





#### **ALIGNMENT CHART**

# ASCA Student Standards: Mindsets & Behaviors for Student Success

■ Second Step\* High School

#### What Is Second Step® High School?

Second Step High School is a research-based social-emotional learning (SEL) program for Grades 9–12. It includes pathways with practices for school leaders and educators designed to help create a positive school climate, strengthen social-emotional skills, and encourage students to develop adaptive mindsets for navigating adolescence successfully. Supplemental classroom-based student activities reinforce skills students build from the schoolwide and educator practices and offer them further opportunities to learn and apply emerging social-emotional skills. The practices in this program involve the entire school community and are intended to produce positive schoolwide change.

# How the Program Meets the ASCA Student Standards

The following tables indicate which specific Second Step practices and activities can help students develop the knowledge, skills, and attitudes needed to meet the ASCA Student Standards: Mindsets & Behaviors for Student Success. Boxes are checked to indicate that Second Step High School meets a given ASCA standard within the identified grade or grade band (for instance, Grades 9–10) when:

- 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 school leaders and educators to gather evidence of student learning in relation to the standards



# **ASCA Student Standards:** Mindsets & Behaviors for

	Grade 9  ASCA Student Standards: Mindsets & Behaviors for Student Success  Second Step* High School	Co-creating shared expectations the to belonging	Connecting and collaborating with puild community	Communicating effectively and sinc with educators	Understanding not everyone is payir attention to them	Participating in defining success cri	Analyzing social media messages u: literacy skills	Persisting to master learning object by responding to specific feedback understanding what success looks l	Using feedback and resources to m success criteria	Applying knowledge of what is in yo when pursuing a goal	Directing learning by making choice and how to learn	Applying collaborative routines and during academic discussions	Providing educators with actionable improve learning conditions	Using voice to make change in the school community	Identifying and developing strength	Experimenting with personally relevand interests	Identifying when mind breaks are ne and using them to improve engagen and performance	Defining and understanding emotion	Using strategies to manage emotior	Participiting in efforts to create a cu inclusion, recognition, and value	Analyzing scenarios to understand t digital footprint	Reframing difficult situations by usin positive self-talk	Practicing gratitude regularly
Category	Standard																						
	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being				•			~		~	~				~	•	~	~	~			~	
Mindset Standards	M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	~	•	~	~			<b>✓</b>		<b>✓</b>		~	<b>✓</b>	~	~			~	~	~		~	<b>~</b>
Stan	M 3. Positive attitude toward work and learning					<b>/</b>		<b>/</b>	<b>V</b>	~	~		~	<b>/</b>	~					~			
set S	M 4. Self-confidence in ability to succeed					<b>~</b>		<b>/</b>	~	~	~				~					~			
Minds	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes					~		~	~	~	~				~								
	M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success								~	~													
S	B-LS 1. Critical thinking skills to make informed decisions	<b>~</b>		<b>V</b>		<b>V</b>	<b>V</b>	<b>/</b>	~	~	~	~	~	<b>V</b>	~	V	~				<b>V</b>	~	<b>~</b>
tegi	B-LS 2. Creative approach to learning, tasks and problem solving					<b>✓</b>		<b>✓</b>	~	~	~		~		~	<b>✓</b>	~					<b>~</b>	
Stra	B-LS 3. Time-management, organizational and study skills					<b>V</b>	~	<b>/</b>	~		~						~						
ing	B-LS 4. Self-motivation and self-direction for learning							<b>✓</b>	~	~	~	~	~		~	<b>✓</b>	~					<b>✓</b>	
earn	B-LS 5. Media and technology skills to enhance learning						~														<b>V</b>		
<u>s:</u> L	B-LS 6. High-quality standards for tasks and activities					<b>~</b>		<b>✓</b>	~			~											
Standards: Learning Strategies	B-LS 7. Long- and short-term academic, career and social/ emotional goals	•	~			~		~	~	~	~	~	~		~	~	~					~	
	B-LS 8. Engagement in challenging coursework					<b>~</b>		<b>✓</b>	~	~	~	~	~		~		~					<b>✓</b>	
shavior	B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias						~		~					~							~		
B	B-LS 10. Participation in enrichment and extracurricular activities		<b>/</b>					<b>/</b>			~					~							
±	B-SMS 1. Responsibility for self and actions	<b>/</b>	~	~	~	<b>/</b>	<b>/</b>	<b>/</b>	<b>V</b>	~	~	~	~	<b>/</b>	~	<b>/</b>	~		~		<b>/</b>	~	<b>V</b>
ior :: Sel ment	B-SMS 2. Self-discipline and self-control	<b>✓</b>	<b>✓</b>		<b>✓</b>	<b>✓</b>		<b>✓</b>	<b>~</b>	~	<b>V</b>	~	~	<b>✓</b>	<b>V</b>	<b>/</b>	~		<b>✓</b>		<b>/</b>	<b>V</b>	
shavi ards ager kills	B-SMS 3. Independent work			<b>/</b>				~	<b>V</b>	<b>V</b>	<b>V</b>	~	~		<b>V</b>	<b>/</b>	~	~	<b>V</b>			~	<b>V</b>
Be Standa Mana	B-SMS 4. Delayed gratification for long-term rewards							<b>✓</b>	<b>~</b>	~			~			<b>/</b>							<b>V</b>
St.	B-SMS 5. Perseverance to achieve long- and short-term goals					<b>V</b>		~	<b>V</b>	~	~	~			~	<b>V</b>	~		~			~	

Pathway 2: Confidence & Capability

edge of what is in your control a goal

Pathway 1: Belonging & Connection

**Key Skills and Concepts** 

Pathway 3: Agency & Opportunity

Pathway 4: Well-Being & Community



### **ASCA Student Standards:** Mindsets & Behaviors for

	Grade 9  ASCA Student Standards: Mindsets & Behaviors for Student Success  Second Step* High School	Co-creating shared expectations that c to belonging	Connecting and collaborating with peer build community	Communicating effectively and sincere with educators	Understanding not everyone is paying attention to them	Participating in defining success criteri	Analyzing social media messages using literacy skills	Persisting to master learning objectives by responding to specific feedback and understanding what success looks like	Using feedback and resources to meet success criteria	Applying knowledge of what is in your c when pursuing a goal	Directing learning by making choices a and how to learn	Applying collaborative routines and pro during academic discussions	Providing educators with actionable fee improve learning conditions	Using voice to make change in the school community	Identifying and developing strengths	Experimenting with personally relevant and interests	Identifying when mind breaks are nece: and using them to improve engagemen and performance	Defining and understanding emotions	Using strategies to manage emotions	Participiting in efforts to create a cultur inclusion, recognition, and value	Analyzing scenarios to understand thei digital footprint	Reframing difficult situations by using positive self-talk	Practicing gratitude regularly
Category	Standard																						
<b>≟</b>	B-SMS 6. Ability to identify and overcome barriers	~		~	~	~		<b>/</b>	~	<b>✓</b>	~		<b>~</b>		~	<b>/</b>	<b>✓</b>				~	<b>/</b>	
ior :: Se men	B-SMS 7. Effective coping skills			~	~			<b>/</b>		~							<b>/</b>	~	~			<b>/</b>	<b>V</b>
Behavi ndards anagei Skills	B-SMS 8. Balance of school, home and community activities		<b>✓</b>					~		<b>✓</b>							<b>/</b>	~				<b>/</b>	
Behavior Standards: Self- Management Skills	B-SMS 9. Personal safety skills																				~		
S _	B-SMS 10. Ability to manage transitions and adapt to change	~	<b>✓</b>	~	~			<b>✓</b>	<b>/</b>	<b>✓</b>			<b>~</b>			<b>✓</b>	<b>/</b>					<b>✓</b>	
	B-SS 1. Effective oral and written communication skills and listening skills	~	•	~		~		•	~		~	•	•	~		~	•		~	~		<b>v</b>	~
cills	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	~	•		~							•		~	~								<b>~</b>
al St	B-SS 3. Positive relationships with adults to support success	~	<b>V</b>	~		~			<b>V</b>		~		<b>/</b>				<b>/</b>			~		<b>/</b>	<b>V</b>
Soci	B-SS 4. Empathy	~	<b>/</b>	~	~					~		<b>✓</b>	<b>~</b>		~		<b>/</b>					<b>/</b>	<b>V</b>
ds: {	B-SS 5. Ethical decision-making and social responsibility	~	<b>/</b>	~				<b>/</b>						<b>V</b>	~	~					~		<b>V</b>
ndar	B-SS 6. Effective collaboration and cooperation skills	~	<b>✓</b>	~		~		<b>✓</b>	<b>/</b>			<b>✓</b>	~	<b>✓</b>	~		<b>✓</b>			<b>~</b>	~		
or Star	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups	~	•			~						•			~								
Behavior Standards: Social Skills	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	~	•	~		~		•	•	~	~	~	•	~	~	~	~			~		<b>✓</b>	
m	B-SS 9. Social maturity and behaviors appropriate to the situation and environment	~	•	~	~			•	<b>~</b>	~	~	~	•	~	~	~	•	•	•		~	~	~
	B-SS 10. Cultural awareness, sensitivity and responsiveness	<b>~</b>	<b>/</b>									<b>/</b>		<b>/</b>	~						~		

Pathway 2: Confidence & Capability

Pathway 1: Belonging & Connection

**Key Skills and Concepts** 

Pathway 3: Agency & Opportunity

Pathway 4: Well-Being & Community



	ASCA Student Standards: Mindsets & Behaviors for Student Success	ng shared exi	g effective wa cate digitally	ng and collab	cating effecti ators	ing in definin	g to master le nding to speci nding what su	edback and res	Applying knowledge of anticipate obstacles wh	realistic optim challenges	g learning by m r to learn	collaborative ademic discu	voice to make ch I community	educators wi earning condi	g and appreci	purpose by e y relevant top	ng when mind ig them to impr ormance	ng in efforts t recognition, a	positive emo	g difficult situ ind realistic a	g strong emo ggratitude	g gratitude reg
	Second Step <sup>®</sup> High School	Co-creating s to belonging	Examining communica	Connectii build com	Communi with educ	Participat	Persisting by respor understar	Using fee success o	Applying anticipate	Applying overcome	Directing and how t	Applying c during aca	Using voi school co	Providing improve le	Identifyin	Exploring personally	Identifying and using and perfor	Participitii inclusion,	Fostering	Reframing self-talk a	Navigatin practicing	Practicing
Category	Standard																					
	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being		•				<b>✓</b>		•	•	•				•	•	~		•	•	•	
Mindset Standards	M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	•		~	<b>✓</b>		<b>✓</b>		<b>✓</b>	•		•	~	•	~			~	•	•	•	<b>✓</b>
Stan	M 3. Positive attitude toward work and learning					<b>V</b>	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>		~	<b>/</b>				<b>/</b>			<b>/</b>	
set (	M 4. Self-confidence in ability to succeed					<b>V</b>	~	~	<b>/</b>	<b>✓</b>	<b>/</b>				~			<b>/</b>			<b>✓</b>	
Mind	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes					<b>~</b>	~	•	•	•	•				•						•	
	M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success							•														
Se	B-LS 1. Critical thinking skills to make informed decisions	<b>/</b>			<b>/</b>	<b>V</b>	~	<b>/</b>	<b>/</b>		<b>/</b>	~	~	<b>/</b>		<b>/</b>	<b>/</b>			<b>/</b>		<b>~</b>
Strategies	B-LS 2. Creative approach to learning, tasks and problem solving					<b>V</b>	<b>✓</b>	~	<b>~</b>	<b>/</b>	~			<b>/</b>		~	<b>/</b>			<b>~</b>		
Stra	B-LS 3. Time-management, organizational and study skills					<b>V</b>	<b>V</b>	~			<b>V</b>						<b>/</b>					
ing	B-LS 4. Self-motivation and self-direction for learning						<b>/</b>	~	<b>V</b>	<b>/</b>	<b>~</b>	<b>~</b>		<b>/</b>	~	<b>/</b>	<b>✓</b>			<b>/</b>	<b>/</b>	
earn	B-LS 5. Media and technology skills to enhance learning		<b>/</b>																			
<u>s:</u>	B-LS 6. High-quality standards for tasks and activities					<b>/</b>	<b>✓</b>	~				<b>✓</b>										
Behavior Standards: Learning	B-LS 7. Long- and short-term academic, career and social/ emotional goals	•		•		~	~	•	•	•	•	~		•	•	~	~			•		
r Sta	B-LS 8. Engagement in challenging coursework					<b>/</b>	<b>✓</b>	~	<b>✓</b>	<b>~</b>	<b>✓</b>	<b>✓</b>		<b>~</b>	<b>~</b>		<b>~</b>			<b>~</b>		
shavio	B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias							•		•			~									
ä	B-LS 10. Participation in enrichment and extracurricular activities			<b>✓</b>			<b>/</b>				<b>✓</b>					~						
<u>;;</u>	B-SMS 1. Responsibility for self and actions	<b>~</b>	<b>~</b>	<b>/</b>	<b>/</b>	<b>V</b>	<b>/</b>	<b>/</b>	<b>/</b>	<b>V</b>	<b>/</b>	<b>/</b>	~	<b>/</b>	<b>/</b>	~	<b>V</b>		<b>~</b>	<b>~</b>	<b>V</b>	<b>~</b>
dards: ment	B-SMS 2. Self-discipline and self-control	<b>✓</b>		<b>/</b>		<b>V</b>	~	~	<b>/</b>	<b>✓</b>	<b>/</b>	<b>/</b>	~	<b>✓</b>	~	<b>✓</b>	<b>✓</b>		<b>✓</b>	<b>✓</b>	<b>✓</b>	
stan age	B-SMS 3. Independent work				<b>/</b>		<b>/</b>	~	~	<b>~</b>	~	~		<b>/</b>	~	~	<b>/</b>			<b>~</b>	<b>/</b>	<b>~</b>
Behavior Stand Self-Manager Skills	B-SMS 4. Delayed gratification for long-term rewards						<b>/</b>	~	<b>/</b>	<b>✓</b>				<b>/</b>		<b>✓</b>			<b>✓</b>			~
shav self-l	B-SMS 5. Perseverance to achieve long- and short-term goals					<b>V</b>	<b>/</b>	~	~	<b>~</b>	~	~			~	~	<b>/</b>			<b>~</b>		
Be	B-SMS 6. Ability to identify and overcome barriers	<b>✓</b>			<b>/</b>	<b>V</b>	<b>/</b>	~	<b>/</b>	V	~			<b>✓</b>	~	~	<b>✓</b>			<b>✓</b>		

Pathway 2: Confidence & Capability

sources to meet

of what is in your control to when pursuing a goal

Pathway 1: Belonging & Connection

spectations that contribute

**Key Skills and Concepts** 

Pathway 3: Agency & Opportunity

Pathway 4: Well-Being & Community

to create a culture of and value

uations by using positive approaches



Category    Standard   Standard				Participiti inclusion,	Fostering po	Reframing difficult self-talk and realist	Navigating strong emotions b practicing gratitude	Practicing gratitude regularly
		<b>/</b>			<b>/</b>	<b>/</b>	~	<b>✓</b>
		~	•			~		
D 004 FW 12 1 1 1 22		~			~	~	<b>✓</b>	
B-SS 1. Effective oral and written communication skills and listening skills	~	~		~		~		<b>~</b>
B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them							~	<b>✓</b>
B-SS 3. Positive relationships with adults to support success	/	~	•	<b>V</b>		V	V	<b>~</b>
B-SS 4. Empathy		<b>~</b>	•		~	<b>~</b>	<b>/</b>	<b>✓</b>
B-SS 5. Ethical decision-making and social responsibility								<b>V</b>
B-SS 6. Effective collaboration and cooperation skills	~	<b>/</b>	•	~				
B-SS 7. Leadership and teamwork skills to work effectively in diverse groups								
students who are similar to and different from them  B-SS 3. Positive relationships with adults to support success  V V V V V V V V V V V V V V V V V V	V	~		~		~	~	
B-SS 9. Social maturity and behaviors appropriate to the situation and environment		~			~	~	~	<b>~</b>
B-SS 10. Cultural awareness, sensitivity and responsiveness								

Pathway 2: Confidence & Capability

Pathway 1: Belonging & Connection

**Key Skills and Concepts** 

Pathway 4: Well-Being & Community



## **ASCA Student Standards: Mindsets & Behaviors for**

	Grade 11  ASCA Student Standards: Mindsets & Behaviors for Student Success  Second Step* High School	Co-creating shared expectations to belonging	Connecting and collaborating wi build community	Communicating effectively and swith educators	Recognizing how audience and sinfluence personality	Applying strategies to repair rela	Persisting to master learning obj by responding to specific feedba understanding what success loo	Participating in defining success	Persisting to master learning obj by responding to specific feedba understanding what success lool	Managing time spent online	Using feedback and resources to success criteria	Demonstrating strategies for add self-sabotage	Applying reframing strategies to overcome obstacles	Directing learning by making cho and how to learn	Applying collaborative routines a during academic discussions	Providing educators with actiona improve learning conditions	Identifying and appreciating stre	Using voice to make change in the school community	Experimenting with personally reand interests	Identifying when mind breaks are and using them to improve engag and performance	Applying strategies to navigate sand ways to bring about positive	Fostering positive emotions throumindful attention	Reframing difficult situations by uself-talk and realistic approaches	Understanding that what is consi can vary from person to person	Examining the purpose of photog social media	Participiting in efforts to create a inclusion, recognition, and value	Practicing gratitude regularly
Category	Standard																										
	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being				~				•			•	~	~			~		•	~	•	~	~	~	~		
dards	M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	<b>/</b>	~	~	•	~			<b>✓</b>			<b>/</b>	~		~	~	~	•			<b>✓</b>	<b>/</b>	<b>/</b>	~		•	•
tano	M 3. Positive attitude toward work and learning							<b>V</b>	~		<b>V</b>	<b>V</b>	~	V		V		<b>V</b>			<b>V</b>					<b>V</b>	
et S	M 4. Self-confidence in ability to succeed							~	<b>/</b>		<b>/</b>	<b>/</b>	~	V												<b>V</b>	
Mindset Standards	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes				~			~	•		~	~	~	<b>~</b>							•						
	M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success										<b>/</b>																
S	B-LS 1. Critical thinking skills to make informed decisions	<b>/</b>		<b>V</b>		~		<b>V</b>	<b>/</b>	~	<b>/</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>		<b>V</b>	~	~			<b>V</b>	<b>/</b>	<b>/</b>		~
Learning Strategies	B-LS 2. Creative approach to learning, tasks and problem solving					~		<b>/</b>	<b>✓</b>		<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>		<b>/</b>			~	~	<b>/</b>		<b>/</b>				
Stra	B-LS 3. Time-management, organizational and study skills							<b>V</b>	<b>/</b>	~	<b>/</b>	<b>V</b>	<b>V</b>	<b>V</b>						~	<b>/</b>						
ing	B-LS 4. Self-motivation and self-direction for learning								<b>✓</b>		<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>		~	<b>✓</b>	<b>/</b>		<b>/</b>				
earn	B-LS 5. Media and technology skills to enhance learning									~															<b>/</b>		
<u>s:</u> L	B-LS 6. High-quality standards for tasks and activities							~	<b>✓</b>		<b>/</b>				<b>/</b>												
Standards:	B-LS 7. Long- and short-term academic, career and social/ emotional goals	~	~			~		•	•		•	<b>/</b>	~	~	~	~	~		•	•			<b>/</b>				
r Sta	B-LS 8. Engagement in challenging coursework							<b>/</b>	<b>✓</b>		<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>			~			<b>/</b>				
shavio	B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias				•	~				~	•		~					<b>/</b>			<b>~</b>			~			
ä	B-LS 10. Participation in enrichment and extracurricular activities		<b>/</b>						<b>✓</b>					<b>/</b>					~								
±	B-SMS 1. Responsibility for self and actions	~	<b>V</b>	V	<b>/</b>	~		<b>V</b>	<b>/</b>	~	<b>/</b>	~	~	V	<b>V</b>	V		<b>/</b>	~	~	<b>/</b>	~	~	<b>/</b>	<b>/</b>		<b>~</b>
or : Se nen	B-SMS 2. Self-discipline and self-control	~	<b>V</b>		<b>/</b>	~		~	<b>/</b>	~	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	<b>V</b>		<b>/</b>	~	<b>✓</b>	<b>/</b>	<b>/</b>	<b>/</b>				
shavi ards ager skills	B-SMS 3. Independent work			~					~		<b>V</b>	~	~	~	~	~	<b>/</b>		V	<b>V</b>	<b>/</b>		~				~
Behav tandards Manage Skill	B-SMS 4. Delayed gratification for long-term rewards								<b>✓</b>		<b>V</b>	~	~			~			<b>~</b>		<b>~</b>	<b>/</b>					~
S -	B-SMS 5. Perseverance to achieve long- and short-term goals							~	~		<b>/</b>	~	~	V	~		<b>/</b>		<b>V</b>	<b>/</b>	~		~				

Pathway 2: Confidence & Capability

Pathway 1: Belonging & Connection

**Key Skills and Concepts** 

Pathway 3: Agency & Opportunity

Pathway 4: Well-Being & Community

efforts to create a culture of nition, and value

es to navigate strong emotions about positive emotions



#### ASCA Student Standards: Mindsets & Behaviors for Student Success

	Second Step* High School	Co-creating to belonging	Connecting a	Communica with educate	Recognizing influence per	Applying str	Persisting to by respondir understandi	Participating	Persisting to by respondir understandi	Managing ti	Using feedba	Demonstrati self-sabotag	Applying ref overcome ol	Directing les and how to l	Applying coll during acade	Providing ec improve lear	Identifying a	Using voice t school comn	Experimentii and interest	Identifying w and using th and perform	Applying strand ways to	Fostering por mindful atter	Reframing di self-talk and	Understand can vary fror	Examining the social media	Participiting inclusion, re	Practicing g
Category	Standard																										
4	B-SMS 6. Ability to identify and overcome barriers	<b>/</b>		~		<b>/</b>		<b>/</b>	<b>/</b>		<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>		<b>V</b>			~	<b>✓</b>	<b>/</b>		<b>/</b>				
ior : Self- ment	B-SMS 7. Effective coping skills			~		<b>/</b>			<b>~</b>			~	<b>/</b>							<b>✓</b>	<b>/</b>	<b>/</b>	<b>/</b>				<b>/</b>
havi ards ager skills	B-SMS 8. Balance of school, home and community activities		<b>/</b>						<b>✓</b>	~		<b>/</b>	<b>/</b>							<b>✓</b>	<b>/</b>		<b>/</b>				
Be Standa Mana	B-SMS 9. Personal safety skills																										
St	B-SMS 10. Ability to manage transitions and adapt to change	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>				<b>✓</b>		<b>✓</b>	~	<b>/</b>			<b>/</b>			<b>/</b>	<b>✓</b>	<b>/</b>	<b>/</b>	<b>/</b>				
	B-SS 1. Effective oral and written communication skills and listening skills	~	<b>/</b>	~		~		•	~	~	~			~	<b>~</b>	•		<b>~</b>	•	~			<b>~</b>	~		<b>✓</b>	~
Sills	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	<b>✓</b>	<b>✓</b>		•	~									•		•	<b>✓</b>			•			<b>/</b>			~
S IS	B-SS 3. Positive relationships with adults to support success	<b>/</b>	<b>/</b>	~	<b>V</b>	~		<b>/</b>			<b>/</b>			<b>/</b>		<b>V</b>				<b>✓</b>	<b>/</b>		<b>/</b>	<b>V</b>		<b>/</b>	<b>/</b>
Soci	B-SS 4. Empathy	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	~						<b>/</b>	<b>/</b>		<b>/</b>	<b>/</b>				<b>✓</b>	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>			<b>~</b>
9: S	B-SS 5. Ethical decision-making and social responsibility	<b>V</b>	<b>V</b>	<b>V</b>		~			<b>/</b>			~	<b>/</b>					~	~		<b>/</b>			<b>V</b>			<b>~</b>
ıdarı	B-SS 6. Effective collaboration and cooperation skills	<b>V</b>	<b>/</b>	<b>/</b>		<b>/</b>		<b>/</b>	<b>✓</b>		<b>/</b>				<b>/</b>	<b>/</b>		~		~				<b>/</b>		<b>/</b>	
or Stan	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups	~	~					<b>~</b>							<b>~</b>		•										
Behavior Standards: Social Skills	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	<b>✓</b>	<b>/</b>	~		~		<b>✓</b>	•		•	~	<b>~</b>	~	•	<b>~</b>		<b>~</b>	~	~	•		<b>✓</b>	~		<b>✓</b>	
<b>a</b>	B-SS 9. Social maturity and behaviors appropriate to the situation and environment	<b>/</b>	~	~	~	~			~		•	•	•	~	•	~		<b>~</b>	•	~	•		<b>~</b>	~			~
	B-SS 10. Cultural awareness, sensitivity and responsiveness	<b>/</b>	<b>/</b>		<b>V</b>	V									/			/						~			

Pathway 2: Confidence & Capability

Pathway 1: Belonging & Connection

ategies to repair relationship

**Key Skills and Concepts** 

Pathway 3: Agency & Opportunity

Pathway 4: Well-Being & Community

in efforts to create a culture of cognition, and value



# **ASCA Student Standards:**

	Mindsets & Behaviors for Student Success Second Step* High School	Co-creating shared to belonging	Connecting and col build community	Communicating effe with educators	Demonstrating way: assumptions about	Participating in defi	Persisting to maste by responding to sp understanding what	Using feedback and success criteria	Applying strategies negative thoughts	Expanding and usin	Applying reframing overcome obstacles	Directing learning b and how to learn	Applying collaborati during academic dis	Providing educators improve learning co	Identifying and appr	Using voice to make school community	Understanding how contribute to the sc	Experimenting with and interests	Identifying when mi and using them to in and performance	Navigating strong e self-compassion	Reframing difficult s self-talk and realisti	Demonstrating com	Participiting in effor inclusion, recognitio	Practicing gratitude
Category	Standard																							
	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being				~		•		~		•	~			~			~	•	~	~	~		
Mindset Standards	M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	•	•	~	~		•		~		•		~	•	~	•	~			~	~	~	~	<b>✓</b>
tan	M 3. Positive attitude toward work and learning					<b>V</b>	<b>/</b>	<b>V</b>	~		~	~		<b>/</b>		~							~	
set S	M 4. Self-confidence in ability to succeed					<b>V</b>	<b>/</b>	<b>/</b>	~	~	~	~					~			<b>✓</b>			<b>/</b>	
Minds	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes					~	~	~	<b>✓</b>		~	~					~			~				
	M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success							~		~														
S	B-LS 1. Critical thinking skills to make informed decisions	<b>~</b>		<b>/</b>	<b>/</b>	<b>/</b>	<b>✓</b>	<b>/</b>	~	~	<b>✓</b>	~	<b>/</b>	~		<b>✓</b>	~	~	<b>/</b>		~			
tegi	B-LS 2. Creative approach to learning, tasks and problem solving					<b>/</b>	<b>✓</b>	<b>/</b>	<b>V</b>		<b>✓</b>	<b>/</b>		<b>✓</b>			<b>V</b>	~	<b>✓</b>		<b>/</b>			
Stra	B-LS 3. Time-management, organizational and study skills					<b>V</b>	<b>/</b>	<b>/</b>	~		~	~							<b>/</b>	~				
ing (	B-LS 4. Self-motivation and self-direction for learning						<b>/</b>	<b>/</b>	<b>V</b>	<b>/</b>	~	<b>/</b>	~	<b>✓</b>	<b>/</b>			~	<b>✓</b>		<b>/</b>			
earn	B-LS 5. Media and technology skills to enhance learning									<b>/</b>														
s: Lc	B-LS 6. High-quality standards for tasks and activities					<b>/</b>	<b>✓</b>	<b>/</b>					<b>/</b>											
ındard	B-LS 7. Long- and short-term academic, career and social/ emotional goals	~	~			~	~	~	~	~	~	~	~	•	~		~	~	•	~	~			
r Sta	B-LS 8. Engagement in challenging coursework					<b>/</b>	<b>✓</b>	<b>/</b>	<b>V</b>		<b>✓</b>	<b>/</b>	<b>/</b>	<b>✓</b>	<b>V</b>				<b>✓</b>		<b>/</b>			
Behavior Standards: Learning Strategies	B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias				~			~	~	~	~					•	~			~		~		
B	B-LS 10. Participation in enrichment and extracurricular activities		<b>✓</b>				<b>/</b>					<b>/</b>					<b>V</b>	<b>/</b>						
4	B-SMS 1. Responsibility for self and actions	<b>~</b>	~	~	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	~	~	<b>✓</b>	~	<b>/</b>	~		<b>/</b>	~	~	<b>/</b>	<b>/</b>	~	<b>~</b>		
wior ds: Self- ement lls	B-SMS 2. Self-discipline and self-control	<b>✓</b>	<b>✓</b>			<b>/</b>	<b>✓</b>	<b>/</b>	<b>V</b>		<b>✓</b>	<b>/</b>	<b>/</b>	<b>✓</b>		<b>✓</b>		~	<b>✓</b>	<b>/</b>	<b>/</b>	<b>V</b>		
h H B B IX	B-SMS 3. Independent work			<b>/</b>			<b>/</b>	<b>/</b>	<b>V</b>	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	~	<b>V</b>			<b>/</b>	<b>/</b>	<b>V</b>	<b>/</b>			
Be Standa Mana	B-SMS 4. Delayed gratification for long-term rewards						<b>'</b>	<b>/</b>	<b>V</b>	~	<b>/</b>			<b>V</b>				<b>/</b>						
St	B-SMS 5. Perseverance to achieve long- and short-term goals					<b>V</b>	<b>'</b>	<b>/</b>	<b>V</b>		<b>V</b>	<b>V</b>	<b>/</b>		<b>V</b>		<b>V</b>	<b>V</b>	<b>V</b>	<b>/</b>	<b>/</b>			

Pathway 2: Confidence & Capability

resources to meet

Pathway 1: Belonging & Connection

**Key Skills and Concepts** 

Pathway 4: Well-Being & Community

passion for others

rts to create a culture of on, and value



#### ASCA Student Standards: Mindsets & Behaviors for Student Success

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Sec	cond Step <sup>®</sup> High School	Co-creating to belonging	Connecting a	Communicat with educato	Demonstrat assumption	Particip	Persistin by respo understa	Using fe success	Applying negative t	Expanding	Applying re overcome	Directing lea and how to l	Applying coll: during acade	Providing e improve lea	Identifying	Using voice school comn	Understand contribute t	Experiment and interest	Identifying and using t and perfor	Navigating self-compa	Reframing o	Demons	Participitii inclusion,	Practicii
Category	Standard																							
<u></u> ≟ B-	3-SMS 6. Ability to identify and overcome barriers	<b>V</b>		~		<b>/</b>	<b>/</b>	~	~		<b>/</b>	<b>V</b>		<b>/</b>			~	<b>/</b>	<b>'</b>	<b>/</b>	<b>/</b>	<b>V</b>		
ior : Self: ment s	3-SMS 7. Effective coping skills			~			<b>/</b>		<b>✓</b>		~								<b>/</b>	~	<b>/</b>			
shavi ards ager skills	3-SMS 8. Balance of school, home and community activities		•				<b>✓</b>		<b>✓</b>								~		<b>✓</b>	<b>/</b>	<b>/</b>			
Behav Standards Manage Skill	3-SMS 9. Personal safety skills																							
<u></u> Β-	3-SMS 10. Ability to manage transitions and adapt to change	<b>V</b>	<b>V</b>	~			<b>✓</b>	~	~		<b>/</b>			<b>/</b>				<b>~</b>	~	<b>/</b>	<b>/</b>			
	3-SS 1. Effective oral and written communication skills and stening skills	~	~	•	~	~	•	~		~		~	~	~		~	~	~	•	~	~	~	•	
S S Stu	3-SS 2. Positive, respectful and supportive relationships with tudents who are similar to and different from them	•	~		~								~		~	~	~					•		~
S B-	3-SS 3. Positive relationships with adults to support success	<b>/</b>	~	~	<b>✓</b>	<b>V</b>		<b>✓</b>				~		~			~		<b>/</b>		~	<b>V</b>	~	<b>V</b>
B-	3-SS 4. Empathy	~	•	<b>/</b>					<b>✓</b>				~	~			~		<b>✓</b>	<b>/</b>	<b>/</b>	<b>V</b>		<b>V</b>
is B-	3-SS 5. Ethical decision-making and social responsibility	~	~	<b>/</b>	<b>✓</b>		<b>/</b>		<b>✓</b>							~	~	<b>V</b>		~		<b>V</b>		<b>V</b>
B-	3-SS 6. Effective collaboration and cooperation skills	<b>✓</b>	~	<b>✓</b>	<b>✓</b>	<b>/</b>	<b>/</b>	<b>✓</b>		<b>V</b>			~	~		<b>✓</b>	~		<b>✓</b>			<b>V</b>	<b>✓</b>	
or Star	B-SS 7. Leadership and teamwork skills to work effectively in liverse groups	~	~			~							~		~		~					<b>✓</b>		
	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	•	~	•	~	<b>v</b>	•	~	~			•	~	~		~	~	~	•	~	~	<b>✓</b>	~	
B-	B-SS 9. Social maturity and behaviors appropriate to the situation and environment	•	~	~	~		•	~		•		•	~	~		~	~	~	•		~	•		~
B-	3-SS 10. Cultural awareness, sensitivity and responsiveness	<b>V</b>	<b>V</b>		<b>V</b>								<b>/</b>			<b>/</b>	<b>V</b>					<b>/</b>		

Pathway 2: Confidence & Capability

and resources to meet

Pathway 1: Belonging & Connection

ng ways to avoid r about others **Key Skills and Concepts** 

Pathway 3: Agency & Opportunity

Pathway 4: Well-Being & Community

in efforts to create a culture cognition, and value