



**ALIGNMENT CHART**

# Character & Social-Emotional Development (CSED) National Guidelines

■ **Second Step® High School**

## About 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 that are 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 CSED National Guidelines

The following tables indicate which specific Second Step High School practices and activities can help students develop the knowledge, skills, and attitudes needed to meet the CSED National Guidelines. Boxes are checked to indicate that Second Step High School meets a given CSED guideline 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 guideline 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 guidelines.



## Grade 9

### Character & Social-Emotional Development (CSED) National Guidelines

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	Guideline																					
Moral Character	A. Know, understand, and practice the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
	B. Apply and demonstrate the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓
Performance Character	A. Know, understand, and practice the character strengths of self-discipline, responsibility, goal setting and grit	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
	B. Apply and demonstrate the character strengths of self-discipline, responsibility, goal setting and grit	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
Intellectual Character	A. Know, understand, and practice the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
	B. Apply and demonstrate the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
Civic Character	A. Know, understand, and practice the character strengths of fairness, respect, volunteering and contributing to the common good	✓	✓	✓								✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
	B. Apply and demonstrate the character strengths of fairness, respect, volunteering and contributing to the common good	✓	✓	✓								✓	✓	✓	✓			✓	✓	✓	✓	✓
Self-Awareness	A. Recognize, understand and express your own thoughts, emotions, mindsets, and personal strengths, including how emotions can affect thoughts and actions		✓	✓	✓			✓	✓		✓				✓	✓	✓	✓	✓	✓	✓	✓
Self-Management	A. Practice and demonstrate the ability to manage your impulses, emotions, thoughts, and behaviors in different situations		✓	✓	✓			✓	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓



## 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	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	Guideline																					
Social Awareness	A. Demonstrate the ability to empathize and take the perspective of others, including demonstrating awareness of cultural differences and respect for human dignity	✓	✓	✓	✓			✓							✓						✓	✓
Interpersonal/Relationship Skills	A. Demonstrate the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, to communicate clearly, actively listen, collaborate and cooperate, manage conflict constructively, seek and offer help when needed, and resist inappropriate peer pressure	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Responsible and Ethical Decision-Making	A. Demonstrate the ability to make decisions based on consideration of ethical principles, safety concerns, appropriate social norms, respect for self and others, and the likely consequences of your actions	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓



## Grade 10

### Character & Social-Emotional Development (CSED) National Guidelines

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	Guideline																						
Moral Character	A. Know, understand, and practice the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B. Apply and demonstrate the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Performance Character	A. Know, understand, and practice the character strengths of self-discipline, responsibility, goal setting and grit	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B. Apply and demonstrate the character strengths of self-discipline, responsibility, goal setting and grit	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Intellectual Character	A. Know, understand, and practice the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓
	B. Apply and demonstrate the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓
Civic Character	A. Know, understand, and practice the character strengths of fairness, respect, volunteering and contributing to the common good	✓	✓	✓	✓								✓	✓	✓	✓	✓			✓	✓	✓	✓
	B. Apply and demonstrate the character strengths of fairness, respect, volunteering and contributing to the common good	✓	✓	✓	✓								✓	✓	✓	✓	✓			✓	✓	✓	✓
Self-Awareness	A. Recognize, understand and express your own thoughts, emotions, mindsets, and personal strengths, including how emotions can affect thoughts and actions			✓	✓		✓		✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Self-Management	A. Practice and demonstrate the ability to manage your impulses, emotions, thoughts, and behaviors in different situations			✓	✓		✓		✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓



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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	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	Guideline																						
Social Awareness	A. Demonstrate the ability to empathize and take the perspective of others, including demonstrating awareness of cultural differences and respect for human dignity	✓	✓	✓	✓			✓							✓	✓							✓
Interpersonal/Relationship Skills	A. Demonstrate the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, to communicate clearly, actively listen, collaborate and cooperate, manage conflict constructively, seek and offer help when needed, and resist inappropriate peer pressure	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Responsible and Ethical Decision-Making	A. Demonstrate the ability to make decisions based on consideration of ethical principles, safety concerns, appropriate social norms, respect for self and others, and the likely consequences of your actions	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓				✓	✓



## Grade 11

### Character & Social-Emotional Development (CSED) National Guidelines

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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	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	Guideline																						
Moral Character	A. Know, understand, and practice the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	B. Apply and demonstrate the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Performance Character	A. Know, understand, and practice the character strengths of self-discipline, responsibility, goal setting and grit	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
	B. Apply and demonstrate the character strengths of self-discipline, responsibility, goal setting and grit	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
Intellectual Character	A. Know, understand, and practice the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
	B. Apply and demonstrate the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
Civic Character	A. Know, understand, and practice the character strengths of fairness, respect, volunteering and contributing to the common good	✓	✓	✓									✓	✓	✓	✓		✓	✓	✓	✓	✓	
	B. Apply and demonstrate the character strengths of fairness, respect, volunteering and contributing to the common good	✓	✓	✓									✓	✓	✓	✓		✓	✓	✓	✓	✓	
Self-Awareness	A. Recognize, understand and express your own thoughts, emotions, mindsets, and personal strengths, including how emotions can affect thoughts and actions			✓	✓		✓		✓	✓		✓			✓	✓	✓	✓	✓	✓		✓	
Self-Management	A. Practice and demonstrate the ability to manage your impulses, emotions, thoughts, and behaviors in different situations			✓	✓		✓		✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	



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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	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	Guideline																					
Social Awareness	A. Demonstrate the ability to empathize and take the perspective of others, including demonstrating awareness of cultural differences and respect for human dignity	✓	✓	✓	✓			✓								✓					✓	✓
Interpersonal/Relationship Skills	A. Demonstrate the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, to communicate clearly, actively listen, collaborate and cooperate, manage conflict constructively, seek and offer help when needed, and resist inappropriate peer pressure	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Responsible and Ethical Decision-Making	A. Demonstrate the ability to make decisions based on consideration of ethical principles, safety concerns, appropriate social norms, respect for self and others, and the likely consequences of your actions	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓		✓	✓	✓				✓	✓



## Grade 12

### Character & Social-Emotional Development (CSED) National Guidelines

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	Guideline																						
Moral Character	A. Know, understand, and practice the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
	B. Apply and demonstrate the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
Performance Character	A. Know, understand, and practice the character strengths of self-discipline, responsibility, goal setting and grit	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	B. Apply and demonstrate the character strengths of self-discipline, responsibility, goal setting and grit	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Intellectual Character	A. Know, understand, and practice the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
	B. Apply and demonstrate the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
Civic Character	A. Know, understand, and practice the character strengths of fairness, respect, volunteering and contributing to the common good	✓	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	B. Apply and demonstrate the character strengths of fairness, respect, volunteering and contributing to the common good	✓	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Self-Awareness	A. Recognize, understand and express your own thoughts, emotions, mindsets, and personal strengths, including how emotions can affect thoughts and actions			✓	✓		✓		✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	
Self-Management	A. Practice and demonstrate the ability to manage your impulses, emotions, thoughts, and behaviors in different situations			✓	✓		✓		✓	✓		✓			✓	✓	✓	✓	✓	✓			





## Grade 12

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		Key Skills and Concepts																				
		Pathway 1: Belonging & Connection				Pathway 2: Confidence & Capability						Pathway 3: Agency & Opportunity						Pathway 4: Well-Being & Community				
		Co-creating shared expectations that contribute to belonging	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	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	Guideline																					
Social Awareness	A. Demonstrate the ability to empathize and take the perspective of others, including demonstrating awareness of cultural differences and respect for human dignity	✓	✓	✓	✓			✓									✓				✓	✓
Interpersonal/Relationship Skills	A. Demonstrate the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, to communicate clearly, actively listen, collaborate and cooperate, manage conflict constructively, seek and offer help when needed, and resist inappropriate peer pressure	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Responsible and Ethical Decision-Making	A. Demonstrate the ability to make decisions based on consideration of ethical principles, safety concerns, appropriate social norms, respect for self and others, and the likely consequences of your actions	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓