

# Academics and the Bullying Prevention Unit

second 

## Second Step Bullying Prevention Unit and Academic Standards (Common Core and McREL)

Kindergarten–Grade 5

Educators often ask how the Second Step Bullying Prevention 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](http://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](http://www2.mcrel.org/compendium).

### About the Second Step Bullying Prevention Unit

Building on the social-emotional skills taught in the Second Step program, the Bullying Prevention Unit for Grades K–5 includes training for all school staff, lessons for students, and parent-engagement resources. The research-based program begins by training all staff to recognize and respond to bullying, then students are taught to recognize and report bullying to an adult. Family materials inform parents of the lessons being taught in school, and take-home activities give students a chance to practice skills at home.

#### BULLYING PREVENTION UNIT KEY CONCEPTS

- Class Rules
- Recognizing Bullying
- Reporting Bullying
- Refusing Bullying
- Role of Bystanders

#### CORE LEARNING STRATEGIES

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



## Kindergarten–Grade 3

Subject	Academic Content Standard								
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 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	✓	✓	✓	✓	✓	✓	✓	✓

Bullying Prevention Unit Topics									
Recognize that rules help everyone feel safe and respected									
Identify safe and respectful actions and words that help them follow class rules									
Understand that bullying is mean or hurtful behavior that keeps happening; is not safe, respectful, or kind; and is against the rules									
Identify caring adults to talk to about bullying or mean behaviors									
Differentiate between tattling and reporting									
Demonstrate how to report bullying									
Use assertiveness skills to refuse bullying									
Understand that bystanders are people who see or know about bullying happening to others									
Identify things bystanders can do to help stop bullying									

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 (cont.)

Subject	Academic Content Standard							
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	✓		✓				✓

Bullying Prevention Unit Topics							
Recognize that rules help everyone feel safe and respected							
Identify safe and respectful actions and words that help them follow class rules							
Understand that bullying is mean or hurtful behavior that keeps happening; is not safe, respectful, or kind; and is against the rules							
Identify caring adults to talk to about bullying or mean behaviors							
Differentiate between tattling and reporting							
Demonstrate how to report bullying							
Use assertiveness skills to refuse bullying							
Understand that bystanders are people who see or know about bullying happening to others							
Identify things bystanders can do to help stop bullying							

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 (cont.)

Subject	Academic Content Standard								
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	✓	✓	✓	✓	✓	✓	✓	
	1. Make sense of problems and persevere in solving them								

Bullying Prevention Unit Topics										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 (cont.)

Subject	Academic Content Standard								
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								

Bullying Prevention Unit Topics									
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Identify caring adults to talk to about bullying or mean behaviors									
Differentiate between tattling and reporting									
Demonstrate how to report bullying									
Use assertiveness skills to refuse bullying									
Understand that bystanders are people who see or know about bullying happening to others									
Identify things bystanders can do to help stop bullying									

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 (cont.)

Subject	Academic Content Standard								
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	✓	✓	✓				✓		
5. Understand how informal and formal theater, film, television, and electronic media productions create and communicate meaning									

Bullying Prevention Unit Topics									
Recognize that rules help everyone feel safe and respected									
Identify safe and respectful actions and words that help them follow class rules									
Understand that bullying is mean or hurtful behavior that keeps happening; is not safe, respectful, or kind; and is against the rules									
Identify caring adults to talk to about bullying or mean behaviors									
Differentiate between tattling and reporting									
Demonstrate how to report bullying									
Use assertiveness skills to refuse bullying									
Understand that bystanders are people who see or know about bullying happening to others									
Identify things bystanders can do to help stop bullying									

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									



## Grades 4 and 5

Subject	Academic Content Standard									
English, Language Arts, and Literacy (CC): Reading Standards for Literature	<p>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</p>									
English, Language Arts, and Literacy (CC): Reading Standards for Informational Texts	<p>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</p> <p>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</p> <p>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)</p>									

Bullying Prevention Unit Topics									
Recognize that being respectful helps everyone stay safe and be better learners									
Recognize that being a responsible student helps create a calm, focused classroom climate where everyone can learn									
Identify actions and words that are respectful and responsible									
Understand that bullying is mean or hurtful behavior that keeps happening; it's unfair and one-sided									
Understand that you can refuse bullying in different ways									
Demonstrate assertively refusing and reporting bullying									
Understand that bystanders are people who see or know about bullying happening to others									
Identify things bystanders can do to help stop bullying									
Understand that helping stop bullying is the right thing to do									
Demonstrate ways to support and/or stand up for a person being cyber bullied									

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



## Grades 4 and 5 (cont.)

Subject	Academic Content Standard									
	English, Language Arts, and Literacy (CC): Writing Standards	English, Language Arts, and Literacy (CC): Speaking and Listening	English, Language Arts, and Literacy (CC): Language	English, Language Arts, and Literacy (CC): Reading	Math	Science	Social Studies	SS, ELA, and Science	SS, ELA, and Math	SS, ELA, and Science, Math
English, Language Arts, and Literacy (CC): Writing 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	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading content	✓	✓	✓	✓					

Bullying Prevention Unit Topics										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					✓			
							Take others' perspectives					✓		
								Follow directions					✓	
									Practice behavioral skills					✓
										✓				✓
											✓			✓
												Daily Practice		
												Using Skills Every Day		
												Academic Integration Activities		
												Home Links		



## Grades 4 and 5 (cont.)

		Academic Content Standard									
Subject	English, Language Arts, and Literacy (CC); Reading Standards for Literature										
	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										
Life Skills: Thinking and Reasoning	6. Apply decision-making techniques			✓		✓					✓

Bullying Prevention Unit Topics												Learning Strategies					
												Story and Discussion		Activity		Reinforcing Skills	
Recognize that being respectful helps everyone stay safe and be better learners	Interpret stories	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Recognize that being a responsible student helps create a calm, focused classroom climate where everyone can learn	Interpret audio/visual media																
Identify actions and words that are respectful and responsible	Respond to questions																
Understand that bullying is mean or hurtful behavior that keeps happening; it's unfair and one-sided	Large-group and partner discussions																
Understand that you can refuse bullying in different ways	Communicate ideas																
Demonstrate assertively refusing and reporting bullying	Listen to others																
Understand that bystanders are people who see or know about bullying happening to others	Work individually																
Identify things bystanders can do to help stop bullying	Take others' perspectives																
Understand that helping stop bullying is the right thing to do	Follow directions																
Demonstrate ways to support and/or stand up for a person being cyber bullied	Practice behavioral skills																
	Practice cognitive skills through writing																
	Daily Practice																
	Using Skills Every Day																
	Academic Integration Activities																
	Home Links																



## Grades 4 and 5 (cont.)

Subject	Academic Content Standard									
	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									✓
	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					Activity					Reinforcing Skills
Interpret stories					✓	✓	✓	✓	✓	
Interpret audio/visual media					✓	✓	✓	✓	✓	
Respond to questions					✓	✓	✓	✓	✓	
Large-group and partner discussions					✓	✓	✓	✓	✓	
Communicate ideas					✓	✓	✓	✓	✓	
Listen to 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					✓	✓	✓	✓	✓	



# Safe, Supported, and Ready to Learn

The *Second Step Suite* provides a fully integrated framework for protecting children and promoting social, emotional, and academic success.

**Use the Second Step Suite to build a caring community that improves learning and life.**

**Contact Us:**

800-634-4449

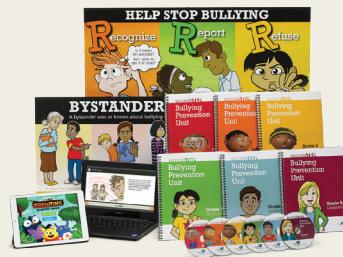
[clientsupport@cfchildren.org](mailto:clientsupport@cfchildren.org)

**Learn More:**

[cfchildren.org/suite](http://cfchildren.org/suite)

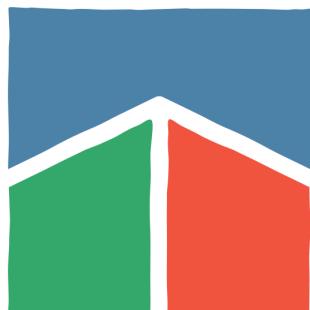


**Second Step**  
Skills for Social and Academic Success  
Early Learning—Grade 8  
*Academic alignment chart available at [cfchildren.org](http://cfchildren.org)*



**Bullying Prevention Unit**  
The Power to Create a Positive School Climate  
Kindergarten—Grade 5

**Building an Environment for Learning**



Social-Emotional Learning

Bullying Prevention

Child Protection



**Child Protection Unit**  
Working Together to Keep Kids Safe from Abuse  
Early Learning—Grade 5  
*Academic alignment chart available at [cfchildren.org](http://cfchildren.org)*