

SECOND STEP

Second 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**: 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 actively, effectively, and civility express ideas and manage conflict's appropriate to the environment.
 - Decision-Making**: Use 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 interest and skills that align 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

SECOND STEP

Second Grade

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

Table 1: Second 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...
Being Respectful	Identify respectful behavior in themselves and others. Determine respectful responses to scenarios.
Focusing Attention and Listening	Identify examples of focusing attention. Identify examples of listening. Apply focusing-attention and listening skills in the context of a game and in response to scenarios.
Using Self-Talk	Identify classroom distractions. Demonstrate using self-talk in response to scenarios.
Being Assertive	Demonstrate assertive communication skills in response to scenarios. Determine which adult to ask assertively for help in response to scenarios.

SECOND STEP

Second Grade



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

<p>Second Step Unit 2: Empathy Lesson Overview</p>	<p>Second Step Learning Outcomes Learners will...</p>
<p>Identifying Feelings</p>	<p>Name a variety of feelings. Distinguish between comfortable and uncomfortable feelings. Use physical, verbal, and situational clues to determine what others are feeling.</p>
<p>Learning More about Feelings</p>	<p>Use physical, verbal, and situational clues to determine what others are feeling. Label their own feelings as the same as or different from others's feelings.</p>
<p>Feeling Confident</p>	<p>Identify physical and situational clues that indicate the feeling of confidence. Detect when their own and others' feelings change.</p>
<p>Respecting Different Perspectives</p>	<p>Determine what others are feeling using physical, verbal, and situational clues. Label their own perspectives as the same as or different from others' perspectives.</p>
<p>Showing Compassion</p>	<p>Determine what others are feeling using physical, verbal and situational clues. Identify ways to show compassion for others.</p>
<p>Predicting Feelings</p>	<p>Predict others' feelings in response to scenarios. Offer possible reasons for others' actions and feelings in response to scenarios.</p>

SECOND STEP

Second Grade



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

Second Step Unit 3: Emotion Management Lesson Overview	Second Step Learning Outcomes Learners will...
Identifying Our Own Feelings	Identify physical clues in their bodies that help them identify their feelings. Identify grown-ups to talk to.
Strong Feelings	Recognize situations and physical body cues that signal strong feelings. Demonstrate two calming-down steps to manage strong feelings.
Calming Down Anger	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.
Self-Talk for Calming Down	Recognize situations that require the use of calming-down strategies. Use positive self-talk to calm down.
Managing Worry	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.

SECOND STEP

Second Grade



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

<p>Second Step Unit 4: Problem Solving Lesson Overview</p>	<p>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, calming down steps.</p>