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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-creating shared expectations that contribute to building</td>
<td>Connecting and collaborating with peers to build community</td>
<td>Understanding what happens in the brain when learning something new</td>
<td>Monitoring, evaluating, and celebrating progress when pursuing a goal</td>
</tr>
<tr>
<td>Pathway 1: Belonging &amp; Connection</td>
<td>Communicating effectively and honestly with adults and peers</td>
<td>Participating in defining success criteria</td>
<td>Persisting to master learning objectives</td>
</tr>
<tr>
<td>Pathway 2: Confidence &amp; Capability</td>
<td>Understanding not everyone is paying attention to you</td>
<td>Utilizing feedback and resources to meet success criteria</td>
<td>Applying collaborative routines and protocols during academic discussions</td>
</tr>
<tr>
<td>Pathway 3: Agency &amp; Opportunity</td>
<td>Participating in defining success criteria</td>
<td>Monitoring, evaluating, and celebrating progress when pursuing a goal</td>
<td>Applying collaborative routines and protocols during academic discussions</td>
</tr>
<tr>
<td>Pathway 4: Well-Being &amp; Community</td>
<td>Co-creating shared expectations that contribute to belonging</td>
<td>Persisting to master learning objectives</td>
<td>Applying collaborative routines and protocols during academic discussions</td>
</tr>
</tbody>
</table>

### Category

#### 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
- A. Practice and demonstrate the ability to manage your impulses, emotions, thoughts, and behaviors in different situations

#### Self-Management

- A. Recognize, understand and express your own thoughts, emotions, mindsets, and personal strengths, including how emotions can affect thoughts and actions
- A. Practice and demonstrate the ability to manage your impulses, emotions, thoughts, and behaviors in different situations

#### Guideline

- ✔ Indicates the guideline is met.
- ❏ Indicates the guideline is not met.

---

© 2024 Committee for Children | SecondStep.org | Second Step® High School
## Key Skills and Concepts

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-creating shared expectations that contribute to belonging</td>
<td>Connecting and collaborating with peers to build community</td>
<td>Understanding what happens in the brain when learning something new</td>
<td>Persisting to master learning objectives</td>
</tr>
<tr>
<td>Communicating effectively and honestly with educators</td>
<td>Participating in defining success criteria</td>
<td>Applying knowledge about what is in your control</td>
<td>Utilizing feedback and resources to meet success criteria</td>
</tr>
<tr>
<td>Understanding not everyone is paying attention to them</td>
<td>Leveraging feedback and resources to meet success criteria</td>
<td>Understanding what happens in the brain when learning something new</td>
<td>Exploring purpose by experimenting with personally relevant topics and interests</td>
</tr>
<tr>
<td>Participating in defining success criteria</td>
<td>Applying knowledge about what is in your control</td>
<td>Persisting to master learning objectives</td>
<td>Identifying and developing strengths</td>
</tr>
<tr>
<td>Co-creating shared expectations that contribute to belonging</td>
<td>Understanding what happens in the brain when learning something new</td>
<td>Leveraging feedback and resources to meet success criteria</td>
<td>Identifying and developing strengths</td>
</tr>
<tr>
<td>Communicating effectively and honestly with educators</td>
<td>Applying knowledge about what is in your control</td>
<td>Persisting to master learning objectives</td>
<td>Identifying and developing strengths</td>
</tr>
<tr>
<td>Understanding not everyone is paying attention to them</td>
<td>Leveraging feedback and resources to meet success criteria</td>
<td>Applying knowledge about what is in your control</td>
<td>Identifying and developing strengths</td>
</tr>
<tr>
<td>Participating in defining success criteria</td>
<td>Understanding what happens in the brain when learning something new</td>
<td>Persisting to master learning objectives</td>
<td>Identifying and developing strengths</td>
</tr>
<tr>
<td>Co-creating shared expectations that contribute to belonging</td>
<td>Connecting and collaborating with peers to build community</td>
<td>Understanding what happens in the brain when learning something new</td>
<td>Persisting to master learning objectives</td>
</tr>
<tr>
<td>Communicating effectively and honestly with educators</td>
<td>Participating in defining success criteria</td>
<td>Applying knowledge about what is in your control</td>
<td>Utilizing feedback and resources to meet success criteria</td>
</tr>
<tr>
<td>Understanding not everyone is paying attention to them</td>
<td>Leveraging feedback and resources to meet success criteria</td>
<td>Exploring purpose by experimenting with personally relevant topics and interests</td>
<td>Identifying and developing strengths</td>
</tr>
<tr>
<td>Participating in defining success criteria</td>
<td>Applying knowledge about what is in your control</td>
<td>Identifying and developing strengths</td>
<td>Identifying and developing strengths</td>
</tr>
<tr>
<td>Co-creating shared expectations that contribute to belonging</td>
<td>Connecting and collaborating with peers to build community</td>
<td>Understanding what happens in the brain when learning something new</td>
<td>Persisting to master learning objectives</td>
</tr>
<tr>
<td>Communicating effectively and honestly with educators</td>
<td>Participating in defining success criteria</td>
<td>Applying knowledge about what is in your control</td>
<td>Utilizing feedback and resources to meet success criteria</td>
</tr>
<tr>
<td>Understanding not everyone is paying attention to them</td>
<td>Leveraging feedback and resources to meet success criteria</td>
<td>Exploring purpose by experimenting with personally relevant topics and interests</td>
<td>Identifying and developing strengths</td>
</tr>
<tr>
<td>Participating in defining success criteria</td>
<td>Applying knowledge about what is in your control</td>
<td>Identifying and developing strengths</td>
<td>Identifying and developing strengths</td>
</tr>
<tr>
<td>Co-creating shared expectations that contribute to belonging</td>
<td>Connecting and collaborating with peers to build community</td>
<td>Understanding what happens in the brain when learning something new</td>
<td>Persisting to master learning objectives</td>
</tr>
<tr>
<td>Communicating effectively and honestly with educators</td>
<td>Participating in defining success criteria</td>
<td>Applying knowledge about what is in your control</td>
<td>Utilizing feedback and resources to meet success criteria</td>
</tr>
<tr>
<td>Understanding not everyone is paying attention to them</td>
<td>Leveraging feedback and resources to meet success criteria</td>
<td>Exploring purpose by experimenting with personally relevant topics and interests</td>
<td>Identifying and developing strengths</td>
</tr>
<tr>
<td>Participating in defining success criteria</td>
<td>Applying knowledge about what is in your control</td>
<td>Identifying and developing strengths</td>
<td>Identifying and developing strengths</td>
</tr>
<tr>
<td>Co-creating shared expectations that contribute to belonging</td>
<td>Connecting and collaborating with peers to build community</td>
<td>Understanding what happens in the brain when learning something new</td>
<td>Persisting to master learning objectives</td>
</tr>
<tr>
<td>Communicating effectively and honestly with educators</td>
<td>Participating in defining success criteria</td>
<td>Applying knowledge about what is in your control</td>
<td>Utilizing feedback and resources to meet success criteria</td>
</tr>
<tr>
<td>Understanding not everyone is paying attention to them</td>
<td>Leveraging feedback and resources to meet success criteria</td>
<td>Exploring purpose by experimenting with personally relevant topics and interests</td>
<td>Identifying and developing strengths</td>
</tr>
<tr>
<td>Participating in defining success criteria</td>
<td>Applying knowledge about what is in your control</td>
<td>Identifying and developing strengths</td>
<td>Identifying and developing strengths</td>
</tr>
</tbody>
</table>

## Grade 9

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

**Second Step® High School**

### Category: 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**

### Category: 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**

### Category: 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**
## Key Skills and Concepts

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-creating shared expectations that contribute to a positive learning environment</td>
<td>Connecting and collaborating with peers to build community</td>
<td>Communicating effectively and accurately with educators</td>
<td>Applying strategies to repair relationships</td>
</tr>
<tr>
<td>Participating in defining success criteria</td>
<td>Revisiting and revising learning objectives</td>
<td>Utilizing feedback and resources to meet success criteria</td>
<td>Applying knowledge of what is in your control to anticipate obstacles when pursuing a goal</td>
</tr>
<tr>
<td>Applying realistic optimism to overcome challenges</td>
<td>Monitoring, evaluating, and reflecting progress when pursuing a goal</td>
<td>Developing self-awareness and flexibility to adapt to changing circumstances</td>
<td>Applying collaborative routines and protocols during academic discussions</td>
</tr>
<tr>
<td>Participating in defining success criteria</td>
<td>Providing educators with actionable feedback to improve learning conditions</td>
<td>Identifying and appreciating strengths and opportunities</td>
<td>Identifying when mind breaks are necessary and using them to improve engagement and performance</td>
</tr>
<tr>
<td>Persisting to master learning objectives</td>
<td>Applying collaborative routines and protocols during academic discussions</td>
<td>Identifying the effects of emotions on the mind and body</td>
<td>Practicing gratitude regularly</td>
</tr>
<tr>
<td>Utilizing feedback and resources to meet success criteria</td>
<td>Identifying and appreciating strengths and opportunities</td>
<td>Reframing difficult situations by using positive self-talk</td>
<td>Navigating strong emotions by practicing gratitude</td>
</tr>
<tr>
<td>Applying successes to anticipate obstacles when pursuing a goal</td>
<td>Identifying the effects of emotions on the mind and body</td>
<td>Practicing gratitude regularly</td>
<td>Practicing gratitude regularly</td>
</tr>
</tbody>
</table>

## Grade 10

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

Second Step® High School

### Key Skills and Concepts

#### Pathway 1: Belonging & Connection
- Co-creating shared expectations that contribute to a positive learning environment
- Connecting and collaborating with peers to build community
- Communicating effectively and accurately with educators
- Applying strategies to repair relationships
- Participating in defining success criteria
- Revisiting and revising learning objectives to meet success criteria
- Utilizing feedback and resources to meet success criteria
- Applying realistic optimism to overcome challenges
- Monitoring, evaluating, and reflecting progress when pursuing a goal
- Participating in defining success criteria

#### Pathway 2: Confidence & Capability
- Persisting to master learning objectives
- Utilizing feedback and resources to meet success criteria
- Applying realistic optimism to overcome challenges
- Monitoring, evaluating, and reflecting progress when pursuing a goal
- Participating in defining success criteria

#### Pathway 3: Agency & Opportunity
- Applying collaborative routines and protocols during academic discussions
- Providing educators with actionable feedback to improve learning conditions
- Identifying and appreciating strengths and opportunities
- Identifying when mind breaks are necessary and using them to improve engagement and performance
- Applying collaborative routines and protocols during academic discussions

#### Pathway 4: Well-Being & Community
- Identifying the effects of emotions on the mind and body
- Reframing difficult situations by using positive self-talk
- Practicing gratitude regularly
- Navigating strong emotions by practicing gratitude
- Identifying and appreciating strengths and opportunities
- Identifying the effects of emotions on the mind and body
### Grade 10

**Character & Social-Emotional Development (CSED)**

**National Guidelines**

**Second Step® High School**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-creating shared expectations that contribute to belonging</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Connecting and collaborating with peers to build community</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Communicating effectively and openly with educators</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Applying strategies to repair relationships</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Participating in defining success criteria</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Utilizing feedback and resources to meet success criteria</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Applying knowledge of what is in your control to anticipate obstacles when pursuing a goal</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Applying realistic optimism to overcome challenges</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Monitoring, evaluating, and collaborating progress when pursuing a goal</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Directing learning by making choices about what and how to learn</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Applying collaborative routines and protocols during academic discussions</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Identifying and appreciating strengths</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Understanding how strengths can affect relationships</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Exploring purpose by experimenting with personally relevant topics and interests</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Identifying when mind breaks are necessary and using them to improve engagement and performance</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Understanding the effects of emotions on the mind and body</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Fostering positive emotions</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Reframing difficult situations by using positive self-talk</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Navigating strong emotions by practicing gratitude regularly</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

### Category

#### 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**

**Second Step® High School**

#### Key Skills and Concepts

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-creating shared expectations that contribute to belonging</td>
<td>Connecting and collaborating with peers to build community</td>
<td>Communicating effectively and honestly with adults</td>
<td>Recognizing how audience and setting can influence personality</td>
</tr>
<tr>
<td>Participating in defining success criteria</td>
<td>Setting realistic and measurable learning goals</td>
<td>Defining teaching strategies to address self-doubt</td>
<td>Applying collaborative rubrics and protocols during academic discussions</td>
</tr>
<tr>
<td>Making healthy choices and resources to meet need</td>
<td>Developing strategies for academic support</td>
<td>Monitoring, evaluating, and celebrating progress when pursuing a goal</td>
<td>Applying collaborative rubrics and protocols during academic discussions</td>
</tr>
<tr>
<td>Demonstrating strategies for addressing self-doubt</td>
<td>Participating in defining success criteria</td>
<td>Persisting to master learning objectives</td>
<td>Applying collaborative rubrics and protocols during academic discussions</td>
</tr>
<tr>
<td>Applying feedback and resources to meet success criteria</td>
<td>Utilizing feedback and resources to meet success criteria</td>
<td>Utilizing feedback and resources to meet success criteria</td>
<td>Applying feedback and resources to meet success criteria</td>
</tr>
<tr>
<td>Demonstrating strategies for addressing self-doubt</td>
<td>Participating in defining success criteria</td>
<td>Utilizing feedback and resources to meet success criteria</td>
<td>Applying collaborative rubrics and protocols during academic discussions</td>
</tr>
<tr>
<td>Applying strategies to address self-doubt and promote self-regulation</td>
<td>Identifying and appreciating strengths</td>
<td>Reframing difficult situations by using positive self-talk</td>
<td>Applying collaborative rubrics and protocols during academic discussions</td>
</tr>
<tr>
<td>Fostering positive emotions through mindful attention</td>
<td>Identifying when mind breaks are necessary and using them to improve engagement and performance</td>
<td>Understanding that what is considered “normal” can vary from person to person</td>
<td>Applying collaborative rubrics and protocols during academic discussions</td>
</tr>
<tr>
<td>Reframing difficult situations by using positive self-talk</td>
<td>Practicing gratitude regularly</td>
<td>Applying strategies to navigate strong emotions</td>
<td>Applying collaborative rubrics and protocols during academic discussions</td>
</tr>
<tr>
<td>Practicing gratitude regularly</td>
<td>Understanding that what is considered “normal” can vary from person to person</td>
<td>Engaging in self-reflection and self-assessment</td>
<td>Understanding that what is considered “normal” can vary from person to person</td>
</tr>
</tbody>
</table>
### Key Skills and Concepts

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-creating shared expectations that contribute to belonging</td>
<td>Recognizing how audience and setting can influence personality</td>
<td>Participating in defining success criteria</td>
<td>Directing learning by making choices about what and how to learn</td>
</tr>
<tr>
<td>Communicating effectively and honestly with others</td>
<td>Building feedback and resources to meet success criteria</td>
<td>Reflecting on mistakes to avoid self-sabotage</td>
<td>Identifying when mind breaks are necessary and using them to improve engagement and performance</td>
</tr>
<tr>
<td>Co-creating a shared understanding of belonging</td>
<td>Demonstrating strategies for addressing self-doubt</td>
<td>Persisting to master learning objectives</td>
<td>Applying strategies to navigate strong emotions</td>
</tr>
<tr>
<td>Connecting and collaborating with peers to build community</td>
<td>Applying collaborative routines and protocols during academic discussions</td>
<td>Utilizing feedback and resources to meet success criteria</td>
<td>Fostering positive emotions through mindful attention</td>
</tr>
<tr>
<td>Communicating effectively and sincerely with educators</td>
<td>Applying collaborative routines and protocols during academic discussions</td>
<td>Applying refusal strategies to overcome obstacles</td>
<td>Reframing difficulty by using positive self-talk</td>
</tr>
<tr>
<td>Recognizing how audience and setting can influence personality</td>
<td>Persisting to master learning objectives</td>
<td>Identifying and appreciating strengths</td>
<td>Understanding that what is considered “normal” can vary from person to person</td>
</tr>
<tr>
<td>Participating in defining success criteria</td>
<td>Reflecting on mistakes to avoid self-sabotage</td>
<td>Exploring purpose by experimenting with personally relevant topics and interests</td>
<td>Practicing gratitude regularly</td>
</tr>
</tbody>
</table>

### Grade 11

**Character & Social-Emotional Development (CSED)**

**National Guidelines**

**Second Step® High School**

<table>
<thead>
<tr>
<th>Category</th>
<th>Guideline</th>
<th>Pathway 1</th>
<th>Pathway 2</th>
<th>Pathway 3</th>
<th>Pathway 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Awareness</td>
<td>A. Demonstrate the ability to empathize and take the perspective of others, including demonstrating awareness of cultural differences and respect for human dignity</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>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</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Interpersonal Relationship Skills</td>
<td>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</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>
## Grade 12

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

Second Step® High School

### Key Skills and Concepts

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-creating shared expectations that contribute to belonging</td>
<td>Communicating effectively and honestly with educators</td>
<td>Building feedback and resources to meet success criteria</td>
<td>Reframing difficult situations by using positive self-talk</td>
</tr>
<tr>
<td>Connecting and collaborating with peers to build community</td>
<td>Sharing strategies to overcome learned helplessness</td>
<td>Monitoring, evaluating, and celebrating progress when pursuing a goal</td>
<td>Demonstrating compassion for others</td>
</tr>
<tr>
<td>Demonstrating ways to avoid making assumptions about others</td>
<td>Applying collaborative routines and protocols during academic discussions</td>
<td>Identifying and appreciating strengths</td>
<td>Practicing gratitude regularly</td>
</tr>
<tr>
<td>Participating in defining success criteria</td>
<td>Providing educators with actionable feedback to improve learning conditions</td>
<td>Understanding how collective strengths contribute to the school community</td>
<td>Practicing gratitude regularly</td>
</tr>
<tr>
<td>Persisting to master learning objectives</td>
<td>Identifying when mind breaks are necessary and using them to improve engagement and performance</td>
<td>Exploring purpose by experimenting with personally relevant topics and interests</td>
<td>Re-framing effective solutions by using positive self-talk</td>
</tr>
<tr>
<td>Utilizing feedback and resources to meet success criteria</td>
<td>Navigating strong emotions using self-compassion</td>
<td>Exploring purpose by experimenting with personally relevant topics and interests</td>
<td>Practicing gratitude regularly</td>
</tr>
<tr>
<td>Applying strategies for overcoming learned helplessness</td>
<td>Exploring purpose by experimenting with personally relevant topics and interests</td>
<td>Exploring purpose by experimenting with personally relevant topics and interests</td>
<td>Practicing gratitude regularly</td>
</tr>
<tr>
<td>Monitoring, evaluating, and celebrating progress when pursuing a goal</td>
<td>Identifying and appreciating strengths</td>
<td>Practicing gratitude regularly</td>
<td>Practicing gratitude regularly</td>
</tr>
</tbody>
</table>

### Grade 12

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

**Second Step® High School**

<table>
<thead>
<tr>
<th>Category</th>
<th>Guideline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Awareness</strong></td>
<td>A. Demonstrate the ability to empathize and take the perspective of others, including demonstrating awareness of cultural differences and respect for human dignity</td>
</tr>
<tr>
<td></td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td><strong>Interpersonal Relationship Skills</strong></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td><strong>Responsible and Ethical Decision-Making</strong></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
</tr>
</tbody>
</table>