



ALIGNMENT CHART

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																								
SSIPSP1 Compare similarities and differences.	✓																							
SSIPSP2 Organize items chronologically.	✓																							
SSIPSP3 Identify issues and/or problems and alternative solutions.	✓									✓	✓					✓								
SSIPSP4 Distinguish between fact and opinion.	✓																							
SSIPSP5 Identify main idea, detail, sequence of events, and cause and effect in a social studies context.	✓															✓								
SSIPSP6 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

	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
Standard																									
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

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	
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Grade 2

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	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
✓																			✓							
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Grade 3

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, 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



Grade 4

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, cognitive flexibility	Identify what a goal is and what an effective plan includes	Identify a shared class goal and make a plan to reach that goal	Monitor progress and modify a plan to reach a goal	Recognize that strong emotions make it hard to think clearly	Recognize that managing emotions is necessary to make good decisions	Apply reappraisal as an emotion-management strategy	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to help empathize with others	Recognize that another person's point of view can change one's own thoughts or actions	Manage strong emotions to feel calm before solving problems	Demonstrate speaking up for one's self when solving a problem	State the problem without blame and from all points of view	Generate solutions that take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone	Respond to questions	Listen to others	Participate in whole-class, small-group, and partner discussions	Communicate ideas	Signal agreement with others' ideas	Summarize key 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	Apply concepts to personal experiences
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Grade 5

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, cognitive flexibility	Identify a personal goal and make a plan to reach the goal	Monitor progress and identify roadblocks	Modify a plan to move or work around roadblocks	Reflect to inform future goals	Recognize the unique things that cause them to experience strong emotions	Identify emotion-management strategies they currently use that work well for them	Anticipate and plan for situations that cause strong emotions	Identify and analyze how individuals use empathy to make their community better	Use empathy and perspective-taking to identify a problem and a potential solution within their community	Manage strong emotions to feel calm before solving problems	State the problem without blame and from the perspectives of all people involved	Generate solutions to take all people's perspectives into consideration	Evaluate possible outcomes of solutions to a problem based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem	Respond to questions	Listen to others	Participate in whole-class, small-group, and partner discussions	Communicate ideas	Signal agreement with others' ideas	Summarize key 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	Summarize one's personal experiences
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Grade 6

Georgia ELA and Social Studies Standards

Second Step® Middle School Digital Program

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	Apply responsible decision-making to be an upstander	
					✓						✓		✓	✓	✓	✓	✓	



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
SSIPS3 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

	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
Standard																		
SSIPS3 Identify issues and/or problems and alternative solutions.				✓					✓		✓	✓		✓	✓	✓	✓	✓
SSIPS11 Draw conclusions and make generalizations.																✓	✓	
ELAGSE8SL1 Engage effectively in a range of collaborative discussions.	✓												✓	✓				



Grade 9

Georgia ELA and Social Studies Standards

Second Step® High School Digital Program

Standard	Key Skills and Concepts																						
	Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability					Pathway 3: Agency & Opportunity					Pathway 4: Well-Being & Community							
	Co-creating shared expectations that contribute to belonging	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Using voice to make change in the school community	Understanding not everyone is paying attention to them	Participating in defining success criteria	Analyzing social media messages using media literacy skills	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying knowledge of what is in your control when overcoming an obstacle	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and developing strengths	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Analyzing scenarios to understand their digital footprint	Managing difficult emotions and distractions using refocusing strategies	Defining and understanding emotions	Fostering positive emotions through shared experiences	Reframing difficult situations by using positive self-talk	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly
SSIPS3 Identify issues and/or problems and alternative solutions.				✓				✓		✓			✓			✓		✓			✓		
ELAGSE9-10SL1 Initiate and participate effectively in a range of collaborative discussions.	✓	✓	✓									✓	✓									✓	
ELAGSE9-10L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.							✓										✓						



Grade 10

Georgia ELA and Social Studies Standards

Second Step® High School Digital Program

Key Skills and Concepts																						
Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability					Pathway 3: Agency & Opportunity					Pathway 4: Well-Being & Community							
Co-creating shared expectations that contribute to belonging	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Using voice to make change in the school community	Examining effective ways to communicate digitally by practicing digital citizenship	Participating in defining success criteria	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying knowledge of what is in your control to anticipate obstacles when pursuing a goal	Using strategies to challenge negative thinking	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how strengths can affect relationships	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Fostering, sharing, and visualizing positive emotions	Reframing difficult situations by using positive self-talk	Navigating strong emotions by practicing gratitude	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly	
✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓				✓		✓	✓	✓	✓	



Grade 11

Georgia ELA and Social Studies Standards

Second Step® High School Digital Program

Key Skills and Concepts																								
Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability					Pathway 3: Agency & Opportunity					Pathway 4: Well-Being & Community									
Co-creating shared expectations that contribute to belonging	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Using voice to make change in the school community	Learning and practicing relationship-repair strategies	Participating in defining success criteria	Expanding and using social networks	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying strategies for overcoming negative thoughts	Applying reframing strategies to overcome obstacles	Practicing digital citizenship strategies to balance time spent online	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how collective strengths help build community	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Navigating strong emotions using various strategies	Practicing digital citizenship skills by examining emotional responses to online photos	Reframing difficult situations by using positive self-talk	Understanding that what is considered “normal” can vary from person to person	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly
✓	✓	✓	✓	✓		✓							✓									✓		
		✓																						



Grade 12

Georgia ELA and Social Studies Standards

Second Step® High School Digital Program

Key Skills and Concepts																						
Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability						Pathway 3: Agency & Opportunity					Pathway 4: Well-Being & Community						
Co-creating shared expectations that contribute to belonging	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Using voice to make change in the school community	Demonstrating ways to avoid making assumptions about others	Participating in defining success criteria	Expanding and using social networks	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying strategies for overcoming negative thoughts	Applying reframing strategies to overcome obstacles	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Understanding how collective strengths contribute to the school community	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Navigating strong emotions using self-compassion	Demonstrating compassion for self and others	Reframing difficult situations by using positive self-talk	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly	
✓	✓	✓	✓	✓		✓						✓								✓		