



ALIGNMENT CHART: Common Core and McREL Academic Standards

Second Step Child Protection Unit for Kindergarten–Grade 5

Second Step Child Protection Unit and Academic Standards (Common Core and McREL)

Educators often ask how the Second Step Child Protection Unit supports academic learning standards. This chart shows connections between the unit and two sources of academic standards.

English and math standards are from the Common Core State Standards, which can be found online at corestandards.org. All other standards are from *Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education* by John S. Kendall and Robert J. Marzano, fourth edition (2004), found at www2.mcrel.org/compendium/.

About the Second Step Child Protection Unit

Created by Committee for Children, 30-year veterans in the field of child sexual abuse prevention, the Second Step Child Protection Unit takes a holistic approach to a school community's efforts to protect students. Online training

modules guide administrators through child protection policies and procedures, train all staff to recognize and respond to indicators of abuse and neglect, and teach educators to deliver the classroom lessons to students in Kindergarten through Grade 5. Easy-to-follow, scripted lessons teach children safety skills using age-appropriate instruction, giving kids the know-how and avenues to disclose abuse. Family materials explain what children are learning, alleviate anxiety, and provide guidance for talking to kids about safe and unsafe touch.

Child Protection Unit Key Concepts

- General Safety Rules
- Ways to Stay Safe
- Always Ask First
- Touching Safety
- Never Keep Secrets
- Reviewing Safety Skills

Core Learning Strategies

- Story and Discussion
- Skill Practice/Activity
- Reinforcing Skills



Kindergarten–Grade 3

Subject	Academic Content Standard	Child Protection Unit Topics								
		Follow common safety rules for guns, fire, riding on wheels, crossing streets, riding in a car, water, sharp tools, and dogs	Use the Ways to Stay Safe—Recognize: What's the rule? Report: Tell an adult. Refuse: Use words that mean no.	Follow the Always Ask First Rule: Always ask a parent or the person in charge first before going somewhere, doing something, or accepting something from someone	Recognize safe, unsafe, and unwanted touches	Refuse unsafe or unwanted touches	Identify the Touching Rule: A person should never touch your private body parts except to keep you healthy	Recognize a broken Touching Rule	Follow the Never Keep Secrets Rule: Never keep secrets about a broken Touching Rule	Use assertiveness skills to report a broken Touching Rule
English, Language Arts, and Literacy (CC): Reading Standards for Literature	1. With prompting and support (K), ... ask and answer questions about key details in a text									
English, Language Arts, and Literacy (CC): Reading Standards for Informational Texts	1. With prompting and support (K), ... ask and answer questions about key details in a text	✓		✓			✓		✓	
	4. With prompting and support (K), ... ask and answer questions to help determine or clarify the meaning of words and phrases in a text	✓		✓			✓			
	7. With prompting and support (K), ... use illustrations and details in a text to describe its key ideas	✓								
English, Language Arts, and Literacy (CC): Foundational Skills	2. (K and Grade 1) Demonstrate understanding of spoken words, syllables, and sounds									

Learning Strategies													
Story and Discussion						Skill Practice				Reinforcing Skills			
Interpret stories	Interpret audio/visual media	Respond to questions	Large-group and partner discussions	Communicate ideas	Listen to others	Work with others	Take others' perspectives	Follow directions	Practice behavioral skills	Daily Practice	Using Skills Every Day	Academic Integration Activities	Home Links
✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		
✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓



Kindergarten–Grade 3

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English, Language Arts, and Literacy (CC): Writing Standards	10. (Grade 3) Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences									
English, Language Arts, and Literacy (CC): Speaking and Listening	1. Participate in collaborative conversations with diverse partners about (grade-relevant) topics and texts with peers and adults in small or large groups	✓								
	2. Ask and answer questions/recount or describe key ideas or details from text read aloud or information presented orally or through other media				✓		✓			
	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood	✓								✓
	4. With prompting and support (K), ... describe people, places, things, and events with relevant details expressing ideas and feelings clearly	✓			✓			✓		✓

Learning Strategies													
Story and Discussion						Skill Practice				Reinforcing Skills			
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		✓		✓						✓		✓	✓
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Kindergarten–Grade 3

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English, Language Arts, and Literacy (CC): Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking		✓		✓	✓				✓
	3. (Grades 2 and 3) Use knowledge of language and its conventions when writing, speaking, reading, or listening		✓		✓	✓				✓
	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading content	✓	✓	✓		✓		✓		
	5. With guidance and support from adults (K and Grade 1), . . . demonstrate understanding of word relationships and nuance in word meanings	✓	✓	✓				✓		
	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts	✓	✓	✓				✓		
Mathematics (CC): Standards for Mathematical Practice	1. Make sense of problems and persevere in solving them									

Learning Strategies													
Story and Discussion						Skill Practice				Reinforcing Skills			
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✓		✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
✓				✓		✓	✓		✓	✓	✓	✓	✓
✓		✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
		✓	✓	✓	✓							✓	



Kindergarten–Grade 3

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Health	5. Know essential concepts and practices concerning injury prevention and safety	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Science	12. Understand the nature of scientific inquiry										
Life Skills: Thinking and Reasoning	6. Apply decision-making techniques	✓	✓	✓	✓	✓		✓	✓		
Life Skills: Working with Others	1. Contribute to the overall effort of a group										
	2. Use conflict-resolution techniques										
	3. Work well with diverse individuals and in diverse situations										
	4. Display effective interpersonal communication skills										✓
	5. Demonstrate leadership skills										

Learning Strategies													
Story and Discussion						Skill Practice				Reinforcing Skills			
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				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
							✓					✓	
				✓	✓	✓	✓			✓	✓	✓	✓
		✓	✓	✓	✓	✓	✓						
			✓	✓	✓	✓	✓	✓	✓				



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Life Skills: Self-Regulation	1. Set and manage goals									
	2. Perform self-appraisal									
	3. Consider risks	✓	✓	✓	✓		✓	✓		
	4. Demonstrate perseverance									
	5. Maintain a healthy self-concept									
	6. Restrain impulsivity	✓	✓	✓					✓	
Fine Arts: Theater	5. Understand how informal and formal theater, film, television, and electronic media productions create and communicate meaning									

Learning Strategies													
Story and Discussion						Skill Practice				Reinforcing Skills			
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									✓				
										✓	✓		
										✓	✓		
										✓	✓	✓	✓
			✓	✓		✓			✓				
			✓		✓	✓	✓	✓	✓	✓	✓		
✓	✓	✓	✓	✓	✓								



Grades 4 & 5

Subject	Academic Content Standard	Child Protection Unit Topics								
		Recognize the need to take responsibility for one's own safety	Use the Ways to Stay Safe—Recognize: Is it safe? Report: Tell an adult. Refuse: Say words that mean no.	Follow the Always Ask First Rule: Always ask a parent or the person in charge first before going somewhere, doing something, or accepting something from someone	Recognize safe, unsafe, and unwanted touches	Refuse unsafe or unwanted touches	Identify the Private Body Parts Rule	Recognize a broken Touching Rule	Recognize a broken Private Body Parts Rule	Use assertiveness skills to report a broken rule
English, Language Arts, and Literacy (CC): Reading Standards for Literature	1. Refer to details and examples (Grade 4) or quote accurately (Grade 5) from a text when explaining what the text says explicitly and when drawing inferences from the text									
	1. Refer to details and examples (Grade 4) or quote accurately (Grade 5) from a text when explaining what the text says explicitly and when drawing inferences from the text									
English, Language Arts, and Literacy (CC): Reading Standards for Informational Texts	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade-level topic or subject area						✓			
	7. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears (Grade 4); draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly to solve a problem efficiently (Grade 5)									

Learning Strategies															
Story and Discussion						Activity					Reinforcing Skills				
Interpret stories	Interpret audio/visual media	Respond to questions	Large-group and partner discussions	Communicate ideas	Listen to others	Work with others	Work individually	Take others' perspectives	Follow directions	Practice behavioral skills	Practice cognitive skills through writing	Daily Practice	Using Skills Every Day	Academic Integration Activities	Home Links
✓		✓	✓	✓	✓	✓	✓		✓			✓		✓	✓
✓		✓	✓	✓	✓	✓	✓		✓			✓		✓	✓
✓		✓	✓	✓	✓	✓	✓		✓			✓		✓	✓
✓	✓	✓	✓	✓	✓	✓	✓		✓			✓		✓	✓



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English, Language Arts, and Literacy (CC): Writing and Literacy Standards	10. Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences									
English, Language Arts, and Literacy (CC): Speaking and Listening	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly									
English, Language Arts, and Literacy (CC): Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking									
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing									
	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening						✓			

Learning Strategies															
Story and Discussion						Activity					Reinforcing Skills				
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		✓		✓			✓				✓	✓		✓	✓
		✓	✓	✓	✓	✓		✓		✓		✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
						✓	✓				✓	✓		✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓



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English, Language Arts, and Literacy (CC): Language (cont.)	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading content							✓			
	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings							✓			
	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic		✓	✓				✓			
Mathematics (CC): Standards for Mathematical Practice	1. Make sense of problems and persevere in solving them										
Health	5. Know essential concepts and practices concerning injury prevention and safety	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Science	12. Understand the nature of scientific inquiry										

Learning Strategies															
Story and Discussion						Activity					Reinforcing Skills				
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✓	✓			✓		✓	✓					✓	✓	✓	✓
✓	✓			✓		✓	✓					✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		✓	✓	✓		✓	✓	✓						✓	
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
								✓						✓	



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Life Skills: Thinking and Reasoning	6. Apply decision-making techniques	✓		✓	✓	✓	✓		✓	✓
Life Skills: Working with Others	1. Contribute to the overall effort of a group									
	2. Use conflict-resolution techniques									
	3. Work well with diverse individuals and in diverse situations									
	4. Display effective interpersonal communication skills									
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Life Skills: Self-Regulation	1. Set and manage goals									
	2. Perform self-appraisal									
	3. Consider risks	✓	✓	✓	✓	✓		✓	✓	✓
	4. Demonstrate perseverance									
	5. Maintain a healthy self-concept	✓								
	6. Restrain impulsivity	✓	✓	✓	✓	✓	✓	✓		
Fine Arts: Theater	5. Understand how informal and formal theater, film, television, and electronic media productions create and communicate meaning	✓								

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				✓	✓	✓	✓	✓				✓	✓	✓	✓
		✓	✓	✓	✓	✓		✓							
		✓	✓	✓	✓	✓		✓	✓						
		✓	✓	✓	✓			✓							
		✓	✓	✓	✓	✓		✓							
										✓	✓				
												✓	✓	✓	✓
												✓	✓	✓	✓
✓	✓	✓	✓	✓	✓										



Second Step, a program rooted in social-emotional learning (SEL), helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive.

By creating Second Step's research-based SEL curriculum for Preschool through Grade 8 in combination with our Bullying Prevention and Child Protection Units, we've formed an integrated, comprehensive program that makes a difference. It's a difference you can feel the moment you open the doors to a Second Step school—a sense of safety and respect grounded in the social-emotional health and well-being of the entire school community.

Learn more at SecondStep.org or call us at 800-634-4449, ext. 1.