

SECOND STEP

Fifth 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 supervision.
- 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 effectively, efficiently, and convincingly express ideas and messages in ways appropriate to the audience.
- Decision-Making**: Utilize critical thinking skills and perspectives of others to make informed decisions based on options, research, risks, limits, and goals.
- Attention to Detail**: Achieve thoroughness and accuracy when accomplishing a task.
- Initiative**: Apply self-motivation and self-direction to work and learning.
- Problem Solving**: Apply critical and creative thinking skills to resolve problems.
- Aptitude Awareness**: Identify and communicate individual interests 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

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Second Step

The *Second Step* units serve as the curriculum materials for all fifth grade learners and are aligned with [Indiana's Employability Skills Standards \(3-5\)](#).

Table 1: Fifth Grade Units for Second Step: Unit 1 - Empathy and Skills for Learning

Second Step Unit 1: Empathy and Skills for Learning Lesson Overview	Second Step Learning Outcomes Learners will...
Empathy and Respect	Define respect. Define empathy.
Listening with Attention	Demonstrate listening with attention skills.
Being Assertive	Identify passive, aggressive, and assertive responses.
Predicting Feelings	Predict how others might feel as a result of their or others' actions. State the cause and effects of a given action.
Taking Others' Perspectives	Demonstrate the ability to take someone else's perspective.
Accepting Differences	Identify similarities and differences between people.
Disagreeing Respectfully	Distinguish between respectful and disrespectful ways to disagree. Communicate their own perspectives. Demonstrate skills for disagreeing respectfully.
Responding with Compassion	Demonstrate knowledge of how to respond with compassion.

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Table 2: Fifth Grade Units for Second Step: Unit 2 - Emotion Management

<p>Second Step Unit 2: Emotion Management Lesson Overview</p>	<p>Second Step Learning Outcomes Learners will...</p>
<p>Introducing Emotion Management</p>	<p>Describe what happens in their brains and bodies when they experience strong emotions. Identify strong emotions.</p>
<p>Calming Down Anger</p>	<p>Identify situations in which they might need to calm down. Demonstrate the technique for deep, centered breathing. Identify and demonstrate other ways to calm down (counting, breathing, positive self-talk).</p>
<p>Managing Anxiety</p>	<p>Identify signs of anxiety. Apply what they've learned about calming down to anxiety-provoking scenarios, including academic challenges.</p>
<p>Managing Frustration</p>	<p>Identify physical signs of frustration. Demonstrate reducing frustration by using the calming down steps.</p>
<p>Resisting revenge</p>	<p>Identify possible consequences of revenge. Generate alternatives for seeing revenge. Demonstrate using calming down steps.</p>
<p>Handling Put-Downs</p>	<p>Identify strategies for handling put-downs. Demonstrate what they've learned about calming down steps. Demonstrate assertive responses to put-downs.</p>
<p>Avoiding Assumptions</p>	<p>Identify emotion management strategies. Demonstrate assertiveness skills. Identify and use positive self-talk statements to avoid making assumptions.</p>

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Table 3: Fifth Grade Units for Second Step: Unit 3 - Problem Solving

<p>Second Step Unit 3: Problem Solving Lesson Overview</p>	<p>Second Step Learning Outcomes Learners will...</p>
<p>Solving Problems (part 1)</p>	<p>Recall the S (Say the problem step of the problem-solving steps. State a problem without blaming anyone.</p>
<p>Solving Problems (part 2)</p>	<p>Generate safe and respectful solutions to a problem. Identify consequences of potential solutions. Select an appropriate solution to a problem.</p>
<p>Making a Plan</p>	<p>Explain the purpose of making a plan. Create a three step plan to carry out a solution to a problem.</p>
<p>Seeking Help</p>	<p>State the problem-solving steps. Demonstrate using assertiveness skills when seeking help.</p>
<p>Dealing with Gossip</p>	<p>Identify why some gossip is harmful. Generate ideas for refusing or avoiding harmful gossip. Demonstrate using the problem solving steps to deal with gossip.</p>
<p>Dealing with Peer Pressure</p>	<p>Demonstrate using assertiveness skills to resist peer pressure. Demonstrate using the problem solving steps to figure out ways to resist peer pressure.</p>
<p>Reviewing</p>	<p>Identify skills and concepts used in solving problems.</p>