

Second Step: A Violence Prevention
Curriculum is a research-based social
and emotional learning program for
students in Preschool/Kindergarten
through Grade 9. The Second Step
program teaches children how to
deal with emotions, resist impulsive
behavior, resolve conflict, solve
problems, and understand the
consequences of their actions.
Children who receive Second Step
instruction experience growth in
self-confidence and a readiness for
academic learning.



Second Stee Program Alignment with Academic Content Standards

The Second Step program is published by Committee for Children, a nonprofit organization seeking to improve children's lives by providing research-based violence prevention, anti-bullying, and child abuse/personal safety programs for schools, families, and communities.

For further information about Committee for Children, visit our Web site at www.cfchildren.org or call 1-800-634-4449, ext. 200.









Second Step Program Alignment with Academic Content Standards



Educators using the Second Step program often ask how the curriculum supports their state's academic learning standards. The alignment charts found on the following pages illustrate the many connections between the Second Step program and student academic learning standards at all grade levels from Kindergarten to Grade 9.

The charts align the *Second Step* curriculum with standards from *Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education* by John S. Kendall and Robert J. Marzano, third edition (2003). This carefully analyzed compilation of content standards is a comprehensive model drawn from national subject-matter associations.

In addition to the usual subject areas, such as math, science, and language arts, Kendall and Marzano's *Compendium* calls out two other content areas: Life Skills and Behavioral Studies.

- The Life Skills category includes four subcategories. Three are critical to job or career success (Self-Regulation, Working with Others, and Life Work), and one, Thinking and Reasoning Skills, represents essential skills that form the foundation for *every* academic subject. The *Second Step* curriculum strongly aligns with many of the Life Skills.
- The Behavioral Studies category combines sociology, psychology, and social anthropology content and contains standards supported by the *Second Step* program.

The academic standards terminology used in individual states may vary somewhat from the wording used in Kendall and Marzano's *Compendium*. However, since the *Compendium* includes common concepts that are addressed by most state standards, educators should easily be able to apply the program alignment information contained in the attached *Second Step* charts to their own state standards.

The third edition of *Content Knowledge: A Compendium* of *Standards and Benchmarks for K–12 Education* can be found online at http://www.mcrel.org/standards-benchmarks/. Individual state standards may be found online at http://edStandards.org/Standards.html.

Second Step Program Alignment with Content Standards

The Second Step program aligns with content standards in two ways:

- Key content elements and concepts such as empathy, problem solving, and anger/emotion management.
 - These content elements and concepts are reinforced throughout the curriculum at each grade level. For example, empathy skills are taught in the empathy unit and integrated and practiced within the other units at each level of the curriculum. Thus, when an academic content standard is aligned with a key Second Step concept, that standard is addressed multiple times in the curriculum.
- Core teaching and learning strategies such as the use of story and class discussion, role-play, teacher modeling, coaching and cueing, and planned reinforcement of behavior.
 - These teaching and learning strategies are employed during every *Second Step* lesson and at other times during the school day to extend learning.

Strengthening the Connection: Second Step Academic Extension Activities

Almost every lesson at every level of the *Second Step* curriculum includes activities that extend lessons into academic content areas. Using these activities, teachers can address other academic content standards not included in these charts. Additional *Second Step* curriculum extension activities for Preschool through Grade 5 are provided on the *Committee for Children* Web site at www.cfchildren.org.



Research Links Social and Emotional Skills to Academic Achievement

Visit our Web site at www.cfchildren.org/program_implement_pdfs to learn about research studies that link social and emotional skills to academic achievement. You may also request a copy of this brochure by calling us at 1-800-634-4449, ext. 200.



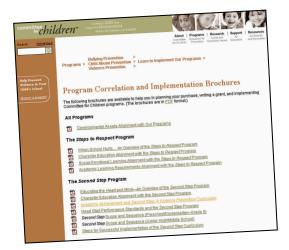
	Key Content Elements/Concepts																			Cor	e Le	arn	ing	Stra	itegie	es								
Second Step* Preschool/Kindergarten					Empathy-Training Unit						Prob	olem-	Solvi	ng Uı	nit				Story	/ and	Disc	cussi	on	or B	-Play ehavi earsa	or		Songs			nd Be	ort Skil ehavio oaching, cuei transfer of les	ors	Enrichment
Culina	committee for <u>Children</u> Educating the heart and mind	Speaking and Listening	dentifying Feelings	Empathic Behaviors	Taking Others' Perspectives	anguage Concepts	dentifying Strong Feelings	Calming-Down Strategies	Managing Anger	anguage Concepts	denti fying Own Feelings	ntifying the Problem	Generating Solutions	Predicting Consequences	Choosing a Solution	rosocial Behaviors	riendship Skills	airness Language Concepts	terpreting Stories	terpreting Photos	esponding to Questions	Group Discussion	Rules of Conversation	Creating Improvisations	Ta king Roles	Taking Others' Perspectives	Practicing Skills/Behaviors	Different Musical Styles	Memorizing Words/Tunes	Supporting Social/Emotional Skills	Calming Down/Managing Anger Prosocial Behaviors	rosocial Benaviors riendship Skills	blem Solving	ditional Activities
Subject	Academic Content Standard	Spe	Idei	Emi	Tak	Lan	Idei	Call	Ma	Lan	Idei	Ide	Ger	Pre	ਤੱ	Pro	Frie	Fair	Inte	Inte	Res	Gro	Rul	Cre	Таķ	Tak	Pra	Diff	Me	dns le	ğ 6	Fri	Pro	Adc
	Uses the general skills and strategies of the writing process		-				_							-	_			-			\dashv				_				+	+	+	+	+	V
	Uses the general skills and strategies of the reading process		✓				✓											_	<u>/</u>	√									+	+	+	+	+	/
Language Arts	Uses reading skills and strategies to understand and interpret a variety of literary texts													\dashv	4	-	_	\dashv	<u> </u>	<u> </u>					\dashv				+	+	+	+	+	\blacksquare
	Uses listening and speaking strategies for different purposes	✓													4		_	-	<u> </u>	√	✓	✓	✓		\dashv				+	+	+	+	+	\blacksquare
	Uses viewing skills and strategies to understand and interpret visual media		√	-	_		√	-	-		-			√					-	✓									_	1				
Health	Knows how to maintain mental and emotional health		✓	√	<u> </u>		√	√	√		√			✓		_	<u> </u>		_		\dashv					✓				/∤✓	//	<u> </u>	✓	
	5. Knows essential concepts and practices concerning injury prevention and safety				_	1		√	√		√	√	√																4		4	+	+,	+
Science	12. Understands the nature of scientific inquiry		√		✓	V				V								√	<u> </u>	✓	✓	1				√	-		_	-		+	V	_
Math	Uses a variety of strategies in the problem-solving process					√				√		✓	√	✓	✓		-	✓	_		_	√				_	V			4	4	+	/	
	Understands ideas about civic life, politics, and government J. Understands the sources, purposes, and functions of law, and the importance of the law for																√									✓	√		4	4	4	√	+	\blacksquare
Civics	the protection of individual rights and the common good				L_												√	_			_						√		4	4	4	√	+	
	11. Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society				<u> </u>									_	_		✓	_	_		_					<u>✓</u>			\dashv	4	_	√	\perp	4
	 Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities 							✓	√								√										√		_		4	√		
Physical Ed.	Understands the social and personal responsibility associated with participation in physical activity	✓			<u> </u>												✓									✓				4	4	√		
Arts-Music	1. Sings, alone or with others, a varied repertoire of music																											✓	✓	\perp	4	\perp	\perp	
Arts-Theater	2. Uses acting skills																							✓	✓									
	3. Considers risks						✓	/						<u> </u>	<u> </u>												✓					\perp	/	
Life Skills– Self-Regulation	4. Demonstrates perseverance							/	<u> </u>		✓	✓	✓	<u> </u>																				
	6. Restrains impulsivity		/		/		/	\	/		\															√	/		•	/ v			/	
	Understands and applies basic principles of presenting an argument						/													√		✓												
Life Skills- Thinking and	Understands and applies basic principles of logic and reasoning					/				\							,	√									\						/	
Reasoning (underlies all	3. Effectively uses mental processes that are based on identifying similarities and differences		\		/	/				/							,	✓								✓	^						/	
academic subjects)	4. Understands and applies basic principles of hypothesis testing and scientific inquiry		/									/		1					/	✓	✓						/						1	
	5. Applies basic troubleshooting and problem-solving techniques					/				/		/	/	✓	✓		/	✓									/			7		\	7	
	Contributes to overall effort of group	/		/																	1	√	1		1				,	//	1	//		
Life Skills-	2. Uses conflict-resolution techniques				1			/				/	1	1	/		/									/	/					/		
Working with Others	3. Works well with diverse individuals in diverse situations			1	1												/					/				√						1		
	4. Displays effective interpersonal communication skills	1	1	/	/		1	1	1		1				1	/	1	T			1	/	1			1	/		,		-	//		
	Understands that group and cultural influences contribute to human development, identity, and behavior	/		/	1	1			/	/							1	1												-	1	1		
Behavioral Studies	Understands that interactions among learning, inheritance, and physical development affect human behavior		/		/		/	/	/										/	/		/			1	/	/			Ť		Ť		
	Understands conflict, cooperation, and interdependence among individuals, groups, and institutions											/	/	1	/	/	/										/					11	1	

								Key	Cor	nten	t Ele	emen	its/C	onc	epts						Core Learning Strategies														
Secon A Violence Prevention Curr	Step Grades 1–5	Emp Unit	athy	Train	ing	Ir	npulse	Con	trol a	nd Pr	oble	n-Solv	ing L	Jnit	А	nger-	-Mana	geme	nt Un	it		Story	and	Discu	ussic	on [Role-Play, Skill Practice, or Behavior Rehearsal						pport d Beh leling, coach orcing, trans	avior	rs i
	committee for <u>Children</u> " Educating the heart and mind	ing and ing	Identifying Feelings in Self and Others	hic Behaviors		age Concepts	s and Impulsivity	fying the	Generating Solutions	Evaluating Solutions	hoosing and Using Solution	aating the tion's Effectiveness	Prosocial Behaviors	Friendship Skills	anguage Concepts dentifying Angry	eelings Calming-Down	gies m Solving	tion	anguage Concepts	Prosocial Behaviors	riendship Skills	Interpreting Stories	deo Vignettes	ons	Group Discussion	of Conversation	Creating Improvisations	g Roles	ng with Others	others'	eps cing Skills/	iors ng Down/	ial Behaviors	ship Skills	m Solving
Subject	Academic Content Standard	Speak Listen	Identi in Self	Empai	Perspe	Language	Feeling Calmii Strate	Identi	Gener	Evalue	Choos a Solu	Evalua Solutio	Prosoe	Friend	Langu	Feelin	Strategie Problem	Reflection	Langu	Prosoe	Friend	Interp	and V	Kespo	Group	Rules of	Creat	Taking	Working	Perspe	Skill St	Sehav Calmii Mana	Prosod	Friend	Proble
	5. Uses the general skills and strategies of the reading process		/			J	/								- I	/							7												
Language Arts	8. Uses listening and speaking strategies for different purposes	1		1		Ĭ							7,	/	Ĭ					1	<u> </u>	V	7	Z,		/	Z		/	,	11			1	/
	Uses viewing skills and strategies to understand and interpret visual media		√							/					V							√ ,													
Health	4. Knows how to maintain mental and emotional health	/	√	√		v						,	/\		v	//		\	✓	✓	/		1	,						<u> </u>	//		V	<u>/</u>	V
	Knows essential concepts and practices concerning injury prevention and safety						<u> </u>		V	✓						- ✓	<u> </u>													•	/ /	ΊЦ			/
Science	Understands relationships among organisms and their physical environment		✓																√																
Science	12. Understands the nature of scientific inquiry		✓		/ ,			 		/	/			·								√ ,								1.	/ /				
Math	Uses a variety of strategies in the problem-solving process				•			/		/	/	√		·	/		/		✓												/				/
	Understands ideas about civic life, politics, and government												,																		/			1	
Civies	Understands the sources, purposes, and functions of law, and the importance of the law for the protection of individual rights and the common good			/	7					/			,	7			1				/						\Box			,	//	$\sqrt{}$		/	
Civics	 Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society 				7	T				1			Τ,	7	T						7		T						7	7.	11	1		1	
	27. Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities			1			7	1		1			7	7	\top		7 /			1	7		T		7		\Box				75	1	1	1	1
Physical Ed.	Understands the social and personal responsibility associated with participation in physical activity													/		Ť					7								1	1	Ť		Ť	1	1
	2. Uses acting skills																										1	1			T			Ť	
Arts-Theater	Understands how informal and formal theater, film, television, and electronic media productions create and communicate					\top									\top						T		1	\top		Ť	-	7	7	1	\top				
	meaning 1. Sets and manages goals							1	1	1	1	1					1	1												١,	11				1
	2. Performs self-appraisal						1	1	Ť		1	7			T		17	1					\top				\Box			Ť	Ť				
Life Skills–	3. Considers risks				1		7 7	1		1	1	7			٦,	7 1	/	1			_		T	+			\neg			٦.	71	17	十		1
Self-Regulation	4. Demonstrates perseverance			1	+	┪	17	1	1	1	1	7	1	+	╅		15					1	\dagger	\dashv			\exists		7	Ť	Ť	1			7
	5. Maintains a healthy self-concept			1	7	\top	17	1	1	1	1	7	才.	7	$^{+}$	٦	//	1		1	7		\dagger	\top			\neg		7			1	1	1	7
	6. Restrains impulsivity		/	7	7	١,	7 /	 	 				7	7	١,	7 1	15			7	7		†	\dashv			\exists			7.	71	17	1	1	7
	Understands and applies basic principles of logic and reasoning				١.	7	Ť								7	Ť															75	1		•	7
Life Skills– Thinking and	Effectively uses mental processes that are based on identifying similarities and differences			1	<u> </u>	7	+	+	1			Η,	7	-	7				7	1	+		†	\forall			\dashv		\dashv	7	75	/	+	H	7
Reasoning (underlies all	Understands and applies basic principles of hypothesis testing and scientific inquiry		1				/					1			١,	7		1			寸		†	+			\dashv		\neg		J	1			1
academic subjects)	5. Applies basic troubleshooting and problem-solving techniques					Ť	1/	1	1	1	1	7	١,	7.	7		15	7			7		+				\dashv		7	٦,	75	十		1	7
subjects,	6. Applies decision-making techniques					T	Ť	1	1	1	1	7	7		\top	Ť	1	1		1			T	1			╛			١,	77	/		Ť	7
	Contributes to overall effort of group	1	1	1		T		1	1	1	1	/	7,	/			/			1	1		,	7	/	1	T	1	1				1	1	1
	2. Uses conflict-resolution techniques			/	/	V	/	1	1	1	1	1	,	/			1	1			/								7	1				1	
Life Skills– Working with Others	3. Works well with diverse individuals in diverse situations			1	7	Ť		<u> </u>	<u> </u>				7	7	T		1			1	7		T	٦,	7		7		7	7		1		1	1
	4. Displays effective interpersonal communication skills	/	/	/	7		//	1					7,	7	١,	7 /	//			1	7			7,	7	1	\Box		7	1			1	1	1
	5. Demonstrates leadership skills					Ť	Ť								Ť								Ť	Ť					1						1
	Understands that group and cultural influences contribute to human development, identity, and behavior	/		/	/,	/	/	1				,	/,	/ ,	/ ,	11	15	/	1	1	/											1		1	
Behavioral Studies	Understands that interactions among learning, inheritance, and physical development affect human behavior		/		1	- L			1	/	/	/	1		V	11	//	1		1				/			7		1	1			1		1
Studies 4.0	Understands conflict, cooperation, and interdependence among individuals, groups, and institutions				/	Ť	Ť	1	1	1	1	/	7,	/	Ť	Ť	1			1	1		ľ	1		1			7		Ť	Ť	1		1

		Key Content Elements/Concepts																			C	ore	Lea	rnin	ıg St	rate	gies											
Secono A Violence Prevention Curr	Step* Middle School	Unit 1	Emp	athy	-Train	ing U	Init	Ang Man	er- agen	nent	Unit	Prob	olem-	Solvi	ng U	nit		Apply Unit	ing SI	kills	Dis	cussio	on													Transfer of Training		
(When a concept or skill particular level, the level	is only addressed in a committee to Children to the children to the children to the children to the committee to the children to the committee to the children to the committee to the children to the childre	standing ersonal Conflict	nunicating and ing	ntifying Feelings	Showing Empathy	g Others' ectives	Reducing Labeling and Stereotyping	entifying Anger	aging Anger	Handling Stress (2)	Advanced Coping (3)	fying the	Generating Solutions	ating Solutions	ing and ing a Solution	tion	Setting Goals (3)	Refusal Skills	iveness Skills	Problem-Solving Skills	ng with a er	Class Discussion	rpreting a Story d a loud or on	nding to ions	unicating Ideas	ing to Others	earning from Video ole-Plays	visation	g Roles	orking with a Small oup	g Others' ectives	Developing Skill Steps	iors in Assignments	Applying Skills	Empathy Skills	Anger-Management Skills	Problem-Solving Skills	
Subject	Academic Content Standard 1. Uses the general skills and strategies of the writing process	Under	Comn	Identi	Show	Taking	Reduc and S	Identi	Mana	Handl	Advar	Identi Proble	Gener	Evalua	Choosing Applying	Reflec	Settin	Refus	Assertiver	Proble	Worki	Class	Interp (read video	Respo	Comm	Listening 1	Learn Role-F	Impro	Taking	Worki	Taking	Devel-	Behavio	Apply	Empa	Anger Skills	Proble	
Language Arts	Uses reading skills and strategies to understand and interpret a variety of literary texts Uses listening and speaking strategies for different purposes		✓			√												•	/ /	/ /	1	/	√	✓	√	✓		✓		√		/		+	/			
	Uses viewing skills and strategies to understand and interpret visual media Knows environmental and external factors that affect individual and community health				√		√	√				√		√				1					/				√								1			
Health	Knows how to maintain mental and emotional health Knows essential concepts and practices concerning injury prevention and safety	√	√	✓	√	√	√ ✓	√	/ /	\	✓	/	✓	√	√	✓		✓ , ✓ ,	/	/		✓			√	✓	\ \		✓	√		/ / / /		\/ \/	/	✓ ✓	✓ ✓	
Science	12. Understands the nature of scientific inquiry			√								√	/	/	✓	✓				/												11		/			/	
Math	Uses a variety of strategies in the problem-solving process											/	1	√	√					/							/					✓		\			/	
Civics	Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities					✓ ✓	√		✓	√	√	√ ✓	√	✓ ✓	√				•	/ /	/	/				✓				√	✓ ✓	//		√	/	1	<u>/</u>	
Physical Ed.	Understands the social and personal responsibility associated with participation in physical activity				1			√	√																											1		
Arts-Theater	Uses acting skills Understands how informal and formal theater, film, television, and electronic media productions create and communicate meaning.															-	-	+		+	F							✓	/ /		1	+	+					
	1. Sets and manages goals											/					✓										/					11	7					
	2. Performs self-appraisal								✓				/	/		1				/												11	/	1			/	
Life Skills–	3. Considers risks			√				✓	✓	√	/			/				1		1	1						/					11	/			1	/	
Self-Regulation	4. Demonstrates perseverance								√	/	/	√	/	/	1			7 ,	7	1							/						/			1	/	
	5. Maintains a healthy self-concept					1		1	√									,	11	/							/						/			1		
	6. Restrains impulsivity			√		1		1	√	/	/	√						1									/					11						
	Understands and applies basic principles of presenting an argument			√		1	1	/						/								1					/						/	1	1			
Life Skills– Thinking and	2. Understands and applies basic principles of logic and reasoning													/													/					11	7				/	
Reasoning (underlies all	Understands and applies basic principles of hypothesis testing and scientific inquiry			√		/		/						1		/																					/	
academic subjects)	5. Applies basic troubleshooting and problem-solving techniques					/						/	/	1	/			/,	//								/			/	/	1					/	
	6. Applies decision-making techniques					/						/	1	√	√					/							/					1		\			/	
	1. Contributes to overall effort of group		/		/														✓			1		/	/	/	/		/	✓	/	✓		/	/			
Life Skills–	2. Uses conflict-resolution techniques	/		√	/	1	√	/	/	/	/	/	1	1	√	/		√ ,	//								/				/	✓			/	1	✓	
Working with Others	3. Works well with diverse individuals in diverse situations		/	/	/	/	/												V		/	1				/				/	/	/			/			
Others	4. Displays effective interpersonal communication skills		/	/	/	/	✓	/	√	/	/				√				//		/	1			/	/	/	/		/	/	/		\	/	/	/	
	5. Demonstrates leadership skills																													1		/						
	Understands that group and cultural influences contribute to human development, identity, and behavior		1		/	/	/					/																			/	/		/	/			
Behavioral	Understands various meanings of social group, general implications of group membership, and different ways that groups function					/	√					√						/																	/			
Studies 3.	Understands that interactions among learning, inheritance, and physical development affect human behavior		/		/									/		/								/			✓	/		/	√	✓		V	/		<u>/</u>	
	Understands conflict, cooperation, and interdependence among individuals, groups, and institutions	/	 			√	√					/	/	/	√			<u>√</u> ,	//											✓		_ ✓	\perp		/		✓	



Research Links Social and Emotional Skills to Academic Achievement



Visit our Web site at www.cfchildren.org/program_implement_pdfs to learn about research studies that link social and emotional skills to academic achievement. You may also request a copy of this brochure by calling us at 1-800-634-4449, ext. 200.

