



School District of Jefferson
Course Title: Social Emotional Learning
Course Description: 8th Grade SEL Scope and Sequence

Adopted Course Primary Resource	Supplementary Resources
Second Step Curriculum	

Unit 1 Mindsets & Goals

Students learn how to develop a growth mindset and apply research-based goal-setting strategies to their social and academic lives. This unit's content helps create classrooms that are connected and encouraging by helping students set and achieve collective and personal goals, learn from challenges, recognize their personal strengths, and explore the unique aspects of their identities.

Outcome	Curricular Area	Resource	Lesson	CASEL Core Competencies
Describe how the Second Step program can help them navigate physical, social, and emotional changes in adolescence.	Mindsets & Goals	Second Step	<i>Lesson 1 Welcome!</i>	Self-awareness, Social Awareness, and Responsible Decision-Making
Name unique and important aspects of their identities.	Mindsets & Goals	Second Step	Lesson 2 Who Am I? My Identity	Self-awareness
Describe how they used their personal strengths to develop an interest, skill, or ability.	Mindsets & Goals	Second Step	<i>Lesson 3 My Interests and Strengths</i>	Self-Awareness and Self-Management
Explain how to use their strengths to get better at something new.	Mindsets & Goals	Second Step	Lesson 4 Harnessing My Strengths	Self-Awareness and Self-Management
Describe ways to make the most of positive factors and decrease	Mindsets & Goals	Second Step	Lesson 5 Pursuing My Interests	Self-awareness, Self-Management, and Responsible Decision-Making

the effects of negative factors while pursuing an interest or goal.				
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Describe important aspects of their future identities	Mindsets & Goals	Second Step	<i>Lesson 6 My Future Self</i>	Self-Awareness
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Identify strengths and skills they already have and explain how they can use them to develop their interests.	Mindsets & Goals	Second Step	<i>Lesson 7—Performance Task My Path Forward</i>	Self-awareness, Self-Management, and Responsible Decision-Making
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Unit 2 Recognizing Bullying & Harassment

Students learn how to recognize bullying and harassment, stand up safely to bullying, and respond appropriately to harassment. This unit's content helps students develop empathy, understand the impact of bullying and harassment on individuals and their communities, and examine social and environmental factors that contribute to negative behaviors as well as identify solutions for preventing those behaviors.

Recognize that most people believe bullying is harmful behavior, despite its prevalence in school culture.	Recognizing Bullying and Harassment	Second Step	<i>Lesson 8 Understanding Bullying</i>	Self-awareness, Social Awareness, and Relationship Skills
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Recognize how social factors contribute to bullying and harassment.	Recognizing Bullying and Harassment	Second Step	<i>Lesson 9 Social Factors that Contribute to Bullying</i>	Self-awareness, Social Awareness, and Relationship Skills
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Identify environmental factors that contribute to bullying and harassment.	Recognizing Bullying and Harassment	Second Step	<i>Lesson 10 Environmental Factors that Contribute to Bullying</i>	Self-awareness, Social Awareness, and Relationship Skills
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Explain how to use strategies to disrupt factors that contribute to bullying and	Recognizing Bullying and Harassment	Second Step	<i>Lesson 11 Speak Up and Start a Movement</i>	Self-awareness, Social Awareness, Relationship Skills, and Responsible Decision-Making
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harassment. gender-based harassment.				
Explain how to use additional strategies to disrupt factors that contribute to bullying and harassment	Recognizing Bullying and Harassment	Second Step	<i>Lesson 12 Be Inclusive and Ask for a Change</i>	Self-awareness, Social Awareness, Relationship Skills, and Responsible Decision-Making

Unit 3 Thoughts, Emotions & Decisions

Students learn how to recognize strong emotions and unhelpful thoughts, and they learn to apply strategies for managing their emotions and reducing stress. This unit's content helps students understand that all emotions are valuable because they provide us with information about our environment. Students learn to respond to their emotions in ways that help meet their wants and needs.

Recognize how stress and anxiety affect their emotions, thoughts, and bodies	Thoughts, Emotions, and Decisions	Second Step	<i>Lesson 14 Understanding Stress and Anxiety</i>	Self-awareness and Self-Management
Categorize common sources of stress and explain the difference between controllable and uncontrollable stressors.	Thoughts, Emotions, and Decisions	Second Step	<i>Lesson 15 Where Does Stress Come From?</i>	Self-awareness and Self-Management
Reframe certain types of stress as opportunities for growth.	Thoughts, Emotions, and Decisions	Second Step	<i>Lesson 16 Can Stress Help You Grow?</i>	Self-awareness and Self-Management
Demonstrate how to choose strategies for managing stress.	Thoughts, Emotions, and Decisions	Second Step	<i>Lesson 17 Strategies for Managing Stress</i>	Self-awareness and Self-Management
Analyze stressful situations, decide if they need to change strategies or get outside help to manage their stress, and identify people who can help them when they feel their	Thoughts, Emotions, and Decisions	Second Step	<i>Lesson 18 Changing Strategies and Getting Help</i>	Self-awareness, Self-Management and Responsible Decision-Making

stress is unmanageable				
Create an individual plan for managing their stress	Thoughts, Emotions, and Decisions	Second Step	<i>Lesson 19–Performance Task My Stress-Management Plan</i>	Self-awareness, Self-Management and Responsible Decision-Making

Unit 4 Managing Relationships & Social Conflict

Students learn strategies for developing and maintaining healthy relationships, perspective-taking, and dealing with conflict. This unit's content helps students learn to honor and understand differences based on varied personal, familial, and cultural backgrounds.

Identify their core values and how their behaviors demonstrate these values.	Managing Relationships and Social Conflict	Second Step	<i>Lesson 20 My Values</i>	Self-awareness
Describe the connection between their values and healthy behaviors in relationships	Managing Relationships and Social Conflict	Second Step	<i>Lesson 21 Values and Relationships</i>	Self-awareness, Social Awareness, and Relationship Skills
Analyze conflicts from multiple perspectives to help prevent them from escalating	Managing Relationships and Social Conflict	Second Step	<i>Lesson 22 Recognizing Others' Perspectives</i>	Self-awareness, Social Awareness, and Relationship Skills
Generate and evaluate solutions to conflicts that are mutually acceptable to everyone affected.	Managing Relationships and Social Conflict	Second Step	<i>Lesson 23 Finding the Best Solution</i>	Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making
Identify a variety of ways to make amends to restore a relationship that's been damaged.	Managing Relationships and Social Conflict	Second Step	<i>Lesson 24 Making Things Right</i>	Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making
Distinguish between healthy and unhealthy relationships.	Managing Relationships and Social Conflict	Second Step	<i>Lesson 25 Unhealthy Relationships</i>	Relationship Skills and Responsible Decision-Making

Describe the importance of choosing healthy relationships, tell if a relationship is healthy, and recognize and manage unhealthy relationships.	Managing Relationships and Social Conflict	Second Step	<i>Lesson 26—Performance Task Guide to Healthy Relationships</i>	Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making
Identify challenges many students face starting high school and people they can go to for help with these challenges.	Managing Relationships and Social Conflict	Second Step	<i>Lesson 27 High School Challenges</i>	Relationship Skills