

ASCA National Standards and the *Second Step* Program: Early Learning–Grade 5



Introduction to the *Second Step* Program

The *Second Step* Program is a developmental and sequential curriculum designed to promote school and life success and prevent problem behaviors. Skills are reviewed and expanded on each year, gradually becoming more complex as students get older. Many of the American School Counselor Association (ASCA) standards are specifically addressed in older grades (such as goal setting), but foundational skills that build toward the standards are taught in the earlier grades.

Unit Topics and Themes

Early Learning	Skills for Learning, Empathy, Emotion Management, Friendship Skills and Problem Solving
K–3	Skills for Learning, Empathy, Emotion Management, Problem Solving
4–5	Empathy and Skills for Learning, Emotion Management, Problem Solving

General Alignment

ASCA Standard	<i>Second Step</i> Program: Early Learning–Grade 5
Academic Development	Academic development is addressed in the <i>Second Step</i> program in early learning through Grade 5 by promoting skills necessary for school readiness (early learning) and academic success (K–5). Program content that builds executive-function skills, self-regulation, and key “Skills for Learning” form the foundation on which the rest of the social and emotional skills in the program rest.
Career Development	The program addresses career development with its focus on developing interpersonal skills central to success in the workplace, including empathy, emotion management, and problem-solving. In addition, key communication and partner interaction skills are taught.
Personal/Social Development	The overarching goal of the <i>Second Step</i> program in early learning through Grade 5 is to promote social and academic success. Every lesson in the Empathy, Emotion Management, and Problem-Solving Units is focused on social-emotional development. There is also a strong focus on how these skills relate to making and keeping friends. Therefore the whole program addresses personal and social development.

Specific Alignment

ASCA Standards		Second Step Program				
		Early Learning Program	Kindergarten and Grade 1	Grade 2 and Grade 3	Grade 4 and Grade 5	
Academic Development	A:A2 Acquire Skills for Improving Learning	A:A2.2 Demonstrate how effort and persistence positively affect learning	Brain Builder games Weekly Themes 3, 4	Brain Builder games K: Lessons 2, 3 G1: Lessons 2, 3	Brain Builder games G2: Lessons 2, 3, 13, 16 G3: Lessons 2, 12	G4: Lesson 13 G5: Lesson 11
		A:A2.3 Use communication skills to know when and how to ask for help when needed	Weekly Theme 6	K: Lesson 5 G1: Lesson 5	G2: Lesson 4 G3: Lesson 4	G4: Lesson 3 G5: Lessons 3, 19
	A:A3 Achieve School Success	A:A3.1 Take responsibility for actions	Weekly Theme 11	K: Lessons 10, 18 G1: Lesson 10	G2: Lessons 10, 19	G4: Lesson 20
		A:A3.2 Demonstrate the ability to work both independently and cooperatively with other students		Think, Turn, Tell strategy used in almost every lesson teaches students how to work with a partner	Think, Turn, Tell strategy used in almost every lesson teaches students how to work with a partner	Students work with partners during the Story and Discussion activity and in every skill practice and/or activity
Career Development	C:A1 Develop Career Awareness	C:A1.4 Learn how to interact and work cooperatively in teams		See above	See above	See above G4: Lessons 1, 2 G5: Lessons 1, 2, 7
		C:A1.5 Learn how to make decisions				
		C:A1.6 Learn how to set goals			G3: Lesson 14	
		C:A1.7 Understand the importance of planning			G3: Lesson 4	G4: Lesson 18 G5: Lesson 18
Personal/Social Development	PS:A1 Acquire Self-Knowledge	PS:A1.3 Learn the goal-setting process			G3: Lesson 14	
		PS:A1.4 Understand change is a part of growth		G1: Lesson 9	G2: Lesson 7	
		PS:A1.5 Identify and express feelings	Weekly Themes 7–10, 13–18	K: Lessons 6–9, 12–18 G1: Lessons 6–16	G2: Lessons 5–8, 11–16 G3: Lessons 5–9, 11–16	G4: Lessons 4–6, 10–15 G5: Lessons 4, 5, 9–15
		PS:A1.6 Distinguish between appropriate and inappropriate behavior		K: Lessons 16, 19–24 G1: Lessons 14, 17–21	G2: Lessons 15, 17–21 G3: Lessons 15, 17–21	G4: Lessons 12, 14, 16–21 G5: Lessons 9, 10, 12, 15, 16–21
		PS:A1.8 Understand the need for self-control and how to practice it	Weekly Themes 13–18	K: Lessons 12–18 G1: Lessons 11–16	G2: Lessons 11–16 G3: Lessons 11–16	G4: Lessons 10–15 G5: Lessons 9–15
		PS:A1.9 Demonstrate cooperative behavior in groups				

ASCA Standards		Second Step Program				
		Early Learning Program	Kindergarten and Grade 1	Grade 2 and Grade 3	Grade 4 and Grade 5	
Personal/Social Development	PS:A2 Acquire Interpersonal Skills	PS:A2.1 Recognize that everyone has rights and responsibilities	Weekly Theme 10	K: Lesson 9 G1: Lesson 8	G2: Lessons 1, 19 G3: Lesson 1	G4: Lessons 1, 20 G5: Lesson 1
		PS:A2.2 Respect alternative points of view	Weekly Themes 10, 20	K: Lessons 9, 22 G1: Lesson 8	G2: Lessons 2, 8, 17–21 G3: Lessons 5–8, 17–21	G4: Lessons 4–6, 16–19 G5: Lessons 5–7, 16, 17
		PS:A2.3 Recognize, accept, respect, and appreciate individual differences	Weekly Theme 10, 20, 27	K: Lessons 9, 22 G1: Lesson 8	G2: Lesson 8 G3: Lesson 8	G4: Lessons 1, 4, 6 G5: Lessons 1, 5–7
		PS:A2.4 Recognize, accept, and appreciate ethnic and cultural diversity			G3: Lesson 8	G4: Lesson 6 G5: Lesson 6
		PS:A2.6 Use effective communication skills	Weekly Themes 2, 6, 21, 25	K: Lessons 1, 5, 20, 22, 24 G1: Lessons 1, 3, 10, 15, 21	G2: Lessons 2, 4, 15, 17, 21 G3: Lessons 1, 3, 10, 15, 21	G4: Lessons 2, 3, 7, 14, 15, 20 G5: Lessons 2, 3, 7, 14, 15
		PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior			G2: Lesson 2 G3: Lesson 1, 10	G4: Lessons 2, 7 G5: Lessons 2, 7
		PS:A2.8 Learn how to make and keep friends	Weekly Themes 19–22	K: Lessons 20–22 G1: Lessons 19, 20	G2: Lessons 20, 21 G3: Lessons 10, 20	G4: Lessons 2, 7, 8 G5: Lessons 2, 6, 7
	PS:B1 Self-Knowledge Application	PS:B1.1 Use a decision-making and problem-solving model	Weekly Themes 23–25	K: Lessons 19–24 G1: Lessons 17–21	G2: Lessons 17–21 G3: Lessons 17–21	G4: Lessons 17–21 G5: Lessons 17–21
		PS:B1.2 Understand consequences of decisions and choices		K: Lessons 21–24 G1: Lessons 18–21	G2: Lessons 18–21 G3: Lessons 18–21	G4: Lessons 17–21 G5: Lessons 17–21
		PS:B1.3 Identify alternative solutions to a problem	Weekly Themes 24, 25	K: Lessons 21–24 G1: Lessons 17–21	G2: Lessons 18–21 G3: Lessons 18–21	G4: Lessons 17–21 G5: Lessons 17–21
		PS:B1.4 Develop effective coping skills for dealing with problems				
		PS:B1.5 Demonstrate when, where, and how to seek help for solving problems and making decisions	Weekly Themes 6, 13, 15	K: Lessons 5, 12, 24 G1: Lessons 5, 16, 20	G2: Lesson 4 G3: Lesson 3	G4: Lesson 3 G5: Lessons 3, 19
		PS:B1.6 Know how to apply conflict-resolution skills		K: Lessons 19–24 G1: Lessons 17–21	G2: Lessons 17–21 G3: Lessons 17–21	G4: Lessons 17–21 G5: Lessons 17–21
		PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences		K: Lesson 9 G1: Lesson 8	G2: Lessons 8, 10 G3: Lessons 6, 8	G4: Lesson 6 G5: Lesson 6
		PS:B1.8 Know when peer pressure is influencing a decision				G4: Lesson 21
		PS:B1.9 Identify long- and short-term goals				
		PS:B1.10 Identify alternative ways of achieving goals				
		PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills	Weekly Theme 4	K: Lesson 4 G1: Lesson 4	G2: Lesson 3 G3: Lesson 2	G4: Lesson 12 G5: Lessons 11, 12
		PS:B1.12 Develop an action plan to set and achieve realistic goals				G4: Lesson 18 G5: Lesson 18

ASCA Standards		Second Step Program				
		Early Learning Program	Kindergarten and Grade 1	Grade 2 and Grade 3	Grade 4 and Grade 5	
Personal/Social Development	PS:C1 Acquire Personal Safety Skills	PS:C1.6 Identify resource people in the school and community and know how to seek their help	Weekly Themes 6, 13, 15	K: Lessons 5, 12 G1: Lessons 5, 12, 16	G2: Lesson 4 G3: Lesson 2	G4: Lesson 3 G5: Lessons 3, 19
		PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices	Weekly Themes 23–25	K: Lessons 22–24 G1: Lessons 17, 19–21	G2: Lessons 17–21 G3: Lessons 17–21	G4: Lessons 17–21 G5: Lessons 17–21
		PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse				
		PS:C1.9 Learn how to cope with peer pressure			G3: Lesson 21	G4: Lesson 21 G5: Lesson 21
		PS:C1.10 Learn techniques for managing stress and conflict	Conflict: Weekly Themes 19, 20, 22–25 Stress: Foundational skills for managing stress are taught in the Emotion-Management Unit.	Conflict: K: Lessons 19, 21–24 G1: Lessons 17, 19–21 Stress: Foundational skills for managing stress are taught in the Emotion-Management Unit.	Conflict: G2: Lessons 17–21 G3: Lessons 17–21 Stress: Foundational skills for managing stress are taught in the Emotion-Management Unit.	Conflict: G4: Lessons 17–21 G5: Lessons 17–21 Stress: Foundational skills for managing stress are taught in the Emotion-Management Unit.
PS:C1.11 Learn coping skills for managing life events						