

SECOND STEP

Third 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 HEAVY-SKILLED EMPLOYEES. DEVELOPING THESE 18 Employability Skills CAN HELP YOU LAND YOUR DREAM JOB!

MINDSETS	LEARNING STRATEGIES	WORK ETHIC	SOCIAL & EMOTIONAL SKILLS
Lifelong Learning DEMONSTRATE WILLINGNESS TO WORK AND LEARN, AND CONTINUALLY APPLY NEW KNOWLEDGE. Possess belief in own ability to succeed and assert self when necessary. SELF-CONFIDENCE	Effective COMMUNICATION Apply skills to clearly, effectively, and convincingly express ideas and messages to other's appropriate to the environment. DECISION-MAKING Utilize critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, costs, and goals. INITIATIVE Apply self-motivation and self-direction to work and learning. Attention to Detail Achieve thoroughness and accuracy when accomplishing a task. APTITUDE Awareness Identify and communicate individual interests and skills that align with career paths and to in-demand occupations. PROBLEM SOLVING Apply critical and creative thinking skills to resolve problems.	Self-Discipline Successfully carry out expectations with minimal supervision. Demonstrate self-control and behave in accordance to rules with minimal direction. INDEPENDENCE 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 Manage transitions and adjust to changing situations and responsibilities. ACT IN A TRUSTWORTHY AND HONEST MANNER. ADAPTABILITY PROFESSIONALISM Demonstrate skills and behaviors appropriate for school and work.
			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 third grade learners and are aligned with [Indiana's Employability Skills Standards \(3-5\)](#).

Table 1: Third 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 Learners	Apply focused-attention and listening skills in response to scenarios.
Using Self-Talk	Identify classroom distractions. Demonstrate the use of self-talk in response to a scenario.
Being Assertive	Demonstrate the use of self-talk in response to a scenario.
Planning to Learn	Evaluate three step plans for different scenarios using the good plan checklist criteria. Create a simple three step plan that meets the good plan checklist criteria.

SECOND STEP

Third Grade



Table 2: Third 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 Others' Feelings</p>	<p>Name a variety of feelings. Determine other's feelings using physical, verbal, and situational clues. Label their own feelings as the same as or different from others' feelings.</p>
<p>Understanding Perspectives</p>	<p>Identify others' feelings using physical, verbal and situational clues. Determine whether others' feelings have changed in response to scenarios.</p>
<p>Conflicting Feelings</p>	<p>Identify two conflicting feelings a person could have in response to scenarios. Explain possible reasons for someone's conflicting feelings in response to scenarios.</p>
<p>Accepting Differences</p>	<p>Name similarities and differences between people. Predict how others will feel when teased.</p>
<p>Showing Compassion</p>	<p>Demonstrate focusing-attention and listening skills in response to scenarios. Identify ways to show compassion for others in response to scenarios.</p>
<p>Making Friends</p>	<p>Demonstrate focusing-attention and listening skills in the context of a game. Initiate continue and end a conversation in a friendly way in the context of a game.</p>

SECOND STEP

Third Grade



Table 3: Third 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>Introducing Emotion Management</p>	<p>Identify physical cues that help name their own feelings.</p>
<p>Managing Test Anxiety</p>	<p>Identify the first two calming strategies. Demonstrate using the first two calming down steps.</p>
<p>Handling Accusations</p>	<p>Demonstrate correct belly breathing technique. Use belly breathing to calm down. Demonstrate steps for handling accusations in response to scenarios.</p>
<p>Managing Disappointment</p>	<p>Generate positive self-talk that can be used to calm down. Make a simple three-step plan to achieve a goal.</p>
<p>Managing Anger</p>	<p>Generate positive self-talk that can be used to calm down. Identify situations that require using strategies for calming down.</p>
<p>Managing Hurt Feelings</p>	<p>Identify situations that require using strategies for calming down. Demonstrate using strategies for calming down. Generate alternative explanations in response to a scenario.</p>

SECOND STEP

Third 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>Recall the first problem-solving step. Identify and state a problem in response to a scenario.</p>
<p>Solving Problems (part 2)</p>	<p>Recall the problem-solving steps. Propose several solutions for a given problem in the scenario. Determine if solutions are safe and respectful. Explore positive and negative language in response to a scenario.</p>
<p>Solving Classroom Problems</p>	<p>Apply calming down steps to an emotional situation in response to a scenario. Recall problem-solving steps. Use the problem-solving steps to solve a problem.</p>
<p>Solving Peer-Exclusion Problems</p>	<p>Apply problem-solving steps to the problem of being excluded. Demonstrate assertive communication skills.</p>
<p>Dealing with Negative Peer Pressure</p>	<p>Apply problem-solving steps. Demonstrate assertive communication.</p>
<p>Reviewing</p>	<p>Recall skills learned. Identify skills in a story. Relate personal examples of skill use.</p>