



**FULL SCOPE AND SEQUENCE**

# Second Step® High School

## Pathway 1: Belonging & Connection

**Goal:** In this foundational pathway, leaders, educators, and students cultivate a sense of social and school belonging so students feel accepted, respected, and known, and are able to create and sustain positive relationships at school and beyond.

**CASEL Core Competencies:** Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making

Practice/Activity		Objective
Collection 1		
Schoolwide Practice	<b>Choice 1: Greeting Students Across Campus</b>	School leaders will promote belonging by regularly greeting students when they arrive to campus each day.
	<b>Choice 2: Who Are We?</b>	School leaders will encourage students to share what it means to them to be part of their school community.
Educator Practice	<b>Choice 1: Co-Creating Classroom Agreements</b>	Educators will promote belonging by co-creating class norms, expectations, and consequences.
	<b>Choice 2: Music Moment</b>	Educators and students will create and play a classroom playlist of music to foster community through a shared musical experience.
Student Activity*	<b>Get-to-Know-You Bingo</b> Grade 9	Students will build connections by playing a Bingo game to learn more about each other.
	<b>Snapshot Moments</b> Grade 10	Students will learn about each other to build connections.
	<b>Stand Up</b> Grade 11	Students will identify common connections in a visualization activity.
	<b>Empathy Interviews</b> Grade 12	Students will practice empathy and build relationships by learning more about each other.



Practice/Activity		Objective
Collection 2		
Schoolwide Practice	<b>Choice 1: Schoolwide Agreements</b>	School leaders will build a sense of belonging by creating schoolwide norms and expectations in collaboration with students and staff.
	<b>Choice 2: Good News Messages</b>	School leaders will give educators time to prepare and send Good News Messages to families.
Educator Practice	<b>Choice 1: Memory Tricks</b>	Educators will build a sense of belonging by learning their students' names, including correct pronunciations, and referring to students accurately.
	<b>Choice 2: Digital Cooperative Learning</b>	Educators will provide students with cooperative learning experiences using digital tools that will allow them to demonstrate improved communication, problem-solving, and social skills.
Student Activity*	<b>Let's Connect</b> Grade 9	Students will make at least one connection with their classmates through a quick and engaging conversation-style game.
	<b>Common Ground</b> Grade 10	Students will build connections with peers to develop a sense of belonging.
	<b>Three Things in Common</b> Grade 11	Students will learn about each other to find three specific things they have in common to create connections.
	<b>If You Really Knew Me</b> Grade 12	Students will practice empathy and build connections by sharing facts about themselves in small groups.
Collection 3		
Schoolwide Practice	<b>Choice 1: Two Minutes a Day</b>	School leaders and educators will build connections with specific students through daily communication.
	<b>Choice 2: Connecting Our Community</b>	School leaders will encourage students to choose which activities they'd like to do to create a sense of belonging and build connections.
Educator Practice	<b>Choice 1: Communicating Belonging</b>	Educators will create a sense of belonging by encouraging sincere communication with their students.
	<b>Choice 2: Shared Learning Through Conversation</b>	Educators will facilitate class discussions that include multiple perspectives and give students opportunities to learn through conversation.



Practice/Activity		Objective
Collection 3		
Student Activity*	<b>Imaginary Audience</b> Grade 9	Students will examine their perceptions of how others see them and recognize that they tend to overestimate the amount of attention they receive.
	<b>Digital Connections</b> Grade 10	Students will examine the advantages and disadvantages of connecting digitally through social media or other platforms.
	<b>Repairing Relationships</b> Grade 11	Students will promote a sense of belonging by experimenting with relationship-repair strategies.
	<b>Making Assumptions</b> Grade 12	Students will promote a sense of belonging by learning how to avoid making assumptions about others.

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## Pathway 2: Confidence & Capability

**Goal:** In this pathway, leaders, educators, and students create learning conditions that build students' beliefs in their ability to overcome challenges and achieve personal and academic success.

**CASEL Core Competencies:** Self-Awareness, Self-Management, Responsible Decision-Making

Practice/Activity		Objective
Collection 1		
Schoolwide Practice	<b>Choice 1: High Expectations</b>	School leaders and educators will promote high expectations for all students.
	<b>Choice 2: Community Goal</b>	School leaders will collaborate with students and staff to identify and achieve a shared school goal to support collective efficacy.
Educator Practice	<b>Choice 1: Reaching Mastery</b>	Educators will provide students with multiple opportunities to master class objectives.
	<b>Choice 2: Peer Coaching</b>	Educators will encourage peers to learn together and support each other to develop self-efficacy and collective efficacy.



Practice/Activity		Objective
Collection 1		
Student Activity*	<b>Visualizing Success</b> Grade 9	Students will set a short-term goal and visualize action steps necessary to meet the goal.
	<b>Time Management Hackathon</b> Grade 10	Students will apply real-world problem-solving skills to share self-management strategies in support of success.
	<b>Professional Problem-Solving</b> Grade 11	Students will practice communication and college- and career-readiness skills to build confidence in problem-solving and collaboration.
	<b>Name Your Brand</b> Grade 12	Students will build confidence and self-awareness as they practice college- and career-readiness skills when designing their personal brand.
Collection 2		
Schoolwide Practice	<b>Choice 1: Staff Talent Showcase</b>	School leaders will model self-efficacy by sharing stories of staff members who have persevered to accomplish goals.
	<b>Choice 2: Professional and Community Connections</b>	School leaders will develop and maintain connections between professionals, community members, and students to support college and career knowledge.
Educator Practice	<b>Choice 1: Making Success Attainable</b>	Educators will co-create rubrics with students to help them understand and meet success criteria.
	<b>Choice 2: Learning Reflections</b>	Educators will contribute to students' self-efficacy by giving them guided reflection time at regular intervals.
Student Activity*	<b>Identifying Obstacles</b> Grade 9	Students will identify strategies for overcoming obstacles.
	<b>Anticipating Obstacles</b> Grade 10	Students will identify strategies for overcoming obstacles.
	<b>Addressing Self-Sabotage</b> Grade 11	Students will identify strategies for overcoming obstacles caused by self-sabotage.
	<b>Staying Positive and Confident</b> Grade 12	Students will use strategies to overcome negative thoughts.



Practice/Activity		Objective
Collection 3		
Schoolwide Practice	<b>Choice 1: Yet! Campaign</b>	School leaders will implement a Yet! Campaign to foster growth mindset by framing today's circumstances as a starting place for potential growth.
	<b>Choice 2: Plan and Reflect</b>	Staff members will use the designated time each week to help students develop habits of planning and reflecting to support self-efficacy.
Educator Practice	<b>Choice 1: Authentic Feedback</b>	Educators will provide students with tailored, specific, and actionable feedback for growth.
	<b>Choice 2: Peer Feedback</b>	Educators will introduce students to a peer feedback framework to promote reflection and improvement.
Student Activity*	<b>View, Analyze, Believe</b> Grade 9	Students will practice media-literacy skills by questioning intent and evidence when analyzing social media posts.
	<b>Practical Positive Thinking</b> Grade 10	Students will learn to challenge negative thinking by explaining situations more realistically.
	<b>Balancing Online Time</b> Grade 11	Students will consider how much time they spend online and identify ways to balance that time with other activities.
	<b>Expanding Networks for Success</b> Grade 12	Students will identify helpful people to add to their academic, professional, and social networks.

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## Pathway 3: Agency & Opportunity

**Goal:** In this pathway, leaders and educators support students in taking ownership over their learning by providing choices and opportunities to build and apply their strengths and explore purposeful interests.

**CASEL Core Competencies:** Self-Awareness, Self-Management, Responsible Decision-Making

Practice/Activity		Objective
Collection 1		
Schoolwide Practice	<b>Choice 1: Recognizing Contributions</b>	School leaders will create a climate of appreciation and recognition.
	<b>Choice 2: Digital Wellness Campaign</b>	School leaders will promote digital safety and well-being through a schoolwide campaign.
Educator Practice	<b>Choice 1: Choice Boards</b>	Educators will give students choices about how they explore and demonstrate learning.
	<b>Choice 2: Collaborative Learning Groups</b>	Educators will use guidelines to direct students in collaborative learning groups.
Student Activity*	<b>Guess Who?</b> Grade 9	Students will begin to identify their own strengths and learn to appreciate their classmates' diverse strengths.
	<b>Computational Thinking for Problem-Solving</b> Grade 10	Students will apply the four components of computational thinking to analyze and solve real-world problems.
	<b>Understanding Your Feed</b> Grade 11	Students will explore how algorithms influence digital content and identify strategies to take greater ownership of their online experiences.
	<b>Career Curiosity Boards</b> Grade 12	Students will share a career path that interests them and reflect on how it connects to their personal goals and strengths.
Collection 2		
Schoolwide Practice	<b>Choice 1: Extra Expo</b>	School leaders will provide students with opportunities to discover course and extracurricular options on campus.
	<b>Choice 2: Town Hall</b>	School leaders will hold a town hall event to foster a sense of shared responsibility and respect.



Practice/Activity		Objective
Collection 2		
Educator Practice	<b>Choice 1: Academic Discussions</b>	Educators will support students' academic discussions with collaborative practices and protocols.
	<b>Choice 2: Plan, Guide, Assess</b>	Educators will use a practice to get students to plan their learning, get feedback while learning, and assess the effectiveness of their initial plan.
Student Activity*	<b>Introduction to Strengths</b> Grade 9	Students will identify key aspects of character strengths and explore strengths in real-world applications.
	<b>Identifying Shared Strengths</b> Grade 10	Students will explore how individuals' strengths can contribute to group success.
	<b>Strengths Mapping</b> Grade 11	Students will identify and acknowledge strengths in each other.
	<b>Collective Contributions</b> Grade 12	Students will acknowledge how their collective strengths affect progress toward a shared goal.
Collection 3		
Schoolwide Practice	<b>Choice 1: Acting on Student Feedback</b>	School leaders will gather student feedback and make one change based on the feedback.
	<b>Choice 2: Student-Led Conferences</b>	School leaders will give students the opportunity to showcase their growth during student-led conferences at the end of a semester.
Educator Practice	<b>Choice 1: Implementing Student Feedback</b>	Educators will collect feedback from students and make one change based on that feedback.
	<b>Choice 2: Learning Menus</b>	Educators will empower students to take ownership of their learning by offering students choices.



Practice/Activity		Objective
Collection 3		
Student Activity*	<b>Exploring Experiences</b> Grade 9	Students will explore personally relevant topics and interests.
	<b>Let Me Teach You Something</b> Grade 10	Students will teach their peers a skill they are proud of to build confidence and strengthen communication skills.
	<b>Time for a Passion Project</b> Grade 11	Students will design and complete a self-directed project that reflects a personal interest and demonstrates a real-world skill.
	<b>Now Hiring: Future You</b> Grade 12	Students will participate in a mock interview to practice communicating their strengths, interests, and future goals.

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## Pathway 4: Well-Being & Community

**Goal:** In this final pathway, leaders and educators develop students' psychosocial assets to contribute to their individual well-being and the well-being of the school community.

**CASEL Core Competencies:** Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Practice/Activity		Objective
Collection 1		
Schoolwide Practice	<b>Choice 1: Underground Spirit Week</b>	School leaders will use humor and fun to build community among school members.
	<b>Choice 2: Traveling Award</b>	School leaders will encourage a community of recognition with a professional recognition practice.
Educator Practice	<b>Choice 1: Mind Breaks</b>	Educators will create and use various brain-reset activities with students.
	<b>Choice 2: Check, Shift, Reset</b>	Educators will have students find focus and transition to feeling ready to learn at the start of class.





Practice/Activity		Objective
Collection 1		
Student Activity*	<b>Naming Emotions</b> Grade 9	Students will research and define emotions and reflect on how they experience them.
	<b>Memories from Past and Future</b> Grade 10	Students will share positive emotions by visualizing and discussing positive experiences.
	<b>Identifying and Managing Emotions</b> Grade 11	Students will manage strong emotions using specific strategies.
	<b>Compassion for a Friend</b> Grade 12	Students will discuss and practice self-compassion.
Collection 2		
Schoolwide Practice	<b>Choice 1: Kind Notes and Shout-Outs</b>	School leaders will recognize students and staff with Kind Notes and Shout-Outs.
	<b>Choice 2: Teacher of the Month</b>	School leaders will promote teacher recognition based on students' choices.
Educator Practice	<b>Choice 1: Gratitude Practice</b>	Educators will encourage students to practice gratitude.
	<b>Choice 2: Gratitude Wall</b>	Educators will encourage students to think about and share what they're grateful for to promote positivity.
Student Activity*	<b>Thoughtful Focus</b> Grade 9	Students will learn refocusing strategies to use when managing emotions.
	<b>Sharing Positive Emotions</b> Grade 10	Students will experience the physical and mental effects of positive emotions.
	<b>Photo Perspectives</b> Grade 11	Students will examine emotions they feel in response to photos and consider the intent of social media photos.
	<b>Practicing Self-Compassion</b> Grade 12	Students will navigate strong emotions by practicing self-compassion.
Collection 3		
Schoolwide Practice	<b>Choice 1: Metaphoric Toolbox</b>	School leaders will bring awareness to staff members' strengths and skills with a fun practice.
	<b>Choice 2: Caught Doing Something Good</b>	School leaders will foster a sense of community by encouraging staff members to recognize positive student actions.



Practice/Activity		Objective
Collection 3		
Educator Practice	<b>Choice 1: Positive Self-Talk</b>	Educators will model positive self-talk and encourage students to use it themselves.
	<b>Choice 2: Muddiest Point Collaboration</b>	Educators will encourage shared learning by giving students time to collaborate to address learning challenges.
Student Activity*	<b>What Would You Do?</b> Grade 9	Students will understand that their online actions leave a "digital footprint" that can have lasting and real-world consequences.
	<b>Showing Gratitude</b> Grade 10	Students will navigate strong emotions by practicing gratitude.
	<b>What's Normal?</b> Grade 11	Students will develop their social awareness by analyzing various ways individuals define "normal."
	<b>Self-Compassionate Writing</b> Grade 12	Students will navigate strong emotions by practicing self-compassion through writing.

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