



ALIGNMENT CROSSWALK

Second Step® K–12 Digital Programs ↔ Illinois Social and Emotional Learning Standards

Purpose

This crosswalk aligns each Illinois SEL standard code to representative Second Step® digital programs’ objectives and learning experiences. The aligned content column includes codes and titles only, using K–8 lesson codes and high school pathway/collection/grade codes.

Reading the Content Column

The Aligned Second Step® Content column lists aligning K–8 lessons by grade, unit, and lesson code, followed by the exact lesson title. K–8 lesson codes use the format G#U#L#; for example, G5U1L1 corresponds to Grade 5, Unit 1, Lesson 1. High school lessons are listed by pathway, collection, and grade, followed by the exact student activity title. High school codes use the format P#C#G#; for example, P4C1G12 corresponds to Pathway 4, Collection 1, Grade 12. A schoolwide practice (SW) or educator practice (ED) may also replace the code placement for a student activity grade (G).

Alignment Strength Key

Rating	Interpretation
Full	Direct objective evidence addresses the standard.
Moderate	Substantial related support is present, but evidence is narrower or depends on facilitation.
Limited	A related opportunity exists, but the standard is only partially addressed.
Not addressed	Meaningful objective evidence was not identified.

At-a-Glance Coverage Summary

Grade Band	Full	Moderate	Limited	Not Addressed	Total Standards
Grades K–2: Early Elementary	20	7	1	2	30
Grades 3–5: Late Elementary	22	5	1	2	30
Grades 6–8: Middle School	17	10	0	3	30
Grades 9–10: Early High School	17	11	1	1	30
Grades 11–12: Late High School	20	6	3	1	30

Grades K–2: Early Elementary

Illinois SEL indicators compared with Second Step® digital programs’ objectives and learning experiences for this grade band

Coverage: 20 Full | 7 Moderate | 1 Limited | 2 Not Addressed | 30 Total Standards

Indicator	Code	Illinois Standard	Aligned Second Step® Content / Learning Experiences	Alignment	How the Program Supports the Standards
1A	1A.1.1	Identify emotions to support personal well-being.	KU2L6 Sometimes We Feel Happy G1U2L6 Noticing Feelings G2U2L6 Feeling Proud	Full	Students identify and label emotions as part of well-being.
1A	1A.1.2	Describe situations that may cause a variety of emotions.	KU2L7 Sometimes We Feel Sad G1U2L7 Sometimes We Feel Worried G2U2L7 Feeling Disappointed	Full	Students use context to describe why emotions occur.
1B	1B.1.1	Identify and discuss personal strengths, challenges, and interests.	KU1L3 Mistakes Are Okay! G1U1L3 You Did It! G2U1L4 Planning for Practice	Moderate	Students discuss growth, practice, and learning challenges.
1B	1B.1.2	Engage in conversations about themselves and important people, places, and routines in their lives.	KU3L15 Demonstrating Kindness G1U3L15 Demonstrating Kind Acts	Moderate	Students share kindness experiences involving self and others.
1C	1C.1.1	Set short-term goals and identify reasons behind them with adult assistance.	KU1L5 Let's Practice and Learn! G1U1L5 We Can Do It! G2U1L5 Learn and Get Better	Full	Students practice simple goal pursuit and learning strategies.
1C	1C.1.2	Identify a trusted adult as a resource or support outside of the family.	KU2L9 We Can Feel Calm G1U4L18 Ask for What You Need	Moderate	Students practice help-seeking and communicating needs.
2A	2A.1.1	Describe connections between feelings, thoughts, and actions.	G1U1L4 Helpful Thoughts G2U2L8 Help Yourself Feel Better	Full	Students connect feelings, helpful thoughts, and actions.
2A	2A.1.2	Use a variety of strategies to manage strong emotions.	KU2L9 We Can Feel Calm KU2L10 What Are They Feeling? G2U2L8 Help Yourself Feel Better	Full	Students practice calm-down, breathing, and helpful-thought strategies.
2B	2B.1.1	Apply basic coping strategies and seek appropriate help when facing challenges.	KU1L3 Mistakes Are Okay! KU2L9 We Can Feel Calm G1U1L2 Everyone Gets Distracted	Full	Students use encouragement, attention, and help-seeking strategies.
2B	2B.1.2	Reframe setbacks positively, with adult support.	KU1L3 Mistakes Are Okay! G1U1L4 Helpful Thoughts G2U1L3 More Than Practice	Full	Students view mistakes as learning and practice helpful thoughts.
2C	2C.1.1	Identify a personal or academic goal, with adult support, and use simple strategies to meet the goal.	KU1L5 Let's Practice and Learn! G1U1L5 We Can Do It! G2U1L5 Learn and Get Better	Full	Students use practice, attention, and planning to meet goals.
2C	2C.1.2	Express feelings and choices when facing a challenge, celebrate progress, and recognize when a problem is solved.	G1U1L3 You Did It! G1U4L20 Solving Problems G2U4L20 Be a Problem-Solver	Full	Students recognize progress and use problem-solving choices.
3A	3A.1.1	Recognize that others may have different preferences, beliefs, or feelings about the same situation.	G2U2L9 Different Feelings G2U2L10 How Do You Feel?	Full	Students explain different feelings in the same situation.
3A	3A.1.2	Recognize and name basic emotions of others using facial expressions, tone of voice, and context clues.	KU2L10 What Are They Feeling? G1U2L10 Noticing Clues	Full	Students label feelings using behavioral and contextual clues.
3B	3B.1.1	Use words or non-verbal gestures to comfort or welcome others.	KU3L13 Showing Kindness G1U3L12 Ways to Be Kind G1U3L13 Offering Kind Acts	Full	Students practice kind acts that welcome and support others.
3B	3B.1.2	Demonstrate the ability to wait, take turns, and share with others.	KU4L19 Taking Turns and Sharing KU4L20 We Can Solve Problems	Full	Students practice sharing and taking turns as solutions.
3C	3C.1.1	Identify visible differences among people.	G2U2L9 Different Feelings G2U2L10 How Do You Feel?	Limited	Students discuss different experiences and feelings, not visible differences directly.
3C	3C.1.2	Learn about others' cultures, holidays, and traditions through stories, conversations, and classroom activities.		Not addressed	The reviewed objectives do not explicitly address cultures, holidays, or traditions.
4A	4A.1.1	Share and celebrate something special about themselves and something special about a classmate.	KU3L15 Demonstrating Kindness G1U3L15 Demonstrating Kind Acts	Moderate	Students share kindness examples, but unique qualities are not explicit.
4A	4A.1.2	Work cooperatively with others, showing willingness to include everyone.	KU1L5 Let's Practice and Learn! G1U3L13 Offering Kind Acts G2U3L14 Empathy at School	Full	Students learn together and invite, help, and include others.

4B	4B.1.1	Recognize differences in how people express themselves.	KU2L10 What Are They Feeling? G1U2L10 Noticing Clues	Moderate	Students interpret expression clues, though expression differences are indirect.
4B	4B.1.2	Learn ways to share ideas and show interest in what others are saying in a variety of situations or environments.	KU3L13 Showing Kindness G1U3L13 Offering Kind Acts G1U4L18 Ask for What You Need	Full	Students communicate needs and show interest through kind acts.
4C	4C.1.1	Use calm words and actions to try to stop small problems before they become bigger.	KU4L17 Ready to Solve Problems G1U4L16 How to Say the Problem G2U4L16 The Way to Say a Problem	Full	Students use calm and respectful problem-solving language.
4C	4C.1.2	Communicate needs and wants clearly with peers and adults.	G1U4L18 Ask for What You Need G2U4L16 The Way to Say a Problem	Full	Students state needs and problems clearly.
5A	5A.1.1	Ask questions using what, when, where, why, and how to learn about the environment and others.	G1U4L18 Ask for What You Need G2U4L17 Thinking of Solutions	Moderate	Students ask for needs and generate solutions; question words may need facilitation.
5A	5A.1.2	Identify problems in their environment and who is involved.	KU4L16 We Can Say the Problem G1U4L16 How to Say the Problem G2U4L16 The Way to Say a Problem	Full	Students state a problem and identify what is happening.
5B	5B.1.1	Use classroom materials and adults to learn about a topic before making a choice.	KU2L9 We Can Feel Calm G1U4L18 Ask for What You Need	Moderate	Students seek adult help, though materials are not explicit.
5B	5B.1.2	Describe how a decision made in class or at home affected others.	G2U4L18 Which Solution? G2U4L20 Be a Problem-Solver	Full	Students compare solutions and explain better choices.
5C	5C.1.1	Use technology and follow basic digital safety rules with guidance.		Not addressed	The reviewed K–2 SEL scope does not include digital safety objectives.
5C	5C.1.2	Choose inclusive behaviors during play and express understanding of how those decisions affect others.	KU3L13 Showing Kindness KU4L19 Taking Turns and Sharing G1U3L13 Offering Kind Acts	Full	Students practice doing inclusive kind acts, sharing, and taking turns.

Grades 3–5: Late Elementary

Illinois SEL indicators compared with Second Step® digital programs' objectives and learning experiences for this grade band

Coverage: 22 Full | 5 Moderate | 1 Limited | 2 Not Addressed | 30 Total Standards

Indicator	Code	Illinois Standard	Aligned Second Step® Content / Learning Experiences	Alignment	How the Program Supports the Standards
1A	1A.2.1	Identify a range of increasingly complex emotions and possible causes for those emotions.	G3U2L7 How Angry? G3U2L10 Strength of Feelings G5U2L7 What Is Stress?	Full	Students identify emotion intensity and causes of stress.
1A	1A.2.2	Identify coping strategies that help express emotions in a healthy manner.	G3U2L8 Take a Break G4U2L10 Rethink It! G5U2L8 Planning for Change	Full	Students use breaks, rethinking, and planning changes.
1B	1B.2.1	Identify and explore opportunities to develop personal strengths and assets (e.g., unique cultural and language assets).	G3U1L5 Make a Practice Plan G5U1L1 Let's Dream Big! G5U1L5 Continuous Improvement	Moderate	Students explore goals and strengths, but cultural/language assets are not explicit.
1B	1B.2.2	Explain how one's identity can be used to connect with peers, school, and community.	G3U3L13 My Kind of Kindness G5U3L11 Empathy in the Community	Moderate	Students connect preferences and empathy to relationships/community.
1C	1C.2.1	Identify a change they want to see in their community and create a goal to accomplish it.	G4U1L1 Setting a Good Class Goal G5U3L12 What's the Problem? G5U3L15 Your Solution	Full	Students set class/community goals and solve community problems.
1C	1C.2.2	Demonstrate the ability to access a variety of resources to accomplish goals.	G4U1L2 Making a Plan G4U1L3 Checking Our Progress G5U4L17 When? Where? Who?	Full	Students plan, monitor, and identify people/context for problem-solving.
2A	2A.2.1	Recognize early signs of stress or frustration and apply effective coping strategies.	G3U2L8 Take a Break G5U2L7 What Is Stress? G5U2L9 What Can I Change?	Full	Students recognize stress/frustration and apply coping strategies.

2A	2A.2.2	Adapt behavior in different settings to meet expectations.	G4U2L9 Take Another Look G5U2L10 Making a Change G5U4L17 When? Where? Who?	Full	Students adjust thinking/actions based on context.
2B	2B.2.1	Select and use appropriate coping strategies for different situations and celebrate small wins.	G3U2L8 Take a Break G4U1L5 Gallery Walk Celebration G5U2L10 Making a Change	Full	Students use coping strategies and celebrate progress.
2B	2B.2.2	Demonstrate flexibility when plans change or during academic or social challenges.	G4U1L3 Checking Our Progress G5U1L4 Overcoming Obstacles G5U2L8 Planning for Change	Full	Students adjust plans and strategies when challenges arise.
2C	2C.2.1	Set short-term goals, identify steps to meet those goals, and modify the steps if needed.	G3U1L4 Planning for Practice G4U1L2 Making a Plan G5U1L2 The Power of a Good Goal	Full	Students set goals, plan steps, and monitor progress.
2C	2C.2.2	Identify personal needs and understand how well-being supports meeting goals.	G5U1L3 Habits for Success! G5U2L7 What Is Stress? G5U2L10 Making a Change	Full	Students connect habits, stress, and emotion management to goals.
3A	3A.2.1	Identify similarities and differences in verbal and non-verbal communication between and within a variety of cultural and social groups.	G4U3L11 The Same, But Different G4U3L12 Ask, Listen, Learn	Moderate	Students compare perspectives; cultural communication is indirect.
3A	3A.2.2	Identify how backgrounds can be similar and different and demonstrate acceptance of differing social beliefs and perspectives.	G4U3L15 A New Point of View G5U3L13 A Different Point of View	Full	Students practice taking and accepting different perspectives.
3B	3B.2.1	Use calming signals or check-in signals to demonstrate understanding and focus.	G3U2L8 Take a Break G4U2L6 The Balanced Brain	Limited	Students learn calming strategies, not check-in signals explicitly.
3B	3B.2.2	Attempt different roles in cooperative groups.	G4U1L2 Making a Plan G5U3L15 Your Solution	Moderate	Students collaborate, though role rotation is not explicit.
3C	3C.2.1	Acknowledge and appreciate cultural practices and traditions.		Not addressed	The reviewed objectives do not explicitly address cultural practices or traditions.
3C	3C.2.2	Reflect on how learning about others helps build a stronger, more inclusive community.	G4U3L12 Ask, Listen, Learn G5U3L11 Empathy in the Community G5U3L15 Your Solution	Full	Students learn others' perspectives and design community solutions.
4A	4A.2.1	Analyze how similarities and differences among individuals and groups influence relationships.	G3U3L13 My Kind of Kindness G4U3L11 The Same, But Different G5U3L13 A Different Point of View	Full	Students analyze preferences and perspectives in relationships.
4A	4A.2.2	Engage in collaborative problem-solving that values input from all group members.	G4U1L2 Making a Plan G5U3L15 Your Solution G5U4L20 Putting It All Together	Full	Students collaborate and use everyone's needs in solutions.
4B	4B.2.1	Use inclusive language and avoid teasing or exclusion.	G3U3L15 Do Something Kind G4U4L17 Saying It Respectfully	Full	Students practice respectful language and friendship-building kindness.
4B	4B.2.2	Listen actively and allow space for communication by reducing distractions.	G4U3L12 Ask, Listen, Learn G4U3L13 Seeing It Differently	Full	Students ask questions and listen to understand perspectives.
4C	4C.2.1	Identify self-regulation strategies and to take a break when conflicts arise.	G3U2L8 Take a Break G4U2L6 The Balanced Brain G4U4L16 A Good Problem-Solver	Full	Students use breaks and self-regulation to solve problems.
4C	4C.2.2	Identify the steps it takes to solve a problem and, with prompting, put those steps into action.	G3U4L16 STEP by Step G4U4L20 STEP into Problem-Solving G5U4L20 Putting It All Together	Full	Students learn and apply STEP problem-solving.
5A	5A.2.1	Demonstrate the ability to ask questions aimed at understanding different perspectives or experiences.	G3U3L14 Asking Questions G4U3L12 Ask, Listen, Learn G4U3L13 Seeing It Differently	Full	Students ask questions to understand feelings and points of view.
5A	5A.2.2	Demonstrate interest as to why some people may have different life opportunities, needs, or perspectives.	G5U3L12 What's the Problem? G5U3L13 A Different Point of View	Moderate	Students explore needs and perspectives, not life opportunities directly.
5B	5B.2.1	Compare different viewpoints or facts before choosing a course of action.	G4U4L17 Saying It Respectfully G4U4L18 Exploring Outcomes G5U4L18 Solutions Web	Full	Students compare viewpoints and outcomes before choosing.

5B	5B.2.2	Reflect on how a decision impacted oneself and others.	G4U1L4 Reflecting On Our Journey G5U4L19 Let's Reflect	Full	Students reflect on solution outcomes and effects.
5C	5C.2.1	Make safe choices online and use technology appropriately.		Not addressed	The reviewed Grade 3–5 SEL scope does not include online safety objectives.
5C	5C.2.2	Recognize when their decision did not lead to the intended outcome and identify an alternate solution.	G4U1L3 Checking Our Progress G4U4L18 Exploring Outcomes G5U4L19 Let's Reflect	Full	Students check progress and identify better solutions.

Grades 6–8: Middle School

Illinois SEL indicators compared with Second Step® digital programs' objectives and learning experiences for this grade band

Coverage: 17 Full | 10 Moderate | 0 Limited | 3 Not Addressed | 30 Total Standards

Indicator	Code	Illinois Standard	Aligned Second Step® Content / Learning Experiences	Alignment	How the Program Supports the Standards
1A	1A.3.1	Identify the relationships between physiological changes, thoughts, feelings, and behaviors.	G6U3L15 Emotions and Your Brain G7U3L15 Feel, Think, Do G8U3L14 Understanding Stress and Anxiety	Full	Students analyze brain/body responses, emotions, thoughts, and decisions.
1A	1A.3.2	Identify how personal strengths, challenges, experiences, and identities influence choices and outcomes.	G7U2L10 Influences on Self-Concept G8U2L9 Sources of Confidence G8U4L20 My Values	Full	Students examine self-concept, confidence, and values in choices.
1B	1B.3.1	Identify and explore opportunities to develop personal strengths and assets and how they influence aspirations.	G7U2L12 Your Future Self-Concept G7U2L13 Who Will You Become? G8U2L13 Your Confidence-Building Plan	Full	Students connect strengths and confidence to future aspirations.
1B	1B.3.2	Recognize how family, peers, school, and community culture enrich their identity development.	G7U2L10 Influences on Self-Concept G7U2L11 Changes in Self-Concept	Moderate	Students identify influences on self-concept, but culture is less explicit.
1C	1C.3.1	Develop a long-term goal that aligns with personal and academic interests and identify external resources for support.	G6U1L5 Breaking Down Your Goals G6U1L7 Bringing It All Together G7U1L6 Creating an If-Then Plan	Full	Students set long-term goals and plan supports/strategies.
1C	1C.3.2	Identify and understand the attributes of safe peers at school or in the community.	G8U4L25 Unhealthy Relationships G8U4L26 Guide to Healthy Relationships G8U4L27 High School Challenges	Full	Students distinguish healthy relationships and identify supports.
2A	2A.3.1	Demonstrate impulse control in constructive ways to handle conflict or disappointment.	G6U3L17 Managing Your Emotions G6U4L23 Respectful Communication G7U4L21 Keeping Your Cool in a Conflict	Full	Students manage emotion and communicate respectfully to prevent escalation.
2A	2A.3.2	Balance responsibilities and manage time effectively to meet independently set goals.	G6U1L6 Monitoring Your Progress G8U1L7 Your Motivation Plan	Moderate	Students monitor progress and plan motivation; time management is indirect.
2B	2B.3.1	Identify common stressors and describe healthy strategies to manage stress and anxiety.	G8U3L15 Where Does Stress Come From? G8U3L17 Strategies for Managing Stress G8U3L19 My Stress-Management Plan	Full	Students identify stressors and choose stress-management strategies.
2B	2B.3.2	Adapt to challenges using effective coping strategies during complex personal and academic situations.	G6U1L3 Trying New Strategies G7U1L5 Overcoming Obstacles G8U3L18 Changing Strategies and Getting Help	Full	Students adapt strategies and seek help.
2C	2C.3.1	Prioritize tasks and manage time effectively to support goal achievement.	G6U1L5 Breaking Down Your Goals G6U1L6 Monitoring Your Progress G8U1L7 Your Motivation Plan	Moderate	Students break down goals and monitor progress; time is indirect.
2C	2C.3.2	Recognize the connection between healthy habits and the ability to focus and achieve goals.	G8U1L5 Strategies for Motivation G8U3L14 Understanding Stress and Anxiety G8U3L19 My Stress-Management Plan	Full	Students connect stress management, motivation, and focus.
3A	3A.3.1	Explore ways to use culturally responsive practices to enrich an understanding of the world.		Not addressed	The reviewed middle school objectives do not explicitly teach culturally responsive practices.

3A	3A.3.2	Practice and adopt clear strategies for accepting and supporting similarities and differences between oneself and others.	G6U4L22 Considering Multiple Perspectives G7U4L22 Conflicts and Perspectives G8U4L22 Recognizing Others' Perspectives	Moderate	Students practice perspective-taking, though similarity/difference acceptance is indirect.
3B	3B.3.1	Engage in simple conversations with awareness of different communication styles.	G6U4L23 Respectful Communication G7U4L22 Conflicts and Perspectives	Full	Students practice respectful language and listening.
3B	3B.3.2	Interpret verbal and nonverbal cues to identify others' emotions and respond with consideration even when perspectives differ.	G6U4L22 Considering Multiple Perspectives G7U4L23 Resolving Conflict Part 1 G8U4L22 Recognizing Others' Perspectives	Moderate	Students interpret perspectives; nonverbal cues are indirect.
3C	3C.3.1	Participate in activities, with adult support, that identify and challenge stereotypes or assumptions about people from different backgrounds or abilities.		Not addressed	The reviewed objectives do not explicitly challenge stereotypes or assumptions.
3C	3C.3.2	Engage with peers who have different backgrounds, identities, and abilities in an open dialogue.	G6U4L22 Considering Multiple Perspectives G7U2L9 Your Self-Concept G7U2L11 Changes in Self-Concept G7U4L22 Conflicts and Perspectives G8U2L9 Sources of Confidence G8U4L22 Recognizing Others' Perspectives	Moderate	There's open dialogue through group work and Real Voices videos of peers discussing their principles and abilities and differences in perspectives and backgrounds.
4A	4A.3.1	Identify how others may be feeling by observing body language, tone of voice, and the situation.	G6U4L22 Considering Multiple Perspectives G7U4L23 Resolving Conflict Part 1	Moderate	Students infer perspectives in situations; cues are indirect.
4A	4A.3.2	Recognize and acknowledge others' emotions and perspectives in various social situations.	G6U4L22 Considering Multiple Perspectives G7U4L23 Resolving Conflict Part 1 G8U4L22 Recognizing Others' Perspectives	Full	Students acknowledge perspectives during social conflict.
4B	4B.3.1	Engage in conversations that reflect understanding of others' viewpoints.	G6U4L23 Respectful Communication G7U4L22 Conflicts and Perspectives G7U4L23 Resolving Conflict Part 1	Full	Students listen and communicate understanding of viewpoints.
4B	4B.3.2	Engage in inclusive conversations and cooperative group interactions while avoiding distractions.	G6U1L1 A Soundtrack for Success G6U4L23 Respectful Communication	Moderate	Students collaborate and communicate respectfully; distractions are indirect.
4C	4C.3.1	Identify the connections between behaviors and outcomes and understand that choices are influenced by potential consequences.	G6U4L21 Why Conflicts Escalate G7U4L20 What Makes a Conflict Escalate? G7U4L24 Resolving Conflict Part 2	Full	Students evaluate escalation, consequences, and outcomes.
4C	4C.3.2	Demonstrate consideration of others during conflict and seek adult assistance when needed.	G6U4L25 Making Amends G8U3L18 Changing Strategies and Getting Help G8U4L23 Finding the Best Solution	Full	Students consider others, repair harm, and identify help.
5A	5A.3.1	Generate and pose open-ended questions to explore problems affecting different people, places, or systems.	G6U2L11 Multiple Guiding Principles G6U4L22 Considering Multiple Perspectives G7U4L23 Resolving Conflict Part 1 G8U4L23 Finding the Best Solution	Moderate	Students explore people affected by conflicts and question different solutions; systems/questions are indirect.
5A	5A.3.2	Investigate how identity, context, and perspective influence how problems are defined, experienced, and addressed.	G6U4L22 Considering Multiple Perspectives G7U2L10 Influences on Self-Concept G7U4L23 Resolving Conflict Part 1	Moderate	Students consider perspectives and self-concept influences.
5B	5B.3.1	Consider how personal values, peer influence, and media shape decision making.	G6U2L10 Making Decisions G6U2L11 Multiple Guiding Principles G8U4L20 My Values	Full	Students use guiding principles and values to make decisions.
5B	5B.3.2	Reflect on how decisions affect relationships, group dynamics, or community wellbeing.	G6U2L12 Thinking Short-Term and Long-Term G8U4L21 Values and Relationships G8U4L24 Making Things Right	Full	Students reflect on effects and repair relationships.
5C	5C.3.1	Demonstrate key aspects of digital citizenship, including empathy, digital wellbeing, and managing time spent online.		Not addressed	The reviewed middle school SEL objectives do not directly address digital citizenship.
5C	5C.3.2	Identify ways to make thoughtful, safe, and inclusive decisions in the future through self-reflection.	G6U2L13 Using Your Guiding Principles G7U1L7 Reflecting on Your If-Then Plan G8U4L26 Guide to Healthy Relationships	Full	Students reflect on plans and use values/relationship criteria.

Grades 9–10: Early High School

Illinois SEL indicators compared with Second Step® digital programs' objectives and learning experiences for this grade band

Coverage: 17 Full | 11 Moderate | 1 Limited | 1 Not Addressed | 30 Total Standards

Indicator	Code	Illinois Standard	Aligned Second Step® Content / Learning Experiences	Alignment	How the Program Supports the Standards
1A	1A.4.1	Analyze patterns in emotional responses and decision-making in future situations.	P4C1G9 Naming Emotions P4C2G9 Thoughtful Focus P2C3G10 Practical Positive Thinking	Full	Students analyze emotions, focus, and thinking patterns.
1A	1A.4.2	Evaluate how personal qualities and emotions impact choices, interactions, relationships, and academics.	P1C3G9 Imaginary Audience P4C1G9 Naming Emotions P4C2G10 Sharing Positive Emotions	Full	Students examine self-perception and emotions in interactions.
1B	1B.4.1	Build self-confidence through positive self-talk using affirmations and personal strengths, to solve problems.	P3C1G9 Guess Who? P3C2G9 Introduction to Strengths P2C3G10 Practical Positive Thinking	Full	Students identify strengths and use positive thinking.
1B	1B.4.2	Identify positive adult role models and support systems and analyze if and how they contribute to identity development.	P2C2G9 Identifying Obstacles P2C2G10 Anticipating Obstacles P2C2-SW1 Staff Talent Showcase P2C2-SW2 Professional and Community Connections P3C2-SW2 Town Hall	Moderate	Students identify strategies/supports for obstacles; adult role models are indirect. Students learn about educators' talents.
1C	1C.4.1	Demonstrate persistence and adaptability in pursuing goals while considering the impact of changing external circumstances.	P2C1G9 Visualizing Success P2C2G9 Identifying Obstacles P2C2G10 Anticipating Obstacles P4C3-SW1 Yet! Campaign	Full	Students set goals and plan for obstacles.
1C	1C.4.2	Develop and implement a long-term plan that anticipates and reflects unexpected outcomes, while adapting strategies and leveraging external resources such as family, community, and other supports.	P2C1G9 Visualizing Success P3C2G10 Computational Thinking for Problem-Solving P2C2G10 Anticipating Obstacles	Moderate	Students plan and anticipate obstacles; external supports are indirect.
2A	2A.4.1	Apply self-regulation strategies in real-life situations.	P4C2G9 Thoughtful Focus P2C3G10 Practical Positive Thinking P4C2G10 Sharing Positive Emotions	Full	Students practice refocusing and positive-thinking strategies.
2A	2A.4.2	Sustain focus and motivation by applying healthy coping strategies to manage stress, anxiety, or setbacks.	P4C2G9 Thoughtful Focus P2C2G10 Anticipating Obstacles P2C3G10 Practical Positive Thinking	Full	Students use coping and motivation strategies.
2B	2B.4.1	Reframe setbacks and adjust goals to adapt to new challenges to sustain effort toward long term personal and academic success.	P2C2G9 Identifying Obstacles P2C2G10 Anticipating Obstacles P2C3G10 Practical Positive Thinking P4C3-SW1 Yet! Campaign	Full	Students identify obstacle strategies and reframe thinking.
2B	2B.4.2	Reflect on the outcomes of personal goals and seek support when needed.	P2C1G9 Visualizing Success P2C2G9 Identifying Obstacles P2C2G10 Anticipating Obstacles	Moderate	Students plan and reflect on goals; explicit support-seeking is indirect.
2C	2C.4.1	Apply structured problem-solving strategies to overcome challenges and seek feedback when needed.	P2C1G10 Time Management Hackathon P3C1G10 Computational Thinking for Problem-Solving P2C1-ED1 Reaching Mastery P2C3-ED2 Peer Feedback	Full	Students apply structured real-world problem-solving.
2C	2C.4.2	Demonstrate consistent personal wellness routines for health and safety, with increasing independence.	P4C2G9 Thoughtful Focus P4C2G10 Sharing Positive Emotions	Moderate	Students learn focus and positive-emotion practices.
3A	3A.4.1	Analyze how social, historical, and cultural contexts shape people's experiences and worldviews.	P1C1G9 Get-to-Know-You Bingo P1C3G9 Imaginary Audience P4C3G9 What Would You Do? P1C1G10 Snapshot Moments P1C2G10 Common Ground P4C3G10 What's Normal? P1C3G12 Making Assumptions	Moderate	Students learn about peers; broader context analysis is indirect.
3A	3A.4.2	Demonstrate empathy and humility by actively listening to and supporting diverse viewpoints, especially those different from their own.	P1C2G9 Let's Connect P1C2G10 Common Ground P1C3G10 Digital Connections P2C3-ED2 Peer Feedback	Moderate	Students build connection and consider viewpoints.

3B	3B.4.1	Explore ways to use culturally specific practices like language, customs, and ways of engaging to enrich understanding of the world.		Not addressed	The reviewed Grade 9–10 activities do not explicitly address culturally specific practices.
3B	3B.4.2	Present information and adapt organization to the task, purpose, and audience, considering diverse communication preferences.	P2C1G10 Time Management Hackathon P3C3G10 Let Me Teach You Something P1C2-ED2 Digital Cooperative Learning P3C3-SW2 Student-Led Conferences	Full	Students teach peers and share strategies for an audience.
3C	3C.4.1	Examine how cultural, social, and personal identities and abilities influence people's values, behaviors and perspectives.	P1C3G9 Imaginary Audience P3C1G9 Guess Who?	Moderate	Students examine self-perception and strengths; culture/social identity is indirect.
3C	3C.4.2	Analyze the importance of inclusion and representation in school, community, and media through collaborative dialogue.	P1C2G10 Common Ground P1C3G10 Digital Connections	Limited	Students discuss connection and digital spaces; representation is indirect.
4A	4A.4.1	Express and affirm that similarities and differences are what make communities strong and interesting.	P1C2G10 Common Ground P3C2G10 Identifying Shared Strengths P3C3-SW1 Acting on Student Feedback	Full	Students identify common ground and shared strengths.
4A	4A.4.2	Participate in community or school activities that acknowledge, include, or celebrate diverse voices.	P1C1G9 Get-to-Know-You Bingo P1C2G9 Let's Connect P1C2G10 Common Ground P3C2-SW2 Town Hall	Full	Students participate in inclusive peer-connection activities.
4B	4B.4.1	Demonstrate the ability to present and support a point of view in a positive, and inclusive manner.	P2C1G10 Time Management Hackathon P3C3G10 Let Me Teach You Something P3C3-ED1 Implementing Student Feedback	Full	Students communicate ideas constructively to peers.
4B	4B.4.2	Demonstrate the ability to listen and engage when faced with conflicting viewpoints.	P1C2G9 Let's Connect P1C3G10 Digital Connections P2C3-ED2 Peer Feedback	Moderate	Students engage in dialogue and consider digital viewpoints.
4C	4C.4.1	Analyze the short-term and long-term outcomes of all behaviors and evaluate how responsible decision making improves outcomes.	P2C1G9 Visualizing Success P4C3G9 What Would You Do? P1C3G10 Digital Connections P2C1G10 Time Management Hackathon P2C2-ED2 Learning Reflections	Full	Students examine digital footprints and consequences.
4C	4C.4.2	Apply problem-solving steps to find fair solutions to conflicts, including responding to feedback from others in a productive manner.	P2C1G10 Time Management Hackathon P3C1G10 Computational Thinking for Problem-Solving	Moderate	Students use structured problem-solving; conflict/feedback is indirect.
5A	5A.4.1	Pose questions about the world and people and how various problems impact various groups.	P2C3G9 View, Analyze, Believe P3C1G10 Computational Thinking for Problem-Solving	Moderate	Students analyze real-world problems and question evidence.
5A	5A.4.2	Identify how bias and assumptions influence knowledge, research, and problem solving.	P1C3G9 Imaginary Audience P2C3G9 View, Analyze, Believe	Moderate	Students question intent/evidence and examine perceptions.
5B	5B.4.1	Synthesize information from varied and credible sources to support complex decisions.	P2C3G9 View, Analyze, Believe P3C1G10 Computational Thinking for Problem-Solving P2C1-ED1 Reaching Mastery	Full	Students use evidence and structured analysis.
5B	5B.4.2	Anticipate and reflect upon the broader social, emotional, and ethical consequences of decisions.	P4C3G9 What Would You Do? P1C3G10 Digital Connections P2C1-ED1 Reaching Mastery P4C1-ED2 Check, Shift, Reset P2C1-SW1 High Expectations P2C3-SW2 Plan and Reflect	Full	Students analyze online consequences and connection choices.
5C	5C.4.1	Develop strong digital citizenship skills to navigate a complex digital landscape and protect self from harm.	P4C3G9 What Would You Do? P1C3G10 Digital Connections P3C1-SW2 Digital Wellness Campaign	Full	Students examine digital tradeoffs and footprints.
5C	5C.4.2	Consider self-reflections to make future decisions that are honest, more equitable, and considerate of their well-being and the well-being of others.	P4C2G9 Thoughtful Focus P4C3G9 What Would You Do? P2C3G10 Practical Positive Thinking P4C1-ED2 Check, Shift, Reset	Full	Students reflect and use strategies to guide future choices.

Grades 11–12: Late High School

Illinois SEL indicators compared with Second Step® digital programs' objectives and learning experiences for this grade band

Coverage: 20 Full | 5 Moderate | 3 Limited | 1 Not Addressed | 29 Total Standards

Indicator	Code	Illinois Standard	Aligned Second Step® Content / Learning Experiences	Alignment	How the Program Supports the Standards
1A	1A.5.1	Identify strategies for managing emotional responses and decision-making in future situations.	P4C1G11 Identifying and Managing Emotions P4C1G12 Compassion for a Friend P4C2G12 Practicing Self-Compassion	Full	Students practice emotion-management and self-compassion strategies.
1A	1A.5.2	Adjust behaviors to emotional stressors, reflect on outcomes, and use insights for personal growth and life success.	P4C2G11 Photo Perspectives P4C2G12 Practicing Self-Compassion P4C3G12 Self-Compassionate Writing	Full	Students reflect on emotions and coping for growth.
1B	1B.5.1	Create goals based on personal strengths, assets, and aspirations.	P2C1G12 Name Your Brand P3C1G12 Career Curiosity Boards P3C3G12 Now Hiring: Future You P3C1-SW2 Digital Wellness Campaign	Full	Students connect strengths and goals to future aspirations.
1B	1B.5.2	Participate meaningfully and assess ways involvement in a community can support identity development and encourage aspirations.	P1C2G12 If You Really Knew Me P3C2G12 Collective Contributions P2C1-SW2 Community Goal P3C2-SW2 Town Hall	Moderate	Students connect with peers to identify and leverage their collective strengths.
1C	1C.5.1	Analyze how external factors like socioeconomic background, cultural norms, and role models have shaped their academic and career pathways.	P2C3G12 Expanding Networks for Success P3C1G12 Career Curiosity Boards P3C3G12 Now Hiring: Future You	Moderate	Students examine networks and career interests; external factor analysis is partial.
1C	1C.5.2	Evaluate and adjust goals over time in response to changing external circumstances or new insights and knowledge.	P3C3G11 Time for a Passion Project P2C3G12 Expanding Networks for Success P3C3G12 Now Hiring: Future You	Full	Students refine goals using projects, interviews, and networks.
2A	2A.5.1	Demonstrate self-regulation skills in challenging or unfamiliar contexts.	P4C1G11 Identifying and Managing Emotions P4C2G12 Practicing Self-Compassion P2C3-ED2 Peer Feedback	Full	Students practice regulation for strong emotions.
2A	2A.5.2	Demonstrate resilience and flexibility when facing unexpected changes.	P2C2G11 Addressing Self-Sabotage P2C2G12 Staying Positive and Confident P2C1-ED1 Reaching Mastery P2C2-ED2 Learning Reflections	Full	Students use strategies to recognize and address self-sabotage and negative thoughts.
2B	2B.5.1	Apply effective strategies to challenges and use setbacks as opportunities for growth.	P2C2G11 Addressing Self-Sabotage P2C2G12 Staying Positive and Confident P4C3G12 Self-Compassionate Writing P2C1-ED1 Reaching Mastery P4C3-ED1 Authentic Feedback P4C3-SW1 Yet! Campaign	Full	Students apply growth-oriented strategies to setbacks.
2B	2B.5.2	Understand which strategies and coping mechanisms work best for them and apply them when dealing with life events.	P4C1G11 Identifying and Managing Emotions P4C2G12 Practicing Self-Compassion P4C3G12 Self-Compassionate Writing	Full	Students select and practice coping strategies.
2C	2C.5.1	Evaluate the effectiveness of problem-solving strategies and independently solve problems.	P2C1G11 Professional Problem-Solving P3C3G11 Time for a Passion Project P4C3-SW1 Yet! Campaign P2C1-SW2 Community Goal	Full	Students practice professional problem-solving and independent project design.
2C	2C.5.2	Utilize resiliency, resources, and inherent capabilities to prepare for life beyond high school.	P2C1G12 Name Your Brand P2C3G12 Expanding Networks for Success P3C3G12 Now Hiring: Future You P3C1-SW2 Digital Wellness Campaign	Full	Students use strengths and networks for future readiness.
3A	3A.5.1	Evaluate strategies for engaging in non-verbal and verbal communication across multiple cultures.	P1C1G12 Empathy Interviews P1C2G12 If You Really Knew Me	Limited	Students practice empathy and connection; multiple-culture communication is not explicit.
3A	3A.5.2	Apply empathy and perspective-taking in real-world contexts, including civic engagement, leadership, and collaborative problem-solving.	P2C1G11 Professional Problem-Solving P1C1G12 Empathy Interviews P3C2G12 Collective Contributions	Full	Students apply empathy and collaboration in real-world contexts.
3B	3B.5.1	Reflect on and adjust communication style to better understand the impact of inequities on individuals and groups.	P4C3G11 What's Normal? P1C3G12 Making Assumptions	Limited	Students examine assumptions; inequity impact is indirect.

3B	3B.5.2	Advocate for self, others, or groups who are marginalized, experiencing distress, or societal inequities in culturally and contextually considerate ways.		Not addressed	The reviewed activities do not explicitly address advocacy for marginalized groups or societal inequities.
3C	3C.5.1	Engage in dialogue and collaborative action to address inequities in one's community.	P4C3G11 What's Normal? P3C2G12 Collective Contributions	Limited	Dialogue and collective contribution are present; inequity action is indirect.
3C	3C.5.2	Examine how personal identity, values, and experiences can influence interactions with others in the community and broader society.	P4C3G11 What's Normal? P1C2G12 If You Really Knew Me P1C3G12 Making Assumptions	Moderate	Students examine identity-sharing, assumptions, and social norms.
4A	4A.5.1	Critically examine how recognizing and affirming differences strengthens teams, communities, and the workplace.	P1C1G11 Stand Up P3C2G11 Strengths Mapping P3C2G12 Collective Contributions P1C2-ED2 Digital Cooperative Learning	Full	Students identify commonalities and strengths that support teams.
4A	4A.5.2	Exhibit leadership through service to improve the school and community.	P3C2G12 Collective Contributions P2C1-SW2 Community Goal P3C2-SW2 Town Hall	Moderate	Students examine collective strengths; service leadership requires local implementation.
4B	4B.5.1	Analyze how an individual's own identity and the identity of others influence communication.	P1C2G12 If You Really Knew Me P1C3G12 Making Assumptions P1C2-ED2 Digital Cooperative Learning P2C2-SW2 Professional and Community Connections	Full	Students share personal information and avoid assumptions.
4B	4B.5.2	Adjust communication styles to be inclusive while also recognizing the impact of technology on face-to-face interactions in academic and professional settings.	P2C1G11 Professional Problem-Solving P2C3G11 Balancing Online Time P3C3G12 Now Hiring: Future You P3C1-SW2 Digital Wellness Campaign	Full	Students practice professional communication and examine online time.
4C	4C.5.1	Use cooperative strategies for collaborating with peers, adults, and others in the community.	P2C1G11 Professional Problem-Solving P4C3G11 What's Normal? P3C2G12 Collective Contributions P1C2-ED2 Digital Cooperative Learning	Full	Students collaborate and solve problems cooperatively.
4C	4C.5.2	Practice using negotiation skills to reach collective solutions that value relationships, promote justice, and acknowledge the needs of everyone involved.	P1C3G11 Repairing Relationships P2C1G11 Professional Problem-Solving P3C2G12 Collective Contributions	Moderate	Students repair relationships and collaborate; justice-oriented negotiation is partial.
5A	5A.5.1	Seek input from diverse sources and voices when exploring a problem.	P2C1G11 Professional Problem-Solving P1C1G12 Empathy Interviews P1C2G12 If You Really Knew Me P4C3-ED2 Muddiest Point Collaboration	Full	Students seek peer input and use collaborative problem-solving.
5A	5A.5.2	Seek understanding of different viewpoints prior to making insightful decisions.	P4C3G11 What's Normal? P1C1G12 Empathy Interviews P1C3G12 Making Assumptions	Full	Students learn about others and examine assumptions before deciding.
5B	5B.5.1	Make informed decisions grounded in data and ethical reasoning by anticipating how their choices can advance or hinder self or others.	P1C3G11 Repairing Relationships P2C1G11 Professional Problem-Solving P3C1G11 Understanding Your Feed P3C1-SW2 Digital Wellness Campaign P3C3-SW2 Plan and Reflect	Full	Students analyze algorithms, conflicts, consequences, and problem-solving choices.
5B	5B.5.2	Generate solutions while considering the impact on personal well-being, relationships, and communities.	P1C3G11 Repairing Relationships P2C1G11 Professional Problem-Solving P3C2G12 Collective Contributions	Full	Students generate solutions with attention to relationships and community.
5C	5C.5.1	Utilize technology to prepare for future academic and professional success.	P2C3G11 Balancing Online Time P3C1G11 Understanding Your Feed P3C3G12 Now Hiring: Future You P1C2-ED2 Digital Cooperative Learning P3C1-SW2 Digital Wellness Campaign	Full	Students manage digital experiences and practice future-ready communication and digital use.
5C	5C.5.2	Apply insights from past experiences to make future decisions for the safety of themselves and others.	P1C3G11 Repairing Relationships P2C2G11 Addressing Self-Sabotage P4C1G11 Identifying and Managing Emotions P2C2-ED2 Learning Reflections P3C1-SW2 Digital Wellness Campaign	Moderate	Students reflect on past experiences and practice relationship-repair, emotion-management, and digital wellness strategies for safer future choices.

Sources

Committee for Children. (2025). Second Step® Digital Programs for Kindergarten–Grade 12: Full Scope and Sequence. Uploaded source PDF used for lesson titles, pathway names, activity titles, and objectives.

Illinois Social and Emotional Learning Standards Reorganized by Grade Band. Uploaded source DOCX used for Illinois SEL goals, indicators, standard codes, and performance expectations.