



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:

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



Grade 9

ASCA Student Standards: Mindsets & Behaviors for Student Success

Second Step® High School

		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	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 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 control when pursuing a goal	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	Using voice to make change in the school community	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	Defining and understanding emotions	Using strategies to manage emotions	Participating in efforts to create a culture of inclusion, recognition, and value	Analyzing scenarios to understand their digital footprint	Reframing difficult situations by using positive self-talk	Practicing gratitude regularly
Category	Standard																						
Mindset Standards	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being				✓			✓	✓	✓				✓	✓	✓	✓	✓			✓	✓	
	M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	✓	✓	✓	✓			✓	✓		✓	✓	✓	✓			✓	✓	✓		✓	✓	
	M 3. Positive attitude toward work and learning					✓		✓	✓	✓		✓	✓							✓			
	M 4. Self-confidence in ability to succeed					✓		✓	✓	✓	✓				✓					✓			
	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								✓	✓													
Behavior Standards: Learning Strategies	B-LS 1. Critical thinking skills to make informed decisions	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓
	B-LS 2. Creative approach to learning, tasks and problem solving					✓		✓	✓	✓		✓	✓	✓	✓	✓						✓	
	B-LS 3. Time-management, organizational and study skills					✓	✓	✓	✓	✓													
	B-LS 4. Self-motivation and self-direction for learning							✓	✓	✓	✓	✓			✓	✓	✓					✓	
	B-LS 5. Media and technology skills to enhance learning						✓		✓	✓											✓		
	B-LS 6. High-quality standards for tasks and activities					✓		✓	✓			✓											
	B-LS 7. Long- and short-term academic, career and social/emotional goals	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	
	B-LS 8. Engagement in challenging coursework					✓		✓	✓	✓	✓	✓	✓		✓		✓					✓	
	B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias						✓		✓					✓							✓		
	B-LS 10. Participation in enrichment and extracurricular activities		✓					✓			✓					✓							
Behavior Standards: Self-Management Skills	B-SMS 1. Responsibility for self and actions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓
	B-SMS 2. Self-discipline and self-control	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓
	B-SMS 3. Independent work			✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓
	B-SMS 4. Delayed gratification for long-term rewards							✓	✓	✓		✓			✓	✓	✓					✓	✓
	B-SMS 5. Perseverance to achieve long- and short-term goals					✓		✓	✓	✓	✓	✓			✓	✓	✓		✓			✓	✓



Grade 9

ASCA Student Standards: Mindsets & Behaviors for Student Success

Second Step® High School

		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	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 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 control when pursuing a goal	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	Using voice to make change in the school community	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	Defining and understanding emotions	Using strategies to manage emotions	Participating in efforts to create a culture of inclusion, recognition, and value	Analyzing scenarios to understand their digital footprint	Reframing difficult situations by using positive self-talk	Practicing gratitude regularly
Category	Standard																						
Behavior Standards: Self-Management Skills	B-SMS 6. Ability to identify and overcome barriers	✓		✓	✓	✓		✓	✓	✓	✓		✓		✓	✓	✓				✓	✓	
	B-SMS 7. Effective coping skills			✓	✓					✓							✓	✓	✓			✓	✓
	B-SMS 8. Balance of school, home and community activities		✓							✓							✓	✓				✓	✓
	B-SMS 9. Personal safety skills																				✓		
	B-SMS 10. Ability to manage transitions and adapt to change	✓	✓	✓	✓				✓	✓	✓			✓			✓	✓					✓
Behavior Standards: Social Skills	B-SS 1. Effective oral and written communication skills and listening skills	✓	✓	✓		✓			✓		✓	✓	✓	✓		✓	✓		✓	✓		✓	✓
	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	✓	✓		✓								✓		✓								✓
	B-SS 3. Positive relationships with adults to support success	✓	✓	✓		✓			✓		✓		✓				✓			✓		✓	✓
	B-SS 4. Empathy	✓	✓	✓	✓				✓			✓	✓		✓		✓	✓				✓	✓
	B-SS 5. Ethical decision-making and social responsibility	✓	✓	✓					✓				✓		✓	✓						✓	✓
	B-SS 6. Effective collaboration and cooperation skills	✓	✓	✓		✓			✓			✓	✓	✓	✓		✓			✓	✓		
	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups	✓	✓			✓						✓			✓					✓	✓		
	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	✓	✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓			✓		✓	
	B-SS 9. Social maturity and behaviors appropriate to the situation and environment	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓
	B-SS 10. Cultural awareness, sensitivity and responsiveness	✓	✓						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓



Grade 10

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Second Step® High School

		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	Examining effective ways to communicate digitally	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Participating in defining success criteria	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 control to anticipate obstacles when pursuing a goal	Applying realistic optimism to overcome challenges	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Using voice to make change in the school community	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Exploring purpose by experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Participating in efforts to create a culture of inclusion, recognition, and value	Fostering positive emotions	Reframing difficult situations by using positive self-talk and realistic approaches	Navigating strong emotions by practicing gratitude	Practicing gratitude regularly
Category	Standard																					
Mindset Standards	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being		✓				✓		✓	✓	✓				✓	✓	✓		✓	✓	✓	
	M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	✓		✓	✓		✓		✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓
	M 3. Positive attitude toward work and learning					✓	✓	✓	✓	✓	✓		✓	✓				✓			✓	✓
	M 4. Self-confidence in ability to succeed					✓	✓	✓	✓	✓	✓				✓			✓			✓	✓
	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																					
Behavior Standards: Learning Strategies	B-LS 1. Critical thinking skills to make informed decisions	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓			✓		✓
	B-LS 2. Creative approach to learning, tasks and problem solving					✓	✓	✓	✓	✓	✓			✓		✓	✓			✓		
	B-LS 3. Time-management, organizational and study skills					✓	✓	✓	✓	✓	✓											
	B-LS 4. Self-motivation and self-direction for learning						✓	✓	✓	✓	✓			✓	✓	✓	✓			✓	✓	
	B-LS 5. Media and technology skills to enhance learning		✓																			
	B-LS 6. High-quality standards for tasks and activities					✓	✓	✓						✓								
	B-LS 7. Long- and short-term academic, career and social/emotional goals	✓		✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓		
	B-LS 8. Engagement in challenging coursework					✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓		
	B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias																					
	B-LS 10. Participation in enrichment and extracurricular activities			✓			✓				✓											
Behavior Standards: Self-Management Skills	B-SMS 1. Responsibility for self and actions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
	B-SMS 2. Self-discipline and self-control	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
	B-SMS 3. Independent work				✓		✓	✓	✓	✓	✓			✓	✓	✓	✓			✓	✓	✓
	B-SMS 4. Delayed gratification for long-term rewards						✓	✓	✓	✓	✓			✓	✓	✓	✓		✓		✓	✓
	B-SMS 5. Perseverance to achieve long- and short-term goals					✓	✓	✓	✓	✓	✓	✓			✓	✓	✓			✓	✓	✓
	B-SMS 6. Ability to identify and overcome barriers	✓			✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓			✓	✓	✓



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		Key Skills and Concepts																				
		Pathway 1: Belonging & Connection				Pathway 2: Confidence & Capability				Pathway 3: Agency & Opportunity				Pathway 4: Well-Being & Community								
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Category	Standard																					
Behavior Standards: Self-Management Skills	B-SMS 7. Effective coping skills				✓		✓		✓	✓							✓		✓	✓	✓	✓
	B-SMS 8. Balance of school, home and community activities			✓			✓			✓							✓			✓		
	B-SMS 9. Personal safety skills																					
	B-SMS 10. Ability to manage transitions and adapt to change	✓		✓	✓		✓	✓	✓	✓				✓		✓	✓		✓	✓	✓	
Behavior Standards: Social Skills	B-SS 1. Effective oral and written communication skills and listening skills	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓		✓
	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	✓	✓	✓							✓	✓	✓		✓						✓	✓
	B-SS 3. Positive relationships with adults to support success	✓		✓	✓	✓			✓		✓			✓			✓	✓		✓	✓	✓
	B-SS 4. Empathy	✓		✓	✓	✓				✓	✓			✓			✓		✓	✓	✓	✓
	B-SS 5. Ethical decision-making and social responsibility	✓		✓	✓	✓	✓			✓			✓			✓						✓
	B-SS 6. Effective collaboration and cooperation skills	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓			✓	✓				
	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups	✓	✓	✓		✓						✓			✓							
	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	
	B-SS 9. Social maturity and behaviors appropriate to the situation and environment	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓
	B-SS 10. Cultural awareness, sensitivity and responsiveness	✓		✓								✓	✓						✓	✓	✓	✓



Grade 11

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Second Step® High School

		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	Recognizing how audience and setting can influence personality	Applying strategies to repair relationships	Persisting to master learning objectives by responding to specific feedback and understanding what success looks like	Participating in defining success criteria	Persisting to master learning objectives by responding to specific feedback and understanding what success looks like	Managing time spent online	Using feedback and resources to meet success criteria	Demonstrating strategies for addressing self-sabotage	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	Identifying and appreciating strengths	Using voice to make change in the school community	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Applying strategies to navigate strong emotions and ways to bring about positive emotions	Fostering positive emotions through mindful attention	Reframing difficult situations by using positive self-talk and realistic approaches	Understanding that what is considered "normal" can vary from person to person	Examining the purpose of photography in social media	Participating in efforts to create a culture of inclusion, recognition, and value	Practicing gratitude regularly	
Category	Standard																											
Mindset Standards	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being				✓			✓			✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓				
	M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	✓	✓	✓	✓	✓		✓			✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	
	M 3. Positive attitude toward work and learning							✓			✓	✓	✓	✓		✓		✓			✓						✓	✓
	M 4. Self-confidence in ability to succeed							✓			✓	✓	✓	✓													✓	
	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										✓																	
Behavior Standards: Learning Strategies	B-LS 1. Critical thinking skills to make informed decisions	✓		✓		✓		✓		✓	✓	✓	✓	✓	✓			✓	✓	✓			✓	✓	✓		✓	
	B-LS 2. Creative approach to learning, tasks and problem solving					✓		✓		✓	✓	✓	✓	✓					✓	✓	✓		✓				✓	
	B-LS 3. Time-management, organizational and study skills							✓		✓	✓	✓	✓	✓						✓	✓							
	B-LS 4. Self-motivation and self-direction for learning							✓		✓	✓	✓	✓	✓			✓		✓	✓	✓		✓					
	B-LS 5. Media and technology skills to enhance learning								✓																✓			
	B-LS 6. High-quality standards for tasks and activities							✓		✓						✓												
	B-LS 7. Long- and short-term academic, career and social/emotional goals	✓	✓			✓		✓		✓	✓	✓	✓	✓	✓	✓			✓	✓			✓					
	B-LS 8. Engagement in challenging coursework							✓		✓	✓	✓	✓	✓	✓	✓				✓			✓					
	B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias				✓	✓				✓	✓		✓							✓		✓		✓				
	B-LS 10. Participation in enrichment and extracurricular activities		✓						✓					✓						✓								
Behavior Standards: Self-Management Skills	B-SMS 1. Responsibility for self and actions	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓		✓	
	B-SMS 2. Self-discipline and self-control	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓			
	B-SMS 3. Independent work			✓							✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓	
	B-SMS 4. Delayed gratification for long-term rewards										✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓			✓	
	B-SMS 5. Perseverance to achieve long- and short-term goals							✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓	



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Category	Standard																											
Behavior Standards: Self-Management Skills	B-SMS 6. Ability to identify and overcome barriers	✓		✓		✓		✓	✓		✓	✓	✓	✓		✓			✓	✓	✓							
	B-SMS 7. Effective coping skills			✓		✓			✓		✓	✓	✓							✓	✓	✓	✓					✓
	B-SMS 8. Balance of school, home and community activities		✓						✓	✓		✓	✓							✓	✓		✓					
	B-SMS 9. Personal safety skills																											
	B-SMS 10. Ability to manage transitions and adapt to change	✓	✓	✓	✓				✓		✓	✓	✓			✓			✓	✓	✓	✓	✓					
Behavior Standards: Social Skills	B-SS 1. Effective oral and written communication skills and listening skills	✓	✓	✓		✓		✓	✓	✓				✓	✓	✓			✓	✓	✓		✓			✓	✓	
	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	✓	✓		✓	✓									✓		✓			✓	✓			✓			✓	
	B-SS 3. Positive relationships with adults to support success	✓	✓	✓	✓	✓		✓			✓			✓		✓				✓	✓	✓	✓	✓			✓	
	B-SS 4. Empathy	✓	✓	✓	✓	✓					✓		✓		✓	✓				✓	✓	✓	✓	✓			✓	
	B-SS 5. Ethical decision-making and social responsibility	✓	✓	✓		✓			✓			✓	✓					✓	✓		✓	✓		✓			✓	
	B-SS 6. Effective collaboration and cooperation skills	✓	✓	✓		✓		✓	✓		✓				✓	✓				✓	✓			✓			✓	
	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups	✓	✓			✓		✓							✓		✓			✓	✓			✓				
	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	✓	✓	✓		✓		✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓			✓	✓	
	B-SS 9. Social maturity and behaviors appropriate to the situation and environment	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓			✓	✓	
	B-SS 10. Cultural awareness, sensitivity and responsiveness	✓	✓		✓	✓									✓				✓	✓	✓	✓	✓	✓			✓	



Grade 12

ASCA Student Standards: Mindsets & Behaviors for Student Success

Second Step® High School

		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	Demonstrating ways to avoid making assumptions about others	Participating in defining success criteria	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 strategies for overcoming negative thoughts	Expanding and using social networks	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	Identifying and appreciating strengths	Using voice to make change in the school community	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	Reframing difficult situations by using positive self-talk and realistic approaches	Demonstrating compassion for others	Participating in efforts to create a culture of inclusion, recognition, and value	Practicing gratitude regularly	
Category	Standard																								
Mindset Standards	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being				✓		✓		✓		✓	✓			✓			✓	✓	✓	✓	✓			
	M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	✓	✓	✓	✓		✓		✓		✓		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	
	M 3. Positive attitude toward work and learning					✓	✓	✓	✓		✓		✓		✓								✓		
	M 4. Self-confidence in ability to succeed					✓	✓	✓	✓	✓		✓					✓				✓			✓	
	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							✓		✓															
Behavior Standards: Learning Strategies	B-LS 1. Critical thinking skills to make informed decisions	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓						
	B-LS 2. Creative approach to learning, tasks and problem solving					✓	✓	✓	✓		✓		✓				✓	✓	✓		✓				
	B-LS 3. Time-management, organizational and study skills					✓	✓	✓	✓		✓								✓	✓					
	B-LS 4. Self-motivation and self-direction for learning						✓	✓	✓	✓	✓	✓	✓		✓				✓	✓		✓			
	B-LS 5. Media and technology skills to enhance learning									✓															
	B-LS 6. High-quality standards for tasks and activities					✓	✓	✓					✓												
	B-LS 7. Long- and short-term academic, career and social/emotional goals	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
	B-LS 8. Engagement in challenging coursework					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓		✓			
	B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias				✓			✓	✓	✓	✓					✓	✓			✓			✓		
	B-LS 10. Participation in enrichment and extracurricular activities		✓				✓					✓					✓	✓	✓						
Behavior Standards: Self-Management Skills	B-SMS 1. Responsibility for self and actions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	B-SMS 2. Self-discipline and self-control	✓	✓			✓	✓	✓	✓	✓		✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	
	B-SMS 3. Independent work			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓				
	B-SMS 4. Delayed gratification for long-term rewards						✓	✓	✓	✓	✓			✓				✓	✓	✓	✓				
	B-SMS 5. Perseverance to achieve long- and short-term goals					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓				



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Category	Standard																								
Behavior Standards: Self-Management Skills	B-SMS 6. Ability to identify and overcome barriers	✓		✓		✓	✓	✓	✓		✓	✓		✓			✓	✓	✓	✓	✓				
	B-SMS 7. Effective coping skills			✓			✓	✓	✓		✓								✓	✓	✓	✓			
	B-SMS 8. Balance of school, home and community activities		✓				✓		✓								✓		✓	✓	✓				
	B-SMS 9. Personal safety skills																								
	B-SMS 10. Ability to manage transitions and adapt to change	✓	✓	✓			✓	✓	✓		✓			✓				✓	✓	✓	✓	✓			
Behavior Standards: Social Skills	B-SS 1. Effective oral and written communication skills and listening skills	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		
	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	✓	✓		✓							✓			✓	✓					✓	✓	✓		
	B-SS 3. Positive relationships with adults to support success	✓	✓	✓	✓	✓		✓			✓			✓			✓				✓	✓	✓		
	B-SS 4. Empathy	✓	✓	✓					✓			✓					✓				✓	✓	✓		
	B-SS 5. Ethical decision-making and social responsibility	✓	✓	✓	✓		✓		✓							✓	✓	✓		✓		✓	✓		
	B-SS 6. Effective collaboration and cooperation skills	✓	✓	✓	✓	✓	✓	✓		✓			✓	✓		✓	✓		✓			✓	✓		
	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups	✓	✓			✓							✓		✓		✓					✓			
	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		
	B-SS 9. Social maturity and behaviors appropriate to the situation and environment	✓	✓	✓	✓		✓	✓		✓		✓	✓	✓		✓	✓	✓	✓		✓	✓	✓		
	B-SS 10. Cultural awareness, sensitivity and responsiveness	✓	✓		✓							✓		✓		✓	✓	✓	✓			✓	✓		