



ALIGNMENT CHART

	✓		
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			✓

Georgia ELA and Social Studies Standards

- **Second Step® Elementary Digital Program**
- **Second Step® Middle School Digital Program**
- **Second Step® High School Digital Program**

About Second Step® Programs

The research-based Second Step Elementary and Second Step Middle School digital programs are universal, web-based classroom programs designed to develop human skills, which can help increase students' school success and decrease problem behaviors.^{1,2} The programs help students learn how to cope with challenges, create positive relationships, and succeed both socially and academically. Skills are reviewed and expanded each year, gradually becoming more complex as students get older. Lessons provide tools for students to develop the mindsets, knowledge, and skills to handle strong emotions, show kindness and empathy, build and strengthen friendships, make and follow through on good decisions, and solve problems with their peers.

The Second Step High School digital program uses effective strategies from research with adolescents to increase students' academic, social, and emotional competencies. The program utilizes a whole-school approach to developing learning conditions that provide students with a positive school climate, adaptive experiences and mindsets, and skills and knowledge for navigating adolescence. This approach

comes directly from research that found programs for older students centered around strategies aimed at changing school climate and adolescents' perceptions of themselves and their world are generally more effective than direct skill instruction.³

How the Programs Meet Georgia Standards

The following tables indicate which specific Second Step grade-band lessons and related materials can help students develop the knowledge, skills, and attitudes needed to meet the Georgia ELA and Social Studies Standards. Subject-specific standards have been removed to improve readability. Boxes are checked to indicate that the Second Step digital programs meet a given state standard within the identified grade or grade band (for instance, Grades K–2) when:

1. Students have clear opportunities to actively process the knowledge or practice the skills described in the standard through discussion, writing, drawing, or other related activities
2. There are opportunities for teachers to gather evidence of student learning in relation to the standards

1. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

2. Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development, 88*(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>

3. Yeager, D. S. (2017). Social and emotional learning programs for adolescents. *The Future of Children, 27*(1), 73–94. <https://doi.org/10.1353/foc.2017.0004>



Kindergarten

Georgia ELA and Social Studies Standards

Second Step® Elementary Digital Program

Key Skills and Concepts													Instructional Strategies										
Brain Builders (Executive-Function Skills)	Unit 1: Growth Mindset & Goal-Setting			Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving			Discussion				Using Stories and Scenarios		Skill Practice				
Attention, working memory, inhibitory control	Recognize that attention helps them learn and stay safe	Recognize that skills improve with practice and effort	Understand that mistakes are part of learning	Identify familiar feelings from contextual and behavioral cues	Name and apply slow breathing as an emotion-management strategy	Name and apply asking an adult for help as an emotion-management strategy	Recognize the kind acts of others	Recognize their own kind acts	Demonstrate things they can say or do to show kindness to others	Manage strong emotions to feel calm before solving problems	State the problem	Demonstrate apologizing, taking turns, and sharing as solutions to problems	Respond to questions	Listen to others	Participate in whole-class, small-group, and partner discussions	Communicate ideas	Signal agreement with others' ideas	Interpret stories	Interpret audiovisual media	Practice cognitive and behavioral skills	Practice skills with drawing and role-playing	Work independently	Work with small groups and partners

Standards

SSIP1 Compare similarities and differences.	✓																							
SSIP2 Organize items chronologically.	✓																							
SSIP3 Identify issues and/or problems and alternative solutions.	✓								✓	✓					✓									
SSIP4 Distinguish between fact and opinion.	✓																							
SSIP5 Identify main idea, detail, sequence of events, and cause and effect in a social studies context.	✓														✓									
SSIP6 Identify and use primary and secondary sources.	✓																	✓						
SSKCG1 Demonstrate an understanding of good citizenship.	✓											✓												
SSKCG2 Describe examples of positive character traits exhibited by good citizens.	✓						✓	✓	✓			✓												
ELAGSEKRL1 With prompting and support, ask and answer questions about key details in a text.	✓												✓											
ELAGSEKRL2 Retell familiar stories, including key details.	✓																				✓			
ELAGSEKRL3 Identify characters, settings, and major events in a story.	✓																				✓			
ELAGSEKRL6 Name the author and illustrator of a story and define their roles.	✓																				✓			
ELAGSEKRI1 Ask and answer questions about key details in a text.	✓																				✓			
ELAGSEKRI2 Identify the main topic and retell key details of a text.	✓																				✓			
ELAGSEKRI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	✓																				✓			
ELAGSEKSL1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts.	✓												✓	✓	✓	✓	✓							
ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media.	✓												✓	✓				✓	✓					
ELAGSEKSL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓		✓	✓		✓					✓													
ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.	✓										✓		✓	✓	✓	✓								
ELAGSEKW1 Use drawing, dictating, and writing to compose opinion pieces.	✓												✓	✓	✓	✓							✓	



Kindergarten

Georgia ELA and Social Studies Standards

Second Step® Elementary Digital Program

	Key Skills and Concepts												Instructional Strategies												
	Brain Builders (Executive-Function Skills)	Unit 1: Growth Mindset & Goal-Setting			Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving			Discussion				Using Stories and Scenarios		Skill Practice					
	Attention, working memory, inhibitory control	Recognize that attention helps them learn and stay safe	Recognize that skills improve with practice and effort	Understand that mistakes are part of learning	Identify familiar feelings from contextual and behavioral cues	Name and apply slow breathing as an emotion-management strategy	Name and apply asking an adult for help as an emotion-management strategy	Recognize the kind acts of others	Recognize their own kind acts	Demonstrate things they can say or do to show kindness to others	Manage strong emotions to feel calm before solving problems	State the problem	Demonstrate apologizing, taking turns, and sharing as solutions to problems	Respond to questions	Listen to others	Participate in whole-class, small-group, and partner discussions	Communicate ideas	Signal agreement with others' ideas	Interpret stories	Interpret audiovisual media	Practice cognitive and behavioral skills	Practice skills with drawing and role-playing	Work independently	Work with small groups and partners	
Standards																									
ELAGSEKW2 Use drawing, dictating, and writing to compose informative/explanatory texts.	✓															✓							✓		
ELAGSEKW3 Use drawing, dictating, and writing to narrate events and provide a reaction.	✓															✓							✓		



Grade 1

Georgia ELA and Social Studies Standards

Second Step® Elementary Digital Program

Standard	Key Skills and Concepts												Instructional Strategies												
	Brain Builders (Executive-Function Skills)	Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving		Discussion				Using Stories and Scenarios		Skill Practice					
	Attention, working memory, inhibitory control	Focus attention	Manage distractions	Recognize that skills improve with practice and effort	Use growth mindset language	Identify feelings from contextual and behavioral cues	Infer a likely emotion that would arise from a particular situation	Apply emotion-management strategies of slow counting and asking an adult for help	Identify how someone else might feel when shown or not shown kindness	Apply ways to be kind in response to scenarios	Recognize that some kind acts are better than others in certain situations	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Demonstrate how to recognize accidents and make amends	Respond to questions	Listen to others	Participate in whole-class, small-group, and partner discussions	Communicate ideas	Signal agreement with others' ideas	Interpret stories	Interpret audiovisual media	Practice cognitive and behavioral skills	Practice skills with drawing and role-playing	Work independently	Work with small groups and partners
SSMGS1 Use a compass rose to identify cardinal directions.	✓																								
SSMGS2 Use intermediate directions.	✓																								
SSMGS7 Use a map to explain the impact of geography on historical and current events.	✓																								
SSIPS1 Compare similarities and differences.	✓																								
SSIPS2 Organize items chronologically.	✓																								
SSIPS3 Identify issues and/or problems and alternative solutions.	✓										✓	✓													
SSIPS4 Distinguish between fact and opinion.	✓																								
SSIPS5 Identify main idea, detail, sequence of events, and cause and effect in a social studies context.	✓																								
SSIPS6 Identify and use primary and secondary sources.	✓																								
SSIPS7 Interpret timelines, charts, and tables.	✓																								
ELAGSE1SL1 Participate in collaborative conversations.	✓													✓	✓	✓	✓	✓							✓
ELAGSE1SL1.a Follow agreed-upon rules for discussions.	✓		✓											✓	✓	✓									✓
ELAGSE1SL1.b Build on others' talk in conversations.	✓													✓	✓	✓	✓	✓							✓
ELAGSE1RL4 Identify words and phrases that suggest feelings.	✓					✓	✓																		
ELAGSE1SL3 Ask and answer questions for clarification.	✓													✓				✓							
ELAGSE1SL6 Produce complete sentences when appropriate to task and situation.																		✓							
ELAGSE1RL2 Retell stories and demonstrate understanding.	✓																	✓		✓					
ELAGSE1RI7 Use illustrations and details to describe key ideas.	✓																			✓					
ELAGSE1SL5 Add drawings to clarify ideas.																						✓			



Grade 2

Georgia ELA and Social Studies Standards

Second Step® Elementary Digital Program

Standard	Key Skills and Concepts															Instructional Strategies											
	Brain Builders (Executive-Function Skills)	Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving					Discussion				Using Stories and Scenarios		Skill Practice				
	Attention, working memory, inhibitory control	Use growth mindset language	Replace unhelpful thoughts with helpful thoughts	Persevere through challenges while recognizing that mistakes are part of learning	Recognize that skills improve with practice, effort, and asking for help	Identify complex feelings from contextual and behavioral cues	Recognize that people can feel differently about the same situation	Apply using helpful thoughts as an emotion-management strategy	Define empathy	Recognize how empathy helps them identify when and how to show others kindness	Apply empathy and perform kind acts for others	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Generate their own solutions to a given problem	Recognize that some solutions work better than others in a given situation	Apply ways to make amends	Respond to questions	Listen to others	Participate in whole-class, small-group, and partner discussions	Communicate ideas	Signal agreement with others' ideas	Interpret stories	Interpret audiovisual media	Practice cognitive and behavioral skills	Practice skills with writing, drawing, and role-playing	Work independently	Work with small groups and partners
SSIPS1 Compare similarities and differences.	✓																										
SSIPS2 Organize items chronologically.	✓																										
SSIPS3 Identify issues and/or problems and alternative solutions.	✓											✓	✓														
SSIPS4 Distinguish between fact and opinion.	✓																										
SSIPS5 Identify main idea, detail, sequence of events, and cause and effect in a social studies context.	✓																										
SSIPS6 Identify and use primary and secondary sources.	✓																										
SSIPS7 Interpret timelines, charts, and tables.	✓																										
SSIPS8 Identify social studies reference resources to use for a specific purpose.	✓																										
SSIPS9 Construct charts and tables.	✓																										
SSIPS10 Analyze artifacts.	✓																										
ELAGSE2RL1 Ask and answer questions about key details in a text.	✓															✓			✓								
ELAGSE2RL2 Recount stories and determine their message.	✓																				✓						
ELAGSE2RL3 Describe how characters respond to challenges.	✓																										
ELAGSE2RI1 Ask and answer questions about key details in a text.	✓															✓											
ELAGSE2RI2 Identify the main topic and focus of paragraphs.	✓																										
ELAGSE2RI7 Explain how images contribute to a text.	✓																										
ELAGSE2SL1 Participate in collaborative conversations.	✓															✓	✓	✓	✓	✓		✓					✓
ELAGSE2SL2 Recount or describe key details from texts and media.	✓																										
ELAGSE2SL3 Ask and answer questions for clarification.	✓															✓			✓								



Grade 3

Georgia ELA and Social Studies Standards

Second Step® Elementary Digital Program

Standard	Key Skills and Concepts													Instructional Strategies													
	Brain Builders (Executive-Function Skills)	Unit 1: Growth Mindset & Goal-Setting			Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving				Discussion				Using Stories and Scenarios		Skill Practice						
	Attention, working memory, inhibitory control, cognitive flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Make an effective plan for how to get better at a skill	Describe the role and purpose of emotions	Identify and label similar emotions with different intensity levels	Recognize taking a break as an emotion-management strategy	Identify how kindness helps them make friends and strengthen relationships	Recognize that different people may prefer to be shown kindness in different ways	Demonstrate kind acts that recognize that people like to receive kindness in different ways	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Restate the wants and needs of each person in a problem situation	Generate their own solutions to a problem	Pick the best solution	Respond to questions	Listen to others	Participate in whole-class, small-group, and partner discussions	Communicate ideas	Signal agreement with others' ideas	Interpret stories	Interpret audiovisual media	Practice cognitive and behavioral skills	Practice skills with writing, drawing, and role-playing	Work independently	Work with small groups and partners	
SSIPS1 Compare similarities and differences.	✓																										
SSIPS2 Organize items chronologically.	✓																										
SSIPS3 Identify issues and/or problems and alternative solutions.	✓										✓	✓	✓	✓													
SSIPS4 Distinguish between fact and opinion.	✓																										
SSIPS5 Identify main idea, detail, sequence of events, and cause and effect in a social studies context.	✓																										
SSIPS6 Identify and use primary and secondary sources.	✓																			✓	✓						
SSIPS7 Interpret timelines, charts, and tables.	✓																										
SSIPS8 Identify social studies reference resources to use for a specific purpose.	✓																										
SSIPS9 Construct charts and tables.	✓																										
SSIPS10 Analyze artifacts.	✓																										
ELAGSE3RL1 Ask and answer questions to demonstrate understanding.	✓														✓			✓									
ELAGSE3RL2 Recount stories and determine their message.	✓																			✓							
ELAGSE3RI7 Use information from illustrations and text.	✓																				✓						
ELAGSE3SL1 Engage effectively in a range of collaborative discussions.	✓														✓	✓	✓	✓	✓								✓
ELAGSE3SL3 Ask and answer questions about information from a speaker.	✓														✓			✓									
ELAGSE3SL4 Report on a topic or text.	✓																	✓									
ELAGSE3W3 Write narratives to develop real or imagined experiences or events.	✓																	✓					✓				



Grade 6

Georgia ELA and Social Studies Standards

Second Step® Middle School Digital Program

Standard	Key Skills and Concepts																
	Unit 1: Mindsets & Goals				Unit 2: Developing a Positive Sense of Self			Unit 3: Thoughts, Emotions & Decisions			Unit 4: Managing Relationships & Social Conflict				Optional Unit: Recognizing Bullying & Harassment		
	Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set and create plans to achieve personal goals	Monitor progress toward goals	Understand guiding principles and identify personal guiding principles	Apply guiding principles to the decision-making process	Understand the implications of guiding principles on self and others	Assess when and why one feels a strong emotion	Understand how emotions influence decision-making in positive and negative ways	Apply emotion-management strategies across different contexts	Recognize the difference between minor and major social conflicts	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends after a social conflict	Recognize common types of bullying	Understand the negative impacts of bullying	Determine the best upstander strategy for a situation
SSIP3 Identify issues and/or problems and alternative solutions.					✓									✓	✓	✓	✓
ELAGSE6SL1 Engage effectively in a range of collaborative discussions.											✓		✓				



Grade 7

Georgia ELA and Social Studies Standards

Second Step® Middle School Digital Program

Standard	Key Skills and Concepts																			
	Unit 1: Mindsets & Goals				Unit 2: Developing a Positive Sense of Self				Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict				Optional Unit: Recognizing Bullying & Harassment			
	Recognize that social challenges are common and get better in time	Understand that trying new things can help the brain grow and change	Interpret mistakes as learning opportunities	Identify roadblocks to goals and use If-Then Plans to respond to them	Understand multiple aspects of self-concept	Understand factors influencing self-concept	Evaluate how and why one's own self-concept changes over time	Make plans to work toward one's own future self-concept	Identify the underlying emotions that influence unhelpful thoughts	Recognize unhelpful thoughts	Apply emotion-management strategies across contexts	Reframe unhelpful thoughts	Identify the actions that contribute to an escalating conflict	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Take responsibility and make amends	Recognize types of harassment and understand how they differ from bullying	Understand the impact of harassment on individuals and the school community	Understand students' rights to be protected from harassment	Understand students' responsibilities to create a harassment-free school environment
SSIP3 Identify issues and/or problems and alternative solutions.				✓							✓	✓				✓	✓		✓	
ELAGSE7SL1 Engage effectively in a range of collaborative discussions.													✓							



Grade 8

Georgia ELA and Social Studies Standards

Second Step® Middle School Digital Program

Standard	Key Skills and Concepts																	
	Unit 1: Mindsets & Goals				Unit 2: Developing a Positive Sense of Self				Unit 3: Thoughts, Emotions & Decisions			Unit 4: Managing Relationships & Social Conflict			Optional Unit: Recognizing Bullying & Harassment			
	Follow norms when discussing sensitive topics	Identify important aspects of their identity, including interests	Apply personal strengths to develop an interest	Anticipate roadblocks to success and plan strategies to overcome them	Describe agency and how it appears in life	Understand different sources of confidence	Practice strategies to build confidence	Make an actionable plan to build confidence	Recognize the signs of stress and anxiety	Recognize that some stress can be positive	Apply stress-management strategies to cope	Recognize the signs of healthy and unhealthy relationships	Treat others with respect despite differing values and opinions	Apply conflict-management strategies when values and perspectives differ	Recognize bullying and harassment	Recognize that social and environmental factors contribute to bullying and harassment	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school
SSIP3 Identify issues and/or problems and alternative solutions.			✓					✓		✓	✓		✓	✓	✓	✓	✓	✓
SSIP11 Draw conclusions and make generalizations.															✓	✓		
ELAGSE8SL1 Engage effectively in a range of collaborative discussions.	✓											✓	✓					