

SECOND STEP

First Grade



The [Indiana Employability Skills Standards](#) provide students with support and preparation for the ever-changing needs of today's workforce beginning in kindergarten and progressing through grade twelve. The standards are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development's Employability Skills Benchmarks, the Governor's Work Ethic Certificate, and the Indiana Department of Education's Social Emotional Learning Competencies. The standards are arranged within four key areas: [Mindsets \(M\)](#), [Work Ethic \(WE\)](#), [Learning Strategies \(LS\)](#), and [Social and Emotional Skills \(SE\)](#). (IDOE, 2019)

The Indiana Employability Skills Standards are supported through grade-level curriculum maps and a selection of curriculum materials to support these maps, including *Second Step Elementary*. These curriculum maps and materials are aligned to the Indiana Academic standards while also meeting the needs of all learners. Therefore, the Noblesville Schools' curriculum is constantly undergoing periodic and systematic analysis and revision.

Do you Have The Skills Indiana's Employers Are Searching For?

INDIANA EMPLOYERS WANT HIGHLY-SKILLED EMPLOYEES. DEVELOPING THESE 18 Employability Skills CAN HELP YOU LAND YOUR DREAM JOB!

MINDSETS

- Lifelong Learning**: Demonstrate willingness to work and learn, and continually apply new knowledge.
- Self-Confidence**: Possess belief in own ability to succeed and assert self when necessary.

WORK ETHIC

- Self-Discipline**: Demonstrate self-control and behave in accordance to rules with minimal direction.
- Independence**: Successfully carry out expectations with minimal supervision.
- Perseverance**: Demonstrate endurance and capacity to complete tasks.
- Time Management & Organization**: Plan and organize long and short-term goals while understanding how to balance school, home, and community activities.
- Integrity**: Act in a trustworthy and honest manner.
- Adaptability**: Manage transitions and adjust to changing situations and responsibilities.
- Professionalism**: Demonstrate skills and behaviors appropriate for school and work.

LEARNING STRATEGIES

- Effective Communication**: Apply skills to clearly, effectively, and concisely express ideas and messages to others appropriate to the environment.
- Decision-Making**: Utilize critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, limits, and goals.
- Attention to Detail**: Achieve thoroughness and accuracy when accomplishing a task.
- Problem Solving**: Apply critical and creative thinking skills to resolve problems.
- Apptitude Awareness**: Identify and communicate individual interests and skills that align our coursework and experiences to potential career paths and to in-demand occupations.

SOCIAL & EMOTIONAL SKILLS

- Connection**: Demonstrate the ability to network with others through social awareness and cultural sensitivity.
- Regulation**: Recognize and manage one's emotions.
- Collaboration**: Work well with others in a team.

Want to learn more?
www.employabilityskills.in.gov

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Second Step



The *Second Step* units serve as the curriculum materials for all first grade learners and are aligned with [Indiana's Employability Skills Standards \(K-2\)](#).

Table 1: First Grade Units for Second Step: Unit 1 - Skills for Learning

Second Step Unit 1: Skills for Learning Lesson Overview	Second Step Learning Outcomes Learners will...
Learning to Listen	Name and demonstrate the rules for listening in a group. Apply attention, memory, and inhibitory control skills in a brain-building activity.
Focusing Attention	Name and demonstrate the listening rules. Demonstrate attention skills in the context of a game. State typical classroom verbal cues that request the attention of learners.
Following Directions	Demonstrate listening and following directions within the context of a game.
Self-Talk for Staying on Task	Demonstrate self-talk for remembering directions in the context of a drawing game.
Being Assertive	Distinguish an assertive request from a passive or aggressive one. Identify assertive posture and tone of voice. Demonstrate assertive communication skills in response to scenarios.

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Table 2: First Grade Units for Second Step: Unit 2 - Empathy

<p style="text-align: center;">Second Step Unit 2: Empathy Lesson Overview</p>	<p style="text-align: center;">Second Step Learning Outcomes Learners will...</p>
<p>Identifying Feelings</p>	<p>Name feelings when presented with physical cues.</p>
<p>Looking for More Clues</p>	<p>Names feelings when presented with physical clues. Names feelings when presented with environmental and situational clues.</p>
<p>Similarities and Differences</p>	<p>Compare physical and emotional similarities and differences between two children. Demonstrate that people can have different feelings about the same situation.</p>
<p>Feelings Change</p>	<p>Demonstrate welcoming and inviting behaviors.</p>
<p>Accidents</p>	<p>Know what the word accident means. Know what to say when they do something by accident. Predict how others might feel as a result of their own or others' actions.</p>
<p>Showing Care and Concern</p>	<p>Recall that listening, saying kind words, and helping are three ways to show caring. Demonstrate caring and helping in response to scenarios.</p>

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Table 3: First Grade Units for Second Step: Unit 3 - Emotion Management

<p>Second Step Unit 3: Emotion Management Lesson Overview</p>	<p>Second Step Learning Outcomes Learners will...</p>
<p>Identifying Our Own Feelings</p>	<p>Identify physical clues in their bodies that help them identify their feelings. Identify grown-ups to talk to about feelings.</p>
<p>Strong Feelings</p>	<p>Recognize situations and physical body cues that signal strong feelings. Demonstrate two Calming-Down steps to manage strong feelings.</p>
<p>Calming Down Anger</p>	<p>Demonstrate proper belly breathing. Explain physical and situational clues to feeling angry. Use a three-step process to calm down: say stop, name your feeling, and do belly breathing.</p>
<p>Self-Talk for Calming Down</p>	<p>Recognize situations that require the use of calming-down strategies. Use positive self-talk to calm down.</p>
<p>Managing Worry</p>	<p>Recognize situations that require the use of calming-down skills. Demonstrate the ways to calm down- belly breathing, counting, and using positive self-talk. Identify grown-ups to talk to when feeling worried.</p>
<p>Identifying Our Own Feelings</p>	<p>Identify physical clues in their bodies that help them identify their feelings. Identify grown-ups to talk to about feelings.</p>

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Table 4: First Grade Units for Second Step: Unit 4 - Problem Solving

<p style="text-align: center;">Second Step Unit 4: Problem Solving Lesson Overview</p>	<p style="text-align: center;">Second Step Learning Outcomes Learners will...</p>
<p>Solving Problems Part 1</p>	<p>Use words to describe problems presented in scenarios. Generate multiple solutions to problems presented in scenarios.</p>
<p>Solving Problems Part 2</p>	<p>Predict consequences using an if-then model. Select a reasonable solution to the problem.</p>
<p>Fair Ways to Play</p>	<p>Define and differentiate sharing, trading, and taking turns. Identify and state the problem in a given situation. Generate possible solutions to a problem situation. Demonstrate the fair ways to play.</p>
<p>Inviting Others to Join In</p>	<p>Apply the Problem-Solving Steps. Demonstrate how to invite someone to play in response to scenarios.</p>
<p>Handling Name Calling</p>	<p>Demonstrate assertive responses to name-calling. Identify adults to tell if name-calling continues.</p>
<p>Review</p>	<p>Recall the skills on the posters. Demonstrate listening rules and calming down steps.</p>