	✓
Responsible Decision-Making	✓	✓	✓			✓	✓			✓	✓	✓			✓	✓			✓	✓