

Strong  Minded
SOCIAL EMOTIONAL LEARNING

TEACHER RESOURCE GUIDE

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Overview

Social and emotional learning (SEL) focuses on developing the skills both children and adults need to navigate life successfully. This includes learning how to self-manage, relate to others, and make decisions that lead to positive outcomes.

Recognizing that emotions influence thinking and behavior, SEL curriculum provides students with the tools to deal with those emotions when they arise. *What am I feeling? What are others feeling? How might these feelings be affecting everyone involved? How do I handle this situation?* SEL equips students to answer such questions with clarity and confidence across a broad range of contexts.

The strategies students acquire through SEL are applicable beyond the classroom. The SEL curriculum enables students to better navigate situations at home, at school, in the workplace, and out in the larger community.

SEL programs commonly follow the framework developed by the Collaborative for Academic, Social and Emotional Learning (CASEL). The framework breaks down SEL into five key competencies.

- **Self-Awareness.** This includes acknowledging one's own feelings and what effect they may have on oneself and others, as well as developing a healthy understanding of one's own strengths and limitations.
- **Self-Management.** This competency involves impulse control, the ability to regulate one's emotions, identifying and acting on motivation, and setting and working toward goals.
- **Social Awareness.** To be socially aware includes abilities such as seeing other points of view, feeling empathy, appreciating diverse backgrounds and cultures, and understanding the expected behavior in different settings. Students also learn to identify resources and supports available in the home, at school, and in the community.
- **Relationship Skills.** These include forming and maintaining healthy relationships, effectively communicating and cooperating with diverse individuals and groups, managing conflict, and being able to request and offer help as appropriate.
- **Responsible Decision-Making.** SEL students learn to make safe, ethical, and respectful choices in a variety of contexts. They assess the potential consequences of different decisions and seek the best outcome for self and others.

Decades of research shows that SEL greatly improves student performance and well-being in school and beyond. Among SEL students, grades, behavior, graduation and college rates, and even future employment have all been shown to improve, while SEL

students are less likely to experience bullying, drug use, teen pregnancy, or mental health issues.

The skills students acquire through SEL are critical to their overall personal and interpersonal development. The positive gains stretch into all areas of life and continue into the long-term. With sufficient stakeholder commitment, SEL is poised to become a key component of education as understanding of its impact spreads farther and wider.



[StrongMinded Overview Video](#)

Professional Development Resources

The following resources have been curated and recommended by CASEL staff and cover a range of topics to help you better understand and implement SEL.

[View full list of video resources here.](#)

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| <p><i>This Edutopia video explores classroom practices that make up the best and most effective SEL programs. (6 mins)</i> 5 keys to social and emotional learning success. View the video.</p> |
| <p><i>Roberto Rivera, a collaborator researcher studying the intersection of SEL, culturally relevant pedagogy, and youth voice, describes his experience using hip-hop to engage young people in school. (19 mins)</i> Hip-Hop(e): TEDx Grand Rapids. (2016). Published June 16, 2014. View the video.</p> |
| <p><i>This video from the Garrison Institute discusses the CARE for Teachers program (Cultivating Awareness and Resilience in Education), which recognizes the importance of SEL skills for teachers to help them manage stressful working conditions. (3 mins)</i> Garrison Institute (2016). Published August 17, 2016. Improving the Well-Being of Teachers and Students. View the video.</p> |
| <p><i>Dr. Kimberly Schonert-Reichl summarizes recent research. (10 mins)</i> Recent research on science behind social and emotional learning. View the video.</p> |

Featured Resources and Tools

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| <p>CASEL Guide to Schoolwide SEL Guidance and resources to support school teams with systematic SEL implementation. View here.</p> |
| <p>State Resource Library A curated library offering support and guidance for states on SEL. View here.</p> |
| <p>SEL Assessment Guide Provides several resources for leaders and implementation teams in PreK-12th-grade settings who are making decisions about selecting and using measures of student success in SEL. View here.</p> |

Discussion Starters

Discussion starter questions are designed to help initiate classroom or online discussions on SEL topics that are relevant to students. These discussions will allow the students an opportunity to verbalize their thoughts and emotions around the topic in a safe environment. Listed below each question is an activity related to the topic of the question.

| Self-Awareness | |
|--------------------------|---|
| Topic | Discussion Questions and Suggested Activities |
| Identifying Emotions | <p>How did you feel when ...?</p> <ul style="list-style-type: none"> • Understand Your Emotions • How Emotions Vary Based on Setting • Examine Feelings Based on Audience <p>How do you know when an emotion is positive or negative?</p> <ul style="list-style-type: none"> • How Your Thoughts Help You Understand Your Emotions • Recognize Your Own Complex Emotions • Sort Through Your Emotions • How Do You Feel? <p>Describe how your emotions affect your actions.</p> <ul style="list-style-type: none"> • Understanding the Link Between Emotions and Behavior • Different People Can React Differently to Events • Different People Can Have Different Emotional Reactions <p>How do you handle your emotions when you feel ...?</p> <ul style="list-style-type: none"> • Good Ways to Deal With Emotions • Process Your Emotions • Good Ways to Express Emotions • Choose the Right Time and Place to Ask for Help • Understanding Why Current Events Can Trigger Emotions • Manage Your Reactions to Events |
| Accurate Self-Perception | <p>How do you see yourself?</p> <ul style="list-style-type: none"> • Recognize Your Own Complex Emotions • How Do You Feel? • Emotions Can Change a Social Environment • When to Ask for Academic Help • When to Ask for Social or Emotional Help • Choose the Right Resource When You Need Help |

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| | <ul style="list-style-type: none"> • What are Your Strengths and Challenges? • What Are Your Strengths? • What Are Your Personal Interests? • What Are Your Personal Qualities? • How Knowing Yourself Can Help You Reach Goals • Personal Interests • |
| Recognizing Strengths | <p>What is something you do naturally well?</p> <ul style="list-style-type: none"> • What are Your Strengths and Challenges? • What Are Your Strengths? • What Are Your Personal Interests? • Set a Goal for After High School • Decide What Jobs Are a Good Fit for You <p>Tell me about the first time you realized you were strong in this area.</p> <ul style="list-style-type: none"> • What Are Your Personal Qualities? • How Knowing Yourself Can Help You Reach Goals • What Are Your Personal Qualities? • How Knowing Yourself Can Help You Reach Goals • Use Your Strengths to Reach Goals |
| Self-Confidence | <p>What is something you like about yourself?</p> <ul style="list-style-type: none"> • Stand Up for What's Right • Make Responsible Decisions about Life after High School • Manage Tasks with Confidence • Set Goals to Overcome Personal Challenges <p>What is something you can repeat to yourself every day to feel good about yourself?</p> <ul style="list-style-type: none"> • Understanding the Effect of Negative Thoughts • Identify Negative Thoughts • Reframing Negative Thoughts • Understanding Self-Confidence • How to Face Challenges • Set Goals You Can Believe In • Build on Your Strengths |
| Self-Efficacy | <p>What's the easiest way for you to stay on track?</p> <ul style="list-style-type: none"> • Take Steps to Face Challenges • Make Responsible Decisions about Life after High School |

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| | <ul style="list-style-type: none"> • Manage Tasks with Confidence • How Knowing Yourself Can Help You Reach Goals • Use Your Strengths to Reach Goals • Build on Strengths and Address Challenges Related to Plans for After High School <p>How do you hold yourself accountable?</p> <ul style="list-style-type: none"> • Understanding the Link Between Emotions and Behavior • Good Ways to Deal With Emotions • Process Your Emotions • Good Ways to Express Emotions • Manage Your Reactions to Events • When to Ask for Academic Help • Choose the Right Resource When You Need Help • Resources in the Community • Which Community Resource Do You Need? • What Are the Consequences? • What Is Responsibility • How to Take Responsibility • Set Goals to Overcome Personal Challenges • Set a Goal for After High School • Personal Challenges <p>Who or what is your moral compass for managing your personal growth?</p> <ul style="list-style-type: none"> • Choose the Right Time and Place to Ask for Help • When to Ask for Social or Emotional Help • Identify Resources That Can Provide Help • Choose the Best Resource When You Need Help • Stand Up for What's Right • Make Good Choices • How to Speak Up for Yourself in School Situations • Speak Up for Yourself in Social Situations • Speak Up for Yourself in Different Situations • Challenges That Can Impact Your Goals for after High School <p>When do you know you need support?</p> <ul style="list-style-type: none"> • Time to Ask for Help • Identify Resources That Can Provide Help • Choose the Best Resource When You Need Help |
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| | <ul style="list-style-type: none"> • Identify Unsafe Behavior and Situations • How to Report a Problem • Resources in the Community • Which Community Resource Do You Need? |
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| Self-Management | |
|------------------------|---|
| Topic | Discussion Questions and Suggested Activities |
| Impulse Control | <p>What helps you control yourself?</p> <ul style="list-style-type: none"> • Think Through Your Emotions • Good Ways to Manage Your Emotions • How to Manage Your Behavior • Practice Good Self-Control in Different Situations • What Can Happen When You Show Your Emotions at School? • How Showing Emotions Can Affect a Group of Friends • What Can Happen When You Show Your Emotions at Home? • How Emotions Can Affect Groups of Friends • Ways to Manage Your Thoughts and Emotions • Use a Breathing Strategy to Deal with Stress • Use Mental Images to Deal With Anxiety • Benefits of Managing Your Emotions • Use Positive Images and Breathing to Check In on Yourself • Different Ways to Process Emotions • Check In on Your Emotions • Ways to Manage Your Behavior • Positive Behavior Changes • How Reflecting on a Situation Can Help <p>What makes you feel out of control?</p> <ul style="list-style-type: none"> • Understanding Emotional Responses • How Emotions Can Affect You at School • How Emotions Affect Home Life <p>What makes you fearful?</p> <ul style="list-style-type: none"> • Understanding Emotional Responses <p>What helps you feel calm?</p> <ul style="list-style-type: none"> • Good Ways to Manage Your Emotions |

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| | <ul style="list-style-type: none"> • How to Reframe Negative Thoughts • How to Manage Your Emotions • Ways to Manage Your Thoughts and Emotions • Use a Breathing Strategy to Deal with Stress • Use Mental Images to Deal With Anxiety • Benefits of Managing Your Emotions • Use Positive Images and Breathing to Check In on Yourself |
| Stress Management | <p>Is there something you can do to feel better?</p> <ul style="list-style-type: none"> • Different Ways to Manage Stress in Different Situations • Reframe a Challenge at Home • Reframe Challenges at School • Reframe Challenges with Friends • Reframe Challenges in a Social Group • Learn to Reframe a Challenge at Home • Learn to Reframe a Challenge at School • Reframing Challenges with Friends <p>Name some things that make you feel relaxed or at peace.</p> <ul style="list-style-type: none"> • How Reflecting on a Situation Can Help • Reframe Setbacks at Home • Reframing Setbacks at School |
| Self-Discipline | <p>When do you feel most in control?</p> <ul style="list-style-type: none"> • Physical Ways to Relieve Stress • Positive Behavior Changes <p>What makes you feel out of control?</p> <ul style="list-style-type: none"> • |
| Self-Motivation | <p>What inspires you?</p> <ul style="list-style-type: none"> • Stay Positive by Remembering Past Success • Learn How to Create a Positive Mindset <p>How do you define happiness?</p> <ul style="list-style-type: none"> • Positive Thinking |
| Goal-Setting | <p>What is one goal you can set this week?</p> <ul style="list-style-type: none"> • Explore Short-Term Goals |

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| | <ul style="list-style-type: none"> • The Importance of Long-Term Goals • Set and Reach Long-Term Goals • How to Set and Reach Important Goals • Set a Life Goal for After High School <p>What is one thing you can do today to achieve your goal?</p> <ul style="list-style-type: none"> • Achieving Goals Using School Resources • Achieving Goals Using Family Resources • Achieving Goals Using Community Resources • Setting Action Steps to Measure Progress • Setting Timeframes for Action Steps • Understand How to Use Milestones to Meet a Goal • Explore Long-Term Goals • Choose the Best Plan for Achieving Your Goal • Use School Resources to Achieve a Goal • Use Family Resources to Achieve a Goal • Use Community Resources to Achieve a Goal • Evaluate Progress Toward a Goal • How to Adapt a Plan When Needed • Adapt and Reevaluate Action Steps as Needed • How to Adapt a Plan When Needed |
| <p>Organization Skills</p> | <p>What is the first step?</p> <ul style="list-style-type: none"> • Achieving Goals Using School Resources • Achieving Goals Using Family Resources • Achieving Goals Using Community Resources • Setting Action Steps to Measure Progress • How to Plan and Organize <p>What is the fastest and easiest way to track this?</p> <ul style="list-style-type: none"> • How Do You Know When You Have Achieved a Goal? |

| Social Awareness | |
|---------------------------|---|
| Topic | Discussion Questions and Suggested Activities |
| <p>Perspective-Taking</p> | <p>How can keeping an open mind about how someone else is feeling help you manage your feelings?</p> <ul style="list-style-type: none"> • Do the Cues Match the Emotion? |

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| | <ul style="list-style-type: none"> • Understand How Verbal Cues Influence Others • Learn to Respect Others' Viewpoints in a Group of Friends • Balancing Personal and Group Needs • Understand the Viewpoints of Others • Respect Other People's Viewpoints at Home <p>What is a benefit of listening to how someone else feels about a controversial topic?</p> <ul style="list-style-type: none"> • Understand Different Viewpoints • Understand Others' Perspectives • Respect Other People's Viewpoints at School <p>Describe how you know what someone is feeling without this person telling you.</p> <ul style="list-style-type: none"> • Understand Verbal and Nonverbal Cues • What Are Others Trying to Tell You? • Notice Cues in People's Behavior • Notice Cues in the Environment • Notice Cues in Situations • How Cues Can Influence People • What are Social Cues? • Social Cues on Social Media • How Social Cues Can Change in Different Settings • Responding to Social Cues in Person • Responding to Social Media Social Cues |
| Empathy | <p>Tell me about a time you saw that someone needed something and you were there for that person.</p> <ul style="list-style-type: none"> • What Is Empathy? • How Positive Responses Can Help • Responding to Social Media Social Cues • Understand Social Cues • Social Cues in Different Settings • Respond to Social Cues at Home • Respond to Social Cues with Friends • Respond to Social Cues at Work • How to Respond to Social Cues in School • Identify Feelings in Others • Empathy and Compassion • Encourage Empathy in Others |

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| | <p>Describe a moment when you helped someone.</p> <ul style="list-style-type: none"> • Showing Empathy • Respond to Social Cues Online • Responding to Social Cues in Person • Respond to Social Cues Online • Positive Nonverbal Responses • Positive and Constructive Responses • Make a Positive Contribution to the World • Become a Change Agent in Your School Community • Become a Change Agent in Your Local Community |
| <p>Appreciating Diversity</p> | <p>What is something enjoyable you have learned about another culture?</p> <ul style="list-style-type: none"> • What Can You Do About Bias? • Understand Stereotypes • Become a Change Agent in the World <p>Describe something you could do to participate in the traditions of another culture.</p> <ul style="list-style-type: none"> • How Cultural Norms Influence Behavior • Make a Positive Contribution to Your School Community |
| <p>Respect for Others</p> | <p>What does respect for others look like to you?</p> <ul style="list-style-type: none"> • Show Respect for Other Perspectives • Show Respect in Online Settings • Respect Other People's Viewpoints at School • Respect Other People's Viewpoints at Home • Get Involved as a Citizen • Be a Citizen in Your School Community • Be a Citizen in Your Community • Be a Citizen of the World • Civic-Mindedness at School • Civic-Mindedness in the Community • Civic-Mindedness in the World • Civic Contributions to the Community • Civic Contributions to the World • Ways to Contribute to Your Community • <p>What is a benefit of listening to how someone else feels about a controversial topic?</p> <ul style="list-style-type: none"> • Showing Respect for Others in the Community • Show Respect for Differences • How Cultural Norms Influence Behavior • Respect Other People's Viewpoints at School |

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| | <ul style="list-style-type: none"> • Civic Contributions to Schools |
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| Relationship Skills | |
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| Topic | Discussion Questions and Suggested Activities |
| Communication | <p>If you could write a letter to a friend or make a card for that person, what would you say?</p> <ul style="list-style-type: none"> • Good Communication with Peers • How to Make Compromises <p>How do you express yourself most clearly and comfortably?</p> <ul style="list-style-type: none"> • Good Ways to Communicate • Communicate with Adults • Communicate with People in the Community • Offer Constructive Feedback • Acknowledge Constructive Feedback • Preventing Conflict by Using Nonjudgmental Language • Managing Conflict by Using Nonjudgmental Language • Resolving Conflict by Using Nonjudgmental Language • The Value of Constructive Feedback • Give Constructive Feedback in a Group Setting • Give Constructive Feedback <p>Describe the qualities of a good listener.</p> <ul style="list-style-type: none"> • Identify Active Listening in a Group • Show You Understand Different Viewpoints • Helpful Feedback • Acknowledge Constructive Feedback |
| Social Engagement | <p>Describe what it would feel like to introduce yourself to someone new.</p> <ul style="list-style-type: none"> • Be Responsible on Social Media • Build a Healthy Network of Relationships <p>Describe what it would feel like if someone new introduced himself or herself to you.</p> |

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| | <p>What does safe communication look and sound like to you?</p> <ul style="list-style-type: none"> • Social Media and Your Reputation • Social Media and Relationships • Use Breaks to Handle Peer Pressure • How to Stand Up to Peer Pressure • Maintain a Healthy Network of Relationships • Give Constructive Feedback in a Group Setting • Acknowledge Constructive Feedback • How Social Media Can Help You Meet Goals • How Social Media Can Affect Your Goals • Use Social Media Responsibly |
| <p>Relationship-Building</p> | <p>What characteristics are important in a relationship?</p> <ul style="list-style-type: none"> • Use Civility to Prevent Conflict • Keep Disagreements Civil • How to Stay Safe • How to Use Problem-Solving Resources • How to Prevent Violence • Recognize Healthy and Unhealthy Relationships • Be Compassionate and Inclusive in Relationships <p>How can you build someone up?</p> <ul style="list-style-type: none"> • Empower, Encourage, and Affirm • Recognize Different Viewpoints to Prevent Conflict • Acknowledge Different Viewpoints to Prevent Conflict • Preventing Conflict by Using Nonjudgmental Language • Managing Conflict by Using Nonjudgmental Language • Resolving Conflict by Using Nonjudgmental Language • Empathy and Compassion • How to Form Positive Relationships • Use Constructive Feedback in Group Settings • The Value of Constructive Feedback • What Does it Mean to Be Compassionate and Inclusive? • Ways to Be Compassionate and Inclusive in Relationships <p>How can you build yourself up?</p> <ul style="list-style-type: none"> • How to Deal with Intimidation • Problem-Solving Resources <p>How can someone build you up?</p> <ul style="list-style-type: none"> • How to Escape Violence • Be Strong Enough to Ask for Help • How to Prevent Conflicts |

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| Teamwork | <p>How can you help your team peacefully solve a disagreement or argument?</p> <ul style="list-style-type: none"> • Offer Constructive Feedback • Resolve Conflicts as a Team • Some Conflicts Need Outside Help • Give Constructive Feedback in a Group Setting <p>What roles do you play when it comes to teamwork?</p> <ul style="list-style-type: none"> • How to Make Compromises • Use Constructive Feedback in Group Settings • The Value of Constructive Feedback • Acknowledge Constructive Feedback |

| Responsible Decision-Making | |
|-----------------------------|---|
| Topic | Discussion Questions and Suggested Activities |
| Identifying Problems | <p>When do you consider something to be a problem?</p> <ul style="list-style-type: none"> • Barriers to Responsible Decision-Making • How Barriers to Responsible Decision-Making Affect Outcomes <p>Explain the difference between a good problem to have and a bad problem to have.</p> <ul style="list-style-type: none"> • How to Think Through Problems • Effects of Showing Good Character • Effective Decision-Making |
| Analyzing Situations | <p>If you could work with your family to create a list of rewards and consequences for varying behaviors, what would the rewards and consequences be?</p> <ul style="list-style-type: none"> • Responsible Decision-Making • Ways to Handle Frustration • How to Make Good Decisions Despite Stress • Make Good Decisions at Home Despite Stress |

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| | <ul style="list-style-type: none"> • Approaching New Situations with Curiosity and an Open Mind • Consider Different Perspectives When Making Decisions • Use Critical Thinking • Examine Different Viewpoints to Make a Decision • Understand Complex Social Situations • <p>If you could work with your teachers to create a list of rewards and consequences for varying behaviors, what would the rewards and consequences be?</p> <ul style="list-style-type: none"> • Look at Different Points of View to Solve Problems • Handle Frustration in Tough Situations • Make Good Decisions at School Despite Stress • Make Good Decisions among Friends Despite Stress • Know When Something is Worth the Effort • Effective Decision-Making • What is Critical Thinking? • How Critical Thinking Can Help You Work Through a Decision |
| Solving Problems | <p>If you could work with others to solve any problem, what would the problem and solution be?</p> <ul style="list-style-type: none"> • Ask for Adult Help at School • Ask for Adult Help at Home • Ask for Adult Help in the Community • How to Ask an Adult for Advice • Show Good Character When Making Decisions • Solving Social Challenges • Ways to Reduce Barriers to Responsible Decision-Making • How to Reduce Barriers to Decision-Making • Make the Right Decision in Social Situations <p>How would you describe yourself as a problem-solver?</p> <ul style="list-style-type: none"> • Using a Decision-Making Process • Ask for Adult Advice in Different Situations |
| Evaluating | <p>Whom could you talk to at the end of the day about your behaviors and about your needs?</p> <ul style="list-style-type: none"> • Adults That Can Help at School • Adults That Can Help at Home |

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| | <ul style="list-style-type: none"> • Adults That Can Help in the Community • Adults Who Can Give Good Advice • Which Adult Should You Ask for Advice? • Use Critical Thinking to Make Good Decisions <p>How do you determine what went well or what could have gone better during the day?</p> <ul style="list-style-type: none"> • Thinking Skills That Help You Make Decisions • Consider Positive and Negative Outcomes • Use Critical Thinking |
| <p>Reflecting</p> | <p>Describe how it feels to do something unfamiliar.</p> <ul style="list-style-type: none"> • How to Handle Unfamiliar Situations • Avoiding Unsafe Choices • The Benefits of Facing Challenges • How Stress Can Affect Decision Making <p>How does it feel when you successfully do something you were asked to?</p> <ul style="list-style-type: none"> • Expand Your Knowledge • Expand Your Experiences <p>Describe how you make responsible decisions.</p> <ul style="list-style-type: none"> • Decisions That Affect Others • How Possible Outcomes Can Affect Decision-Making |
| <p>Ethical Responsibility</p> | <p>What do you think about going out of your way to do something nice for someone?</p> <ul style="list-style-type: none"> • What Can Stop You from Making Good Decisions? • Help Keep Others Safe <p>What do you think about someone going out of his or her way to do something nice for you?</p> <ul style="list-style-type: none"> • Ways to Stay Safe |

Topical Index of SEL Activities

| Topic | Activities | Competency (Grade) |
|---------------|---|----------------------------------|
| Adult support | Adults That Can Help at School | Responsible Decision-Making (MS) |
| | Ask for Adult Help at School | Responsible Decision-Making (MS) |
| | Adults That Can Help at Home | Responsible Decision-Making (MS) |
| | Choose the Right Time and Place to Ask for Help | Self-Awareness (HS) |
| | Time to Ask for Help | Self-Awareness (HS) |
| | Choose the Right Resource When You Need Help | Self-Awareness (MS) |
| | Identify Resources That Can Provide Help | Self-Awareness (HS) |
| | Choose the Best Resource When You Need Help | Self-Awareness (HS) |
| | Ask for Adult Help at School | Responsible Decision-Making (MS) |
| | Ask for Adult Help at Home | Responsible Decision-Making (MS) |
| | Adults That Can Help in the Community | Responsible Decision-Making (MS) |
| | Ask for Adult Help in the Community | Responsible Decision-Making (MS) |
| | Adults Who Can Give Good Advice | Responsible Decision-Making (HS) |
| | Which Adult Should You Ask for Advice? | Responsible Decision-Making (HS) |

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| | Use Family Resources to Achieve a Goal | Self-Management (MS) |
| | Use Community Resources to Achieve a Goal | Self-Management (MS) |

| Topic | Activities | Competency (Grade) |
|------------------------------|--|----------------------------------|
| Adult support (continued) | How to Ask an Adult for Advice | Responsible Decision-Making (HS) |
| | Ask for Adult Advice in Different Situations | Responsible Decision-Making (HS) |
| | Use School Resources to Achieve a Goal | Self-Management (MS) |
| Anger | Think Through Your Emotions | Self-Management (MS) |
| Asking for emotional support | When to Ask for Social or Emotional Help | Self-Awareness (MS) |
| Behavior | Understanding the Link Between Emotions and Behavior | Self-Awareness (HS) |
| | What Are the Consequences? | Self-Awareness (MS) |
| | Ways to Stay Safe | Responsible Decision-Making (HS) |
| | Help Keep Others Safe | Responsible Decision-Making (HS) |
| | Effects of Showing Good Character | Responsible Decision-Making (HS) |
| | Positive Behavior Changes | Self-Management (MS) |
| Bias | What Can You Do About Bias? | Social Awareness (HS) |
| | Understand Stereotypes | Social Awareness (MS) |
| Body language | Understand Verbal and Nonverbal Cues | Social Awareness (MS) |

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| | What Are Others Trying to Tell You? | Social Awareness (MS) |
| | Do the Cues Match the Emotion? | Social Awareness (MS) |
| Civic engagement | Ways to Contribute to Your Community | Social Awareness (HS) |
| | Get Involved as a Citizen | Social Awareness (HS) |
| | Be a Citizen in Your School Community | Social Awareness (HS) |
| | Be a Citizen in Your Community | Social Awareness (HS) |
| | Be a Citizen of the World | Social Awareness (HS) |
| | Civic-Mindedness at School | Social Awareness (MS) |
| | Civic-Mindedness in the Community | Social Awareness (MS) |
| | Civic-Mindedness in the World | Social Awareness (MS) |
| | Civic Contributions to Schools | Social Awareness (MS) |
| | Civic Contributions to the Community | Social Awareness (MS) |
| | Civic Contributions to the World | Social Awareness (MS) |
| | Make a Positive Contribution to the World | Social Awareness (HS) |
| Communication | Communicate with Adults | Relationship Skills (HS) |

| Topic | Activities | Competency (Grade) |
|---------------------------|---|--------------------------|
| Communication (continued) | Communicate with People in the Community | Relationship Skills (HS) |
| | Identify Different Perspectives | Relationship Skills (MS) |
| | Use Constructive Feedback in Group Settings | Relationship Skills (HS) |

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| Complex emotions | How Your Thoughts Help You Understand Your Emotions | Self-Awareness (MS) |
| | Recognize Your Own Complex Emotions | Self-Awareness (MS) |
| | Sort Through Your Emotions | Self-Awareness (HS) |
| | How Do You Feel? | Self-Awareness (HS) |
| | How to Manage Your Emotions | Self-Management (HS) |
| | How Emotions Vary Based on Setting | Self-Awareness (MS) |
| | Understanding the Link Between Emotions and Behavior | Self-Awareness (HS) |
| | Emotions Can Change a Social Environment | Self-Awareness (HS) |
| | Good Ways to Deal With Emotions | Self-Awareness (MS) |
| | Process Your Emotions | Self-Awareness (MS) |
| | What Can Happen When You Show Your Emotions at School? | Self-Management (MS) |
| | How Showing Emotions Can Affect a Group of Friends | Self-Management (MS) |
| | What Can Happen When You Show Your Emotions at Home? | Self-Management (MS) |
| | How Emotions Can Affect You at School | Self-Management (HS) |
| How Emotions Can Affect Groups of Friends | Self-Management (HS) | |
| How Emotions Affect Home Life | Self-Management (HS) | |

| Topic | Activities | Competency (Grade) |
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| Complex emotions (continued) | Different Ways to Process Emotions | Self-Management (HS) |

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| | Check In on Your Emotions | Self-Management (HS) |
| Confidence | Manage Tasks with Confidence | Self-Awareness (MS) |
| | Understanding Self-Confidence | Self-Awareness (HS) |
| | Set Goals You Can Believe In | Self-Awareness (HS) |
| | Set Goals to Overcome Personal Challenges | Self-Awareness (HS) |
| | Stay Positive by Remembering Past Success | Self-Management (HS) |
| | Learn How to Create a Positive Mindset | Self-Management (HS) |
| | What are Your Strengths and Challenges? | Self-Awareness (HS) |
| | Build on Your Strengths | Self-Awareness (HS) |
| Conflict | Be Strong Enough to Ask for Help | Relationship Skills (HS) |
| | Some Conflicts Need Outside Help | Relationship Skills (MS) |
| | Resolve Conflicts as a Team | Relationship Skills (MS) |
| | Keep Disagreements Civil | Relationship Skills (HS) |
| | Acknowledge Different Viewpoints to Prevent Conflict | Relationship Skills (MS) |
| | Recognize Different Viewpoints to Prevent Conflict | Relationship Skills (MS) |
| | Use Civility to Prevent Conflict | Relationship Skills (HS) |
| | Preventing Conflict by Using Nonjudgmental Language | Relationship Skills (MS) |
| | Resolving Conflict by Using Nonjudgmental Language | Relationship Skills (MS) |

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| | How to Deal with Intimidation | Relationship Skills (HS) |
| | How to Prevent Conflicts | Relationship Skills (HS) |
| | Recognize Healthy and Unhealthy Relationships | Relationship Skills (MS) |

| Topic | Activities | Competency (Grade) |
|-----------------|---|----------------------------------|
| Consequences | Consider Positive and Negative Outcomes | Responsible Decision-Making (MS) |
| | Make Good Choices | Self-Awareness (MS) |
| | What Are the Consequences? | Self-Awareness (MS) |
| | Decisions That Affect Others | Responsible Decision-Making (MS) |
| Decision-Making | What Can Stop You from Making Good Decisions? | Responsible Decision-Making (MS) |
| | Make Good Choices | Self-Awareness (MS) |
| | Consider Positive and Negative Outcomes | Responsible Decision-Making (MS) |
| | Using a Decision-Making Process | Responsible Decision-Making (HS) |
| | Responsible Decision-Making | Responsible Decision-Making (MS) |
| | Thinking Skills That Help You Make Decisions | Responsible Decision-Making (MS) |
| | How to Make Good Decisions Despite Stress | Responsible Decision-Making (HS) |
| | Make Good Decisions at School Despite Stress | Responsible Decision-Making (HS) |

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| | Make Good Decisions at Home Despite Stress | Responsible Decision-Making (HS) |
| | Make Good Decisions among Friends Despite Stress | Responsible Decision-Making (HS) |
| | Using a Decision-Making Process | Responsible Decision-Making (HS) |
| | Decisions That Affect Others | Responsible Decision-Making (MS) |
| | Avoiding Unsafe Choices | Responsible Decision-Making (MS) |
| | Decide What Jobs Are a Good Fit for You | Self-Awareness (MS) |
| | Barriers to Responsible Decision-Making | Responsible Decision-Making (MS) |
| | How Barriers to Responsible Decision-Making Affect Outcomes | Responsible Decision-Making (MS) |
| | Ways to Reduce Barriers to Responsible Decision-Making | Responsible Decision-Making (MS) |

| Topic | Activities | Competency (Grade) |
|-----------------------------|---|----------------------------------|
| Decision-Making (continued) | Show Good Character When Making Decisions | Responsible Decision-Making (HS) |
| | Effective Decision-Making | Responsible Decision-Making (MS) |
| | Use Critical Thinking | Responsible Decision-Making (MS) |
| | What is Critical Thinking? | Responsible Decision-Making (HS) |

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| | <p>Examine Different Viewpoints to Make a Decision</p> <p>How Critical Thinking Can Help You Work Through a Decision</p> <p>Use Critical Thinking to Make Good Decisions</p> <p>How to Reduce Barriers to Decision-Making</p> | <p>Responsible Decision-Making (HS)</p> <p>Responsible Decision-Making (HS)</p> <p>Responsible Decision-Making (HS)</p> <p>Responsible Decision-Making (MS)</p> |
| Disappointment | <p>Understand Your Emotions</p> <p>Recognize Your Own Complex Emotions</p> | <p>Self-Awareness (MS)</p> <p>Self-Awareness (MS)</p> |
| Discouragement | <p>Understanding Emotional Responses</p> <p>Stay Positive by Remembering Past Success</p> | <p>Self-Management (MS)</p> <p>Self-Management (MS)</p> |
| Empathy | <p>Showing Empathy</p> <p>Identify Feelings in Others</p> <p>Empathy and Compassion</p> <p>What Is Empathy?</p> <p>Understand the Viewpoints of Others</p> <p>Encourage Empathy in Others</p> <p>Understand the Viewpoints of Others</p> <p>What Does it Mean to Be Compassionate and Inclusive?</p> <p>Ways to Be Compassionate and Inclusive in Relationships</p> | <p>Social Awareness (MS)</p> <p>Social Awareness (MS)</p> <p>Social Awareness (HS)</p> <p>Social Awareness (HS)</p> <p>Social Awareness (HS)</p> <p>Social Awareness (HS)</p> <p>Social Awareness (HS)</p> <p>Relationship Skills (HS)</p> <p>Relationship Skills (HS)</p> <p>Relationship Skills (HS)</p> |

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| | Be Compassionate and Inclusive in Relationships | |
| Expressing yourself safely | <p>Good Ways to Express Emotions</p> <p>What Can Happen When You Show Your Emotions at School?</p> <p>How Showing Emotions Can Affect a Group of Friends</p> <p>What Can Happen When You Show Your Emotions at Home?</p> <p>Personal Interests</p> | <p>Self-Awareness (HS)</p> <p>Self-Management (MS)</p> <p>Self-Management (MS)</p> <p>Self-Management (MS)</p> <p>Self-Awareness (MS)</p> |
| Falling behind | <p>Setting Action Steps to Measure Progress</p> <p>Setting Timeframes for Action Steps</p> | <p>Self-Management (HS)</p> <p>Self-Management (HS)</p> |
| Feedback | <p>Helpful Feedback</p> <p>Offer Constructive Feedback</p> <p>Acknowledge Constructive Feedback</p> <p>How Positive Responses Can Help</p> <p>Positive Nonverbal Responses</p> <p>Positive and Constructive Responses</p> <p>The Value of Constructive Feedback</p> <p>Give Constructive Feedback in a Group Setting</p> <p>Acknowledge Constructive Feedback</p> <p>Give Constructive Feedback</p> | <p>Relationship Skills (MS)</p> <p>Relationship Skills (HS)</p> <p>Relationship Skills (HS)</p> <p>Social Awareness (MS)</p> <p>Social Awareness (MS)</p> <p>Social Awareness (MS)</p> <p>Relationship Skills (MS)</p> <p>Relationship Skills (MS)</p> <p>Relationship Skills (MS)</p> <p>Relationship Skills (MS)</p> <p>Relationship Skills (HS)</p> |

| Topic | Activities | Competency (Grade) |
|------------------------|---|----------------------------------|
| Frustration | Understanding Emotional Responses | Self-Management (MS) |
| | Ways to Handle Frustration | Responsible Decision-Making (HS) |
| | Handle Frustration in Tough Situations | Responsible Decision-Making (HS) |
| | Personal Challenges | Self-Awareness (MS) |
| Goals (setting) | Set Goals You Can Believe In | Self-Awareness (HS) |
| | Set Goals to Overcome Personal Challenges | Self-Awareness (HS) |
| | Understand How to Use Milestones to Meet a Goal | Self-Management (HS) |
| | What Are Your Strengths? | Self-Awareness (MS) |
| | What Are Your Personal Interests? | Self-Awareness (MS) |
| | What Are Your Personal Qualities? | Self-Awareness (MS) |
| | Use Your Strengths to Reach Goals | Self-Awareness (HS) |
| | Set a Goal for After High School | Self-Awareness (HS) |
| | Explore Short-Term Goals | Self-Awareness (MS) |
| | Explore Long-Term Goals | Self-Awareness (MS) |
| | The Importance of Long-Term Goals | Self-Awareness (HS) |
| | Set and Reach Long-Term Goals | Self-Awareness (HS) |
| | Choose the Best Plan for Achieving Your Goal | Self-Awareness (HS) |
| | Set a Life Goal for After High School | Self-Management (HS) |
| Goals (working toward) | Achieving Goals Using School Resources | Self-Management (HS) |

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| | Achieving Goals Using Family Resources | Self-Management (HS) |
| | Achieving Goals Using Community Resources | Self-Management (HS) |
| | Understand How to Use Milestones to Meet a Goal | Self-Management (HS) |
| | How Reflecting on a Situation Can Help | Self-Management (MS) |
| | How Knowing Yourself Can Help You Reach Goals | Self-Awareness (MS) |
| | Challenges That Can Impact Your Goals for after High School | Self-Awareness (HS) |
| | Build on Strengths and Address Challenges Related to Plans for After High School | Self-Awareness (HS) |
| | How Do You Know When You Have Achieved a Goal? | Self-Management (HS) |
| | Evaluate Progress Toward a Goal | Self-Management (HS) |
| | Adapt and Reevaluate Action Steps as Needed | Self-Management (HS) |
| | How to Adapt a Plan When Needed | Self-Management (HS) |
| Incomplete work | When to Ask for Academic Help | Self-Awareness (MS) |
| Integrity | Show Good Character When Making Decisions | Responsible Decision-Making (HS) |
| Leadership (outside school) | Look at Different Points of View to Solve Problems | Responsible Decision-Making (MS) |
| | Consider Different Perspectives When Making Decisions | Responsible Decision-Making (MS) |
| | Understand Complex Social Situations | Relationship Skills (HS) |

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| Low scores on work | When to Ask for Academic Help | Self-Awareness (MS) |
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| Topic | Activities | Competency (Grade) |
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| Negative self-talk | Recognize Your Own Complex Emotions | Self-Awareness (MS) |
| Negative thoughts | How to Reframe Negative Thoughts | Self-Management (HS) |
| | Understanding the Effect of Negative Thoughts | Self-Awareness (MS) |
| | Identify Negative Thoughts | Self-Awareness (MS) |
| | Reframing Negative Thoughts | Self-Awareness (MS) |
| | Stay Positive by Remembering Past Success | Self-Management (HS) |
| New experiences | Approaching New Situations with Curiosity and an Open Mind | Responsible Decision-Making (MS) |
| | How to Handle Unfamiliar Situations | Responsible Decision-Making (HS) |
| | Expand Your Knowledge | Responsible Decision-Making (MS) |
| | Expand Your Experiences | Responsible Decision-Making (MS) |
| Overcoming challenges | Ways to Manage Your Behavior | Self-Management (MS) |
| | Understanding Emotional Responses | Self-Management (MS) |
| | Take Steps to Face Challenges | Self-Awareness (HS) |
| | How to Face Challenges | Self-Awareness (HS) |
| | Know When Something is Worth the Effort | Responsible Decision-Making (HS) |

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| | Identify Positive Thinking Strategies to Overcome Challenges | Self-Management (HS) |
| | Identify Reflective Strategies to Overcome Challenges | Self-Management (HS) |
| | Reframe a Challenge at Home | Self-Management (MS) |
| | Reframe Challenges at School | Self-Management (MS) |
| | Reframe Challenges with Friends | Self-Management (MS) |
| | The Benefits of Facing Challenges | Responsible Decision-Making (HS) |
| | Make the Right Decision in Social Situations | Relationship Skills (HS) |

| Topic | Activities | Competency (Grade) |
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| Overcoming challenges (continued) | Reframe Challenges in a Social Group | Self-Management (MS) |
| | Reframe Setbacks at Home | Self-Management (MS) |
| | Reframing Setbacks at School | Self-Management (MS) |
| | Learn to Reframe a Challenge at Home | Self-Management (HS) |
| | Learn to Reframe a Challenge at School | Self-Management (HS) |
| | Reframing Challenges with Friends | Self-Management (HS) |
| | How to Adapt a Plan When Needed | Self-Management (HS) |
| Participation (lack of) | How Do You Feel around Different People? | Self-Awareness (MS) |
| Paying attention to others | Identify Active Listening in a Group | Relationship Skills (MS) |
| | Empower, Encourage, and Affirm | Relationship Skills (MS) |
| | | Social Awareness (HS) |

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| | Balancing Personal and Group Needs | |
| Perseverance | Recognize Your Own Complex Emotions | Self-Awareness (MS) |
| | Understanding Emotional Responses | Self-Awareness (MS) |
| Personal responsibility | Stand Up for What's Right | Self-Awareness (MS) |
| | What Is Responsibility? | Self-Awareness (HS) |
| | How to Take Responsibility | Self-Awareness (HS) |
| | Make Responsible Decisions about Life after High School | Self-Awareness (HS) |
| | Personal Interests | Self-Awareness (MS) |
| | Personal Strengths | Self-Awareness (MS) |

| Topic | Activities | Competency (Grade) |
|-----------------|---|--------------------------|
| Procrastination | How to Manage Your Behavior | Self-Management (HS) |
| Respect | Show You Understand Different Viewpoints | Relationship Skills (MS) |
| | Good Ways to Communicate | Relationship Skills (MS) |
| | Learn to Respect Others' Viewpoints in a Group of Friends | Social Awareness (HS) |
| | Showing Respect for Others in the Community | Social Awareness (MS) |
| | Show Respect for Differences | Social Awareness (MS) |
| | Understand Different Viewpoints | Social Awareness (MS) |
| | Show Respect for Other Perspectives | Social Awareness (MS) |

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| | <p>Understand Others' Perspectives</p> <p>Show Respect in Online Settings</p> <p>Respect Other People's Viewpoints at School</p> <p>Respect Other People's Viewpoints at Home</p> <p>Respect Other People's Viewpoints at School</p> | <p>Social Awareness (MS)</p> <p>Social Awareness (MS)</p> <p>Social Awareness (HS)</p> <p>Social Awareness (HS)</p> <p>Social Awareness (HS)</p> |
| Safe behaviors | <p>Ways to Stay Safe</p> <p>Help Keep Others Safe</p> <p>How to Stay Safe</p> <p>How to Escape Violence</p> | <p>Responsible Decision-Making (HS)</p> <p>Responsible Decision-Making (HS)</p> <p>Relationship Skills (HS)</p> <p>Relationship Skills (HS)</p> |
| Seek help | <p>How to Report a Problem</p> <p>Resources in the Community</p> <p>Which Community Resource Do You Need?</p> <p>Achieving Goals Using School Resources</p> <p>Achieving Goals Using Family Resources</p> <p>Achieving Goals Using Community Resources</p> <p>Be Strong Enough to Ask for Help</p> <p>Some Conflicts Need Outside Help</p> <p>Problem-Solving Resources</p> | <p>Self-Awareness (MS)</p> <p>Self-Awareness (HS)</p> <p>Self-Awareness (HS)</p> <p>Self-Management (HS)</p> <p>Self-Management (HS)</p> <p>Self-Management (HS)</p> <p>Relationship Skills (HS)</p> <p>Relationship Skills (MS)</p> <p>Relationship Skills (HS)</p> |

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| | How to Use Problem-Solving Resources | Relationship Skills (HS) |
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| Topic | Activities | Competency (Grade) |
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| Self-advocacy | How to Speak Up for Yourself in School Situations | Self-Awareness (MS) |
| | Speak Up for Yourself in Social Situations | Self-Awareness (MS) |
| | Speak Up for Yourself in Different Situations | Self-Awareness (HS) |
| | Become a Change Agent in Your School Community | Social Awareness (HS) |
| Self-regulation | Think Through Your Emotions | Self-Management (MS) |
| | Understanding the Link Between Emotions and Behavior | Self-Awareness (HS) |
| | Good Ways to Manage Your Emotions | Self-Management (MS) |
| | Practice Good Self-Control in Different Situations | Self-Management (HS) |
| | Ways to Manage Your Thoughts and Emotions | Self-Management (MS) |
| | Use a Breathing Strategy to Deal with Stress | Self-Management (MS) |
| | Use Mental Images to Deal With Anxiety | Self-Management (MS) |
| | Benefits of Managing Your Emotions | Self-Management (MS) |
| | Use Positive Images and Breathing to Check In on Yourself | Self-Management (HS) |
| | Different Ways to Process Emotions | Self-Management (HS) |

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| | Check In on Your Emotions | Self-Management (HS) |
| | Ways to Manage Your Behavior | Self-Management (MS) |
| | How to Plan and Organize | Self-Management (MS) |

| Topic | Activities | Competency (Grade) |
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| Self-regulation (continued) | Physical Ways to Relieve Stress | Self-Management (MS) |
| | Positive Thinking | Self-Management (MS) |
| | Positive Behavior Changes | Self-Management (MS) |
| | Different Ways to Manage Stress in Different Situations | Self-Management (MS) |
| | How Stress Can Affect Decision Making | Responsible Decision-Making |
| Social cues | What are Social Cues? | Social Awareness (MS) |
| | Social Cues on Social Media | Social Awareness (MS) |
| | Responding to Social Cues in Person | Social Awareness (MS) |
| | Responding to Social Media Social Cues | Social Awareness (MS) |
| | How Social Cues Can Change in Different Settings | Social Awareness (MS) |
| | Understand Social Cues | Social Awareness (HS) |
| | Social Cues in Different Settings | Social Awareness (HS) |
| | Respond to Social Cues at Home | Social Awareness (HS) |
| | Respond to Social Cues with Friends | Social Awareness (HS) |
| | Respond to Social Cues at Work | Social Awareness (HS) |
| Respond to Social Cues Online | Social Awareness (HS) | |

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| | How to Respond to Social Cues in School | Social Awareness (HS) |
| | How Cues Can Influence People | Social Awareness (HS) |
| | Notice Cues in People’s Behavior | Social Awareness (HS) |

| Topic | Activities | Competency (Grade) |
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| Social cues (continued) | Notice Cues in the Environment | Social Awareness (HS) |
| | Notice Cues in Situations | Social Awareness (HS) |
| | Understand How Verbal Cues Influence Others | Social Awareness (HS) |
| | Do the Cues Match the Emotion? | Social Awareness (MS) |
| | How Cultural Norms Influence Behavior | Social Awareness (HS) |
| Social Media | Be Responsible on Social Media | Relationship Skills (MS) |
| | Social Media and Your Reputation | Relationship Skills (MS) |
| | Social Media and Relationships | Relationship Skills (MS) |
| | Social Cues on Social Media | Social Awareness (MS) |
| | Use Social Media Responsibly | Relationship Skills (HS) |
| | How Social Media Can Affect Your Goals | Relationship Skills (HS) |
| | How Social Media Can Help You Meet Goals | Relationship Skills (HS) |
| Social Pressures | Use Breaks to Handle Peer Pressure | Relationship Skills (MS) |

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| | How to Stand Up to Peer Pressure Solving Social Challenges | Relationship Skills (MS) Responsible Decision-Making (MS) |
| Teamwork | How to Think Through Problems How to Make Compromises How to Form Positive Relationships Build a Healthy Network of Relationships Maintain a Healthy Network of Relationships Make a Positive Contribution to Your School Community Become a Change Agent in Your Local Community | Responsible Decision-Making (MS) Relationship Skills (MS) Relationship Skills (HS) Relationship Skills (HS) Relationship Skills (HS) |
| Triggered by current events | Understanding Why Current Events Can Trigger Emotions Manage Your Reactions to Events Different People Can React Differently to Events Become a Change Agent in the World | Self-Awareness (HS) Self-Awareness (HS) Self-Awareness (MS) Social Awareness. (HS) |
| Triggered by current events (continued) | Different People Can Have Different Emotional Reactions | Self-Awareness (MS) |
| Unkind remarks (received) | Think Through Your Emotions | Self-Management (MS) |
| Unsafe behaviors | Identify Unsafe Behavior and Situations | Self-Awareness (MS) |

| Topic | Activities | Competency (Grade) |
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| Unsafe situations | Identify Unsafe Behavior and Situations How to Prevent Violence | Self-Awareness (MS) Relationship Skills (HS) |
| Withdrawn | How Do You Feel around Different People? | Self-Awareness (MS) |

Activity Recommendations by Subject – Middle School

English/Language Arts – Middle School

| Course | Lesson | Activity to Assign |
|--------------------------------|---|--|
| English Grade 6 (1 of 2) | Lesson 1: Get the Idea | When to Ask for Academic Help |
| | Lesson 2: Keys to Success | Time to Ask for Help |
| | Lesson 3: It's All About Evidence | Identify Resources That Can Provide Help |
| | Lesson 4: Tried and True | Choose the Best Resource When You Need Help |
| | Lesson 5: Take a Look Back | Manage Tasks with Confidence |
| English Grade 6 (2 of 2) | Lesson 3: What about Their Character? | Understand Your Emotions |
| | Lesson 6: What's Their Point of View? | Show Respect for Differences |
| | Lesson 11: It's All about How You Retell It | Thinking Skills That Help You Make Decisions |
| | Lesson 19: What Is Its Deeper Meaning? | Show You Understand Different Viewpoints |
| | Lesson 24: Getting the Poetry Ready | Use a Breathing Strategy to Deal with Stress |

| Course | Lesson | Activity to Assign |
|--------------------------|------------------------------------|--|
| English Grade 7 (1 of 2) | Lesson 1: Welcome | When to Ask for Academic Help |
| | Lesson 2: Lending Support | Achieving Goals Using School Resources |
| | Lesson 3: Backing it Up | Identify Resources That Can Provide Help |
| | Lesson 4: Finding the Way | Choose the Best Resource When You Need Help |
| | Lesson 5: Straight to the Heart | Manage Tasks with Confidence |
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| English Grade 7 (2 of 2) | Lesson 1: A Matter of Perspective | Different People Can React Differently to Events |
| | Lesson 8: Building Stories | When to Ask for Academic Help |
| | Lesson 13: Universally Speaking | Make Good Choices |
| | Lesson 16: All the World's a Stage | Understand How to Use Milestones to Meet a Goal |
| | Lesson 23: Concise Communication | Reframe Challenges at School |

| Course | Lesson | Activity to Assign |
|--------------------------------|---|---|
| English Grade 8 (1 of 2) | Lesson 1: Layer upon Layer | When to Ask for Academic Help |
| | Lesson 2: Where's the Evidence | Time to Ask for Help |
| | Lesson 3: Prove it | Identify Resources That Can Provide Help |
| | Lesson 4: Inference and Evidence in Literary Text | Choose the Best Resource When You Need Help |
| | Lesson 5: Look Again! | Manage Tasks with Confidence |
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| English Grade 8 (2 of 2) | Lesson 2: For Comparison's Sake | Look at Different Points of View to Solve Problems |
| | Lesson 8: Put in A Good Word | How Your Thoughts Help You Understand Your Emotions |
| | Lesson 14: Facts Are Stubborn Things | Show Respect for Differences |
| | Lesson 16: Keep It in Perspective | Good Ways to Communicate |
| | Lesson 30: Bring It All Together | Adults That Can Help at School |

Social Studies – Middle School

| Course | Topic/Lesson | Activity to Assign |
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| Social Studies Grade 6 (1 of 2) | Lesson 3: Dawn of Civilization | How to Face Challenges |
| | Lesson 13: Egypt | Showing Empathy |
| | Lesson 18: The Hebrews and Ancient Persians | Recognize Different Viewpoints to Prevent Conflict |
| | Lesson 24: Ancient India | Learn to Respect Others' Viewpoints in a Group of Friends |
| | Lesson 30: Review and Final Exam | Reframe Challenges at School |
| Social Studies Grade 6 (2 of 2) | Lesson 2: Early Government in Athens | Responsible Decision-Making |
| | Lesson 9: Philosophy and Science in Greece | How to Think Through Problems |
| | Lesson 11: Roman Beginnings | Understand How to Use Milestones to Meet a Goal |
| | Lesson 20: Taoism and Legalism | Show Respect for Differences |
| | Lesson 21: The Qin Dynasty | When to Ask for Academic Help |

| Course | Topic/Lesson | Activity to Assign |
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| Social Studies | Lesson 1: Ancient Rome | How to Face Challenges |

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| Grade 7 (1 of 2) | Lesson 10: The Muslim World | Learn to Respect Others' Viewpoints in a Group of Friends |
| | Lesson 14: Feudal Europe | Identify Reflective Strategies to Overcome Challenges |
| | Unit 1 Project | Ask for Adult Help at School |
| | Lesson 3: Review and Final Exam | Reframe Challenges at School |
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| Social Studies Grade 7 (2 of 2) | Lesson 4: War & Disease | Manage Tasks with Confidence |
| | Lesson 8: Spreading Ideas | Show You Understand Different Viewpoints |
| | Lesson 14: New Systems of Trade | Understanding Emotional Responses |
| | Lesson 19: New Views on Government | Preventing Conflict by Using Nonjudgmental Language |
| | Lesson 30: The Age of Revolution | How to Speak Up for Yourself in School Situations |

| Course | Topic/Lesson | Activity to Assign |
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| Social Studies Grade 8 | Lesson 1: Colonization | How to Face Challenges |

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| (1 of 2) | Lesson 8: American Revolution | Learn to Respect Others' Viewpoints in a Group of Friends |
| | Lesson 12: Forming a New Nation (1776-1800) | Recognize and Acknowledge Different Perspectives to Prevent Conflict |
| | Project | Ask for Adult Help at School |
| | Lesson 30: Review and Final Exam | Reframe Challenges at School |
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| Social Studies Grade 8 (2 of 2) | Lesson 2: Nationalism and Sectionalism | How Your Thoughts Help You Understand Your Emotions |
| | Lesson 10: The Mexican-American War | Manage Tasks with Confidence |
| | Lesson 15: Women's Rights | Understand How to Use Milestones to Meet a Goal |
| | Lesson 24: The Civil War | Understanding Emotional Responses |
| | Lesson 30: The Indian Wars | How to Plan and Organize |

Math – Middle School

| Course | Topic/Lesson | Activity to Assign |
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| Math Grade 6 (1 of 2) | Lesson 3: Long Division | Choose the Best Resource When You Need Help |
| | Lesson 5: Common Multiples | Setting Action Steps to Measure Progress |
| | Lesson 11: Ratio Models | Offer Constructive Feedback |
| | Lesson 18: Unit Conversions | Understand How to Use Milestones to Meet a Goal |
| | Lesson 19: Absolute Value | Helpful Feedback |
| Math Grade 6 (2 of 2) | Lesson 5: Evaluating Expressions | When to Ask for Academic Help |
| | Lesson 7: More Equivalent Expressions | Manage Tasks with Confidence |
| | Lesson 15: Graphs for Relationships | Use Mental Images to Deal With Anxiety |
| | Lesson 21: Stem-and-Leaf Plots | Reframe Challenges at School |
| | Lesson 25: Choosing a Statistical Summary | How to Think Through Problems |

| Course | Topic/Lesson | Activity to Assign |
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| Math Grade 7 (1 of 2) | Lesson 3: Sums of Rational Numbers | Choose the Best Resource When You Need Help |

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| | Lesson 3: Sums of Rational Numbers | Understand How to Use Milestones to Meet a Goal |
| | Lesson 6: Strategies for Addition and Subtraction | Setting Action Steps to Measure Progress |
| | Lesson 8: Products of Rational Numbers | Helpful Feedback |
| | Lesson 12: Unit Rates | Offer Constructive Feedback |
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| Math Grade 7 (2 of 2) | Lesson 5: Solve Equations | Choose the Right Resource When You Need Help |
| | Lesson 6: Compare Methods of Problem Solving | How to Speak Up for Yourself in School Situations |
| | Lesson 15: Compare Experimental and Theoretical Probabilities | How to Plan and Organize |
| | Lesson 19: Simulations for Compound Events | Reframing Setbacks at School |
| | Lesson 30: Final Exam | Responsible Decision-Making |

| Course | Topic/Lesson | Activity to Assign |
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| Math Grade 8 (1 of 2) | Lesson 3: Equivalent Forms of Rational Numbers | Choose the Best Resource When You Need Help |

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| | Lesson 5: Cubes and Cube Roots | Setting Action Steps to Measure Progress |
| | Lesson 3: Sums of Rational Numbers | Acknowledge Constructive Feedback |
| | Lesson 13: Equations for Situations | Helpful Feedback |
| | Lesson 21: Slope-Intercept Form | Understand How to Use Milestones to Meet a Goal |
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| Math Grade 8 (2 of 2) | Lesson 5: Operations with Scientific Notation | Stand Up for What's Right |
| | Lesson 10: Models for Systems of Equations | Use a Breathing Strategy to Deal with Stress |
| | Lesson 13: Frequency Tables | Positive Thinking |
| | Lesson 15: Translations | Understand How to Use Milestones to Meet a Goal |
| | Lesson 29: Unit Reviews | How Reflecting on a Situation Can Help |

Science – Middle School

| Course | Topic/Lesson | Activity to Assign |
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| | | |
|--------------------------------|---|---|
| Science Grade 6 (1 of 2) | Lesson 2: Eukaryotic Cells | Choose the Right Resource When You Need Help |
| | Lesson 5: Living vs. Nonliving | When to Ask for Academic Help |
| | Lesson 5: Living vs. Nonliving | Helpful Feedback |
| | Lesson 8: Nervous System | Understand How to Use Milestones to Meet a Goal |
| | Lesson 15: Review and Units 1-3 Exam | Use a Breathing Strategy to Deal with Stress |
| | | |
| Science Grade 6 (2 of 2) | Lesson 4: The Nature and Phases of Matter | When to Ask for Academic Help |
| | Lesson 10: Engineer a Cooling Device | How to Plan and Organize |
| | Lesson 14: Saving Our Environment | Show You Understand Different Viewpoints |
| | Lesson 24: Human Impact on Habitats | Showing Empathy |
| | Lesson 29: Global Warming | Preventing Conflict by Using Nonjudgmental Language |

| Course | Topic/Lesson | Activity to Assign |
|---------|-------------------------------|------------------------------|
| Science | Lesson 2: Understanding Atoms | Manage Tasks with Confidence |

| | | |
|--------------------------------|---|---|
| Grade 7 (1 of 2) | Lesson 5: Project: 3-D Models | When to Ask for Academic Help |
| | Lesson 5: Project: 3-D Models Lab Write-Up | Helpful Feedback |
| | Lesson 8: Phase Changes | Understand How to Use Milestones to Meet a Goal |
| | Lesson 15: Project and Exam | Use a Breathing Strategy to Deal with Stress |
| | | |
| Science Grade 7 (2 of 2) | Lesson 4: Changes to the Ecosystem | Approaching New Situations with Curiosity and an Open Mind |
| | Lesson 10: Project and Exam | Adults That Can Help at School |
| | Lesson 14: Amount of Resources | How to Think Through Problems |
| | Lesson 18: Natural Hazard: Earthquake | Different People Can Have Different Emotional Reactions |
| | Lesson 28: Technology and Nature | Look at Different Points of View to Solve Problems |

| Course | Topic/Lesson | Activity to Assign |
|--------------------|------------------------------|---|
| Science Grade 8 | Lesson 4: Reading in Science | Show You Understand Different Viewpoints |

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|--------------------------|---|---|
| (1 of 2) | Lesson 10: Reproduction and Division | When to Ask for Academic Help |
| | Lesson 14: Modern Genetics | Thinking Skills That Help You Make Decisions |
| | Lesson 18: Natural and Artificial Selection | Reframing Setbacks at School |
| | Lesson 25: Humans and the Environment | Consider Positive and Negative Outcomes |
| | | |
| Science Grade 8 (2 of 2) | Lesson 2: Velocity and Speed | Stand Up for What's Right |
| | Lesson 4: Velocity and Acceleration | Helpful Feedback |
| | Lesson 4: Velocity and Acceleration | Offer Constructive Feedback |
| | Lesson 8: Newton's First Law of Motion | Understand How to Use Milestones to Meet a Goal |
| | Lesson 5: Project and Unit Exam | Use a Breathing Strategy to Deal with Stress |

Activity Recommendations by Subject – High School

English/Language Arts – High School

| Course | Topic/Lesson | Activity to Assign |
|-----------------------|------------------------------------|--|
| English I (1 of 2) | Lesson 1: Hit the Ground Running | Time to Ask for Help |
| | Lesson 2: The Value of Information | Identify Ways to Develop a Healthy Network of Relationships |
| | Lesson 4: Analyzing Organizing | Learn to Understand the Viewpoints of Others |
| | Lesson 9: People Skills | Understand Empathy |
| | Lesson 11: Extracting Evidence | Seeing Personal Interests and Qualities as Strengths or Challenges |
| English I (2 of 2) | Lesson 4: Examine the Evidence | Choose the Best Resource When You Need Help |
| | Lesson 6: Deciding on a Plan | Setting Action Steps to Measure Progress |
| | Lesson 14: Art of Persuasion | What Can You Do About Bias? |
| | Lesson 17: Listening to Reason | Keep Disagreements Civil |
| | Lesson 21: What Are Words For? | Using a Decision-Making Process |

| Course | Topic/Lesson | Activity to Assign |
|------------------------|--|---|
| English II (1 of 2) | Lesson 2: Objective Summary | Assess Your Emotions and Well-Being |
| | Lesson 8: Figurative, Connotative, and Technical Language | Identify How Citizens Can Contribute to The World |
| | Lesson 9: Impact of Language | Understand How Verbal Cues Influence Others |
| | Lesson 11: Purpose and Perspective | Learn to Understand the Viewpoints of Others |
| | Lesson 18: Arguments and Claims, Part 1 | Learn to Respect Other People's Viewpoints at School |
| English II (2 of 2) | Lesson 1: Central Ideas and Themes in Ancient Egyptian Text | How to Respond to Social Cues in School |
| | Lesson 6: Structure, Pacing, and Flashback in Antigone | Learn to Respect Others' Viewpoints in a Group of Friends |
| | Lesson 11: Explicit and Implicit Ideas in Ancient Flood Stories | What Can You Do About Bias? |
| | Lesson 19: Conflict and Characterization in Short Stories from New Zealand | How to Acknowledge Constructive Feedback |
| | Lesson 23: Humor in a Parody | Use Civility to Prevent Conflict |

| Course | Topic/Lesson | Activity to Assign |
|-------------------------|---|--|
| English III (1 of 2) | Lesson 1: Explicit and Implicit Ideas | Distinguish Between Explicit and Implicit Biases |
| | Lesson 2: Central Ideas and Purposes | Identify Ways to Respect Human Dignity in Online Encounters |
| | Lesson 4: Information in a Video Presentation | Identify the Impact of Verbal, Behavioral, Environmental, and Situational Cues |
| | Lesson 9: Structure and Meaning | Learn How to Make Decisions with Integrity |
| | Lesson 12: Style and Vocabulary | Learn to Respect Other People's Viewpoints at School |
| English III (2 of 2) | Lesson 1: Explicit and Implicit Meaning | What Can You Do About Bias? |
| | Lesson 6: Dramatic Elements | Understanding the Link Between Emotions and Behavior |
| | Lesson 11: Multiple Themes | Setting Action Steps to Measure Progress |
| | Lesson 19: Social, Historical, and Economic Context | Sort Through Your Emotions |
| | Lesson 23: Characters' Moral Dilemmas | Make Good Decisions among Friends Despite Stress |

| Course | Topic/Lesson | Activity to Assign |
|------------------------|--|--|
| English IV (1 of 2) | Lesson 2: Why Hackers Hack | Learn to Coexist with Others |
| | Lesson 4: The Public Perils of Technology | Identify the Impact of Social Media on Future Goals |
| | Lesson 6: Feeling Blue | Setting Action Steps to Measure Progress |
| | Lesson 7: The Science of Self-Care | Identify How Societal Norms Can Influence Our Interactions |
| | Lesson 8: Encouraging Empathy | Demonstrate How to Encourage Empathy in Others |
| English IV (2 of 2) | Lesson 3: Looking at It in a Different Way | Learn to Respect Others' Viewpoints in a Group of Friends |
| | Lesson 6: Confronting a Great Beast | Setting Timeframes for Action Steps |
| | Lesson 11: A Big Man in a Little Place | Set Goals You Can Believe In |
| | Lesson 18: The Dandy Man Can | How Cues Can Influence People |
| | Lesson 21: The Martians Are Coming! | Using a Decision-Making Process |

Social Studies – High School

| Course | Topic/Lesson | Activity to Assign |
|---------------------------|--|--|
| World History (1 of 2) | Lesson 1: Early Migration and Settlement | Identify How Cultural Norms Can Influence Our Interactions |
| | Lesson 6: Byzantine Empire | Social Cues in Different Settings |
| | Lesson 7: Islamic Empire | Identify Contributions of Various Groups |
| | Lesson 13: Protestant Reformation | Understand How Personal and Group Needs Can Differ |
| | Lesson 19: Joint-Stock Companies and Slave Trade | Identify How Societal Norms Can Influence Our Interactions |
| World History (2 of 2) | Lesson 3: Age of Imperialism (Introduction to Project) | Setting Action Steps to Measure Progress |
| | Lesson 9: The Armenian Genocide | How Do You Feel? |
| | Lesson 14: Holocaust | Different Ways to Process Emotions |
| | Lesson 18: Cold War Competition | How Emotions Can Affect You at School |
| | Lesson 22: Terrorism | Understanding Why Current Events Can Trigger Emotions |

| Course | Topic/Lesson | Activity to Assign |
|--------------------------|-------------------------------------|--|
| U.S. History (1 of 2) | Lesson 3: Conflict in the Colonies | Identify How Civility Can Prevent Conflicts |
| | Lesson 4: The Revolution Begins | Identify the Benefits of Facing Challenges |
| | Lesson 7: Washington and Adams | Learn to Understand the Viewpoints of Others |
| | Lesson 14: The Abolition Movement | Become a Change Agent |
| | Lesson 22: Segregation | Identify How Societal Norms Can Influence Our Interactions |
| U.S. History (2 of 2) | Lesson 5: World War I | Use Civility to Prevent Conflict |
| | Lesson 7: 1920s Culture and Tension | Empower, Encourage, and Affirm |
| | Lesson 11: Rise of Fascism | What Can You Do About Bias? |
| | Lesson 20: The Fight for Rights | Learn to Respect Others' Viewpoints in a Group of Friends |
| | Lesson 25: A New Age of Terrorism | Understanding Why Current Events Can Trigger Emotions |

| Course | Topic/Lesson | Activity to Assign |
|------------|--|--|
| Government | Lesson 3: Enlightenment | Identify Contributions of Various Groups |
| | Lesson 5: Creating a New Government | Identify the Benefits of Facing Challenges |
| | Lesson 8: Slavery, States' Rights, and Segregation | Understand How to Break Down Complex Content and Social Scenarios into Manageable Pieces |
| | Lesson 11: Local Government | Identify the Impact of Civic-Minded Activities on the Community |
| | Lesson 12: County Government | Identify New Opportunities to Expand Knowledge and Experiences |

| Course | Topic/Lesson | Activity to Assign |
|-----------|-----------------------------------|---|
| Economics | Lesson 2: Budget and Goal Setting | Using a Decision-Making Process |
| | Lesson 4: Credit | Identify Critical Thinking Skills That Help When Making Decisions |
| | Lesson 7: Economic Systems | Effects of Showing Good Character |
| | Lesson 10: Business Organization | Create a Postsecondary Goal with Personal Strengths in Mind |
| | Lesson 19: Evolution of Money | Identify How Societal Norms Can Influence Our Interactions |

Math – High School

| Course | Topic/Lesson | Activity to Assign |
|-----------------------|---|---|
| Algebra 1 (1 of 2) | Lesson 3: Properties of Rational Exponents | Offer Constructive Feedback |
| | Lesson 3: Properties of Rational Exponents | Setting Action Steps to Measure Progress |
| | Lesson 5: Order of Operations | Use Positive Images and Breathing to Check In on Yourself |
| | Lesson 8: Graphing Lines | Setting Timeframes for Action Steps |
| | Lesson 10: Solving Linear Systems by Graphing | What Is Responsibility? |
| | | |
| Algebra 1 (2 of 2) | Lesson 3: Working with Functions | Ways to Offer Constructive Feedback |
| | Lesson 8: Growth vs. Decay | Learn How to Create a Positive Mindset |
| | Lesson 15: Other Types of Functions | Learn to Reframe a Challenge at School |
| | Lesson 17: Performing Operations on Functions | Make Good Decisions at School Despite Stress |
| | Lesson 25: Two-Way Frequency Tables | How to Ask an Adult for Advice |

| Course | Topic/Lesson | Activity to Assign |
|-----------------------|--|---|
| Algebra 2 (1 of 2) | Lesson 2: Other Methods for Solving Quadratics | Setting Action Steps to Measure Progress |
| | Lesson 3: Complex Numbers | Offer Constructive Feedback |
| | Lesson 4: Operations with Complex Numbers | Use Positive Images and Breathing to Check In on Yourself |
| | Lesson 10: Polynomial Identities | Acknowledge Constructive Feedback |
| | Lesson 8: Quadratic Equations in Context | Ways to Handle Frustration |
| Algebra 2 (2 of 2) | Lesson 3: Working with Functions | Ways to Offer Constructive Feedback |
| | Lesson 15: Other Types of Functions | Ask for Adult Advice in Different Situations |
| | Lesson 18: Translating Functions | Learn to Reframe a Challenge at School |
| | Lesson 23: The Spread of Data | Setting Action Steps to Measure Progress |
| | Lesson 30: Final Exam | Achieving Goals Using School Resources |

| Course | Topic/Lesson | Activity to Assign |
|----------------------|---|---|
| Geometry (1 of 2) | Lesson 3: Introduction to Constructions | Setting Action Steps to Measure Progress |
| | Lesson 3: Introduction to Constructions, Construction | What Is Responsibility? |
| | Lesson 4: Conditional Statement | Communicate with Adults |
| | Lesson 6: Define Transformations | Setting Timeframes for Action Steps |
| | Lesson 11: Angle-Side-Angle Triangle Congruence | Use Positive Images and Breathing to Check In on Yourself |
| Geometry (2 of 2) | Lesson 5: Splitting Segments | Which Adult Should You Ask for Advice? |
| | Lesson 7: Perimeter and Area | Take Steps to Face Challenges |
| | Lesson 12: Lines That Intersect Circles | Time to Ask for Help |
| | Lesson 16: Angles, Arcs, and Chords | How to Acknowledge Constructive Feedback |
| | Lesson 21: Solids of Revolution and Cross Sections | Ways to Handle Frustration |

Science – High School

| Course | Topic/Lesson | Activity to Assign |
|---------------------|--|---|
| Biology (1 of 2) | Lesson 2: The Scientific Process | Setting Action Steps to Measure Progress |
| | Lesson 3: Measurements and Safety | Offer Constructive Feedback |
| | Lesson 5: pH and Tying It All Together | Acknowledge Constructive Feedback |
| | Lesson 7: Cell Size and Type | Setting Timeframes for Action Steps |
| | Lesson 10 Tying It All Together | Stay Positive by Remembering Past Success |
| Biology (2 of 2) | Lesson 2: Punnett Squares | How to Face Challenges |
| | Lesson 7: Nucleic Acids | Setting Action Steps to Measure Progress |
| | Lesson 15: Modifying Organisms | What Can You Do About Bias? |
| | Lesson 18: The Theory of Evolution | How Emotions Can Affect You at School |
| | Lesson 27: Ecological Damage | Understanding Why Current Events Can Trigger Emotions |

| Course | Topic/Lesson | Activity to Assign |
|-----------------------|--|--|
| Chemistry (1 of 2) | Lesson 3: Study of Matter | Setting Action Steps to Measure Progress |
| | Lesson 4: Unit 1 Exam | Offer Constructive Feedback |
| | Lesson 4: Unit 1 Exam | Different Ways to Process Emotions |
| | Lesson 7: Structure of the Periodic Table | Setting Timeframes for Action Steps |
| | Lesson 8: Unit 2 Exam | Stay Positive by Remembering Past Success |
| Chemistry (2 of 2) | Lesson 5: Unit 1 Exam | Set Goals to Overcome Personal Challenges |
| | Lesson 8: Gas Laws Part 2 | Achieving Goals Using School Resources |
| | Lesson 12: Concentrations of Solutions | Learn to Reframe a Challenge at School |
| | Lesson 15: Enthalpy Calculations and Entropy | Ways to Handle Frustration |
| | Lesson 23: Electrochemistry | Make Good Decisions at School Despite Stress |

| Course | Topic/Lesson | Activity to Assign |
|--------------------|---|---|
| Physical Science A | Lesson 2: Science Counts | Setting Action Steps to Measure Progress |
| | Lesson 4: Characteristics of Matter | Offer Constructive Feedback |
| | Lesson 5: Tying It All Together | Acknowledge Constructive Feedback |
| | Lesson 7: How Matter Changes | Setting Timeframes for Action Steps |
| | Lesson 10: Tying It All Together | Stay Positive by Remembering Past Success |
| | | |
| Physical Science B | Lesson 4: Acceleration | Ways to Offer Constructive Feedback |
| | Lesson 7: Newton's First and Second Law | Learn to Reframe a Challenge at School |
| | Lesson 15: Connections and Review | Achieving Goals Using School Resources |
| | Lesson 19: Optics | Set Goals to Overcome Personal Challenges |
| | Lesson 24: Electromagnetism | Ways to Handle Frustration |

Curriculum Map – Middle School

| Self-Awareness – Middle School | | | |
|---|--|---|---|
| Activity Title | Topic | Description | Key words |
| Understand Your Emotions | Identifying emotions | Understand your emotions better. | self-awareness, expression, body language |
| How Your Thoughts Help You Understand Your Emotions | Identifying emotions | Identify a complicated emotion. | self-awareness, feelings, emotions |
| Recognize Your Own Complex Emotions | Identifying emotions Accurate self-perception | Recognize complicated emotions in yourself. | self-awareness, self-talk, negativity |
| How Emotions Vary Based on Setting | Identifying emotions | Understand how a person's emotions can change based on what's happening. | emotions, situation |
| How Do You Feel around Different People? | Identifying emotions | Recognize that your emotions may change based on your situation and those around you. | self-awareness, emotions, audience, comfort zone |
| Good Ways to Deal with Emotions | Identifying emotions Self-efficacy | Deal directly with your feelings in various ways. | self-awareness, emotions, process |
| Process Your Emotions | Identifying emotions Self-efficacy | Determine the best ways to deal with your emotions in different situations. | self-awareness, emotions, context |
| Different People Can React Differently to Events | Identifying emotions Recognizing strengths | Identify how different people can react differently to events. | self-awareness, personal qualities, responses, current events |

| Self-Awareness (continued) – Middle School | | | |
|---|---|--|--|
| Activity Title | Topic | Description | Key words |
| Different People Can Have Different Emotional Reactions | Identifying emotions | Consider how different people can have different emotional reactions to events happening in the moment. | self-awareness, personal qualities, challenge, emotion, current event |
| When to Ask for Academic Help | Accurate self-perception Self-efficacy | Decide when you need to ask for help in school. | self-awareness, academic |
| When to Ask for Social or Emotional Help | Accurate self-perception Self-efficacy | Decide when to ask a trusted adult to listen to your feelings or to help you manage peer pressure. | emotional, social, self-awareness |
| Choose the Right Resource When You Need Help | Accurate self-perception Self-efficacy | Choose the right resource to help manage school issues, deal with friend problems, and figure out your feelings. | self-awareness, emotions, seeking help |
| Identify Unsafe Behavior and Situations | Self-efficacy | Recognize safe and unsafe behaviors and situations. | self-awareness, personal safety, online behavior |
| How to Report a Problem | Self-efficacy | Handle bullying on the internet. | cyberbullying, reporting unsafe behavior, harassment |
| Stand Up for What's Right | Self-confidence Self-efficacy | Learn about personal responsibility, confidence, and standing up for yourself. | self-awareness, responsibility, confidence, advocacy, accountability |
| Make Good Choices | Self-efficacy | Understand how being responsible is directly connected to making good choices. | self-awareness, personal responsibility, choices, consequences, accountability |

| Self-Awareness (continued) – Middle School | | | |
|---|----------------------------------|---|---|
| Activity Title | Topic | Description | Key words |
| What Are the Consequences? | Self-efficacy | Learn how certain behaviors will lead to consequences. | self-awareness, personal responsibility, behavior, consequences, accountability |
| Manage Tasks with Confidence | Self-confidence Self-efficacy | Start your responsibilities confidently and complete them successfully. | self-awareness, confidence, self-talk |
| Understanding the Effect of Negative Thoughts | Self-confidence | Learn how negative thoughts can lower your confidence. | self-awareness, confidence, negative, negative thoughts, success |
| Identify Negative Thoughts | Self-confidence | Identify negative thoughts. | self-awareness, negative, positive, negative thoughts, positive thoughts |
| Reframing Negative Thoughts | Self-confidence | Turn negative thoughts into positive self-talk. | self-awareness, feelings, reframing, self-talk |
| How to Speak Up for Yourself in School Situations | Self-efficacy | Speak up for your needs at school. | self-awareness, confidence, self-advocacy, responsibility, problem-solving |
| Speak Up for Yourself in Social Situations | Self-efficacy | Speak up in front of your friends when you have needs. | self-awareness, confidence, self-advocacy, problem-solving |

| Self-Management – Middle School | | | |
|--|-----------------|--|--|
| Activity Title | Topic | Description | Key words |
| Understanding Emotional Responses | Impulse control | See how thoughts and emotions can affect how you act. | emotional responses, self-management, thoughts, feelings, behavior, actions |
| Think Through Your Emotions | Impulse control | Determine helpful ways to deal with your feelings. | emotional regulation, self-management, negative thinking, reframe |
| Good Ways to Manage Your Emotions | Impulse control | Choose the best strategy to control yourself. | emotional regulation, self-management, reframe, strategies |
| What Can Happen When You Show Your Emotions at School? | Impulse control | Explore the results of expressing different emotions in various situations at school. | self-management, consequences, emotions, emotional regulation, school |
| How Showing Emotions Can Affect a Group of Friends | Impulse control | Learn the positive and negative effects of expressing your feelings in a small group of friends. | Self-management, consequence, emotions |
| What Can Happen When You Show Your Emotions at Home? | Impulse control | Explore the different ways that expressing yourself at home can have positive and negative outcomes. | self-management, consequences, emotions, emotional regulation, tone, home, family |
| Ways to Manage Your Thoughts and Emotions | Impulse control | Discover ways to be calm and focused when you feel stressed or anxious. | self-management, self-regulation, visualization strategies, breathing strategies, stress |
| Use a Breathing Strategy to Deal with Stress | Impulse control | Use a breathing strategy to calm your nerves when you feel stressed. | self-management, self-regulation, breathing strategies |
| Use Mental Images to Deal with Anxiety | Impulse control | Use a technique to imagine something peaceful when you feel anxious. | self-management, self-regulation, visualization strategies, anxious |

| Self-Management (continued) – Middle School | | | |
|--|---------------------------------------|--|---|
| Activity Title | Topic | Description | Key words |
| Benefits of Managing Your Emotions | Impulse control | Explain how breathing and peaceful imagery can help you when you feel out of control or can't think clearly. | self-management, self-regulation, breathing strategies, visualization strategies, stage fright, public speaking, anxiety |
| Understand How to Use Milestones to Meet a Goal | Goal-setting Organizational skills | Understand the importance of setting milestones to keep track of how close you are to accomplishing a goal. | self-management, milestone |
| Ways to Manage Your Behavior | Impulse control Stress management | Use ways to handle and overcome challenges and setbacks you are facing. | self-management, strategies, challenges, setbacks, progress, obstacles, goals |
| How to Plan and Organize | Organizational skills | Determine which planning and organizing tips work best for your needs. | self-management, strategies, progress, organization, planning |
| Physical Ways to Relieve Stress | Self-discipline | Determine ways to physically control yourself when you need to feel grounded. | self-management, strategies, progress, stress, anxiety, stress relief, breathing, exercise |
| Positive Thinking | Self-motivation | Determine ways to think positive thoughts when you feel discouraged or upset. | self-management strategies, positive thinking, positive self-talk, negative self-talk, positive affirmations, reframing |
| Positive Behavior Changes | Self-discipline Impulse control | Select tips to help change your behavior when you start to feel out of control. | self-management, strategies, behavior, habits, intrinsic motivation, extrinsic motivation, goals, action planning, distractions |

| Self-Management (continued) – Middle School | | | |
|---|--------------------------------------|---|---|
| Activity Title | Topic | Description | Key words |
| How Reflecting on a Situation Can Help | Impulse control Stress management | Think back on previous experiences so you can accomplish your goals. | self-management, strategies, self-reflection, journaling, self-monitoring, self-assessment |
| Different Ways to Manage Stress in Different Situations | Impulse control Stress management | Review tips about how to control yourself and then choose the best ones to use in different situations. | self-management, strategies, challenges, progress, obstacles, stress, anxiety, reframing, distractions, self-reflection, journaling, self-monitoring, self-assessment |
| Reframe a Challenge at Home | Stress management | Think differently about the challenges you might face at home. | self-management, reframe |
| Reframe Challenges at School | Stress management | Change the negative way you might see a situation at school. | self-management, reframe, collaborate |
| Reframe Challenges with Friends | Stress management | Change the negative way you might see a situation with friends. | reframe, collaborate |
| Reframe Challenges in a Social Group | Stress management | Look at problems from others' points of view and see the situation differently. | reframe, collaborate |
| Reframe Setbacks at Home | Stress management | Change how you view difficult situations you might face at home. | reframe, setback |
| Reframing Setbacks at School | Stress management | Change how you view a difficult situation you might face at school. | reframing, benefits, setback |

| Social Awareness – Middle School | | | |
|---|--|---|--|
| Activity Title | Topic | Description | Key words |
| Understand Verbal and Nonverbal Cues | Perspective-taking | Understand others' verbal and nonverbal cues. | social awareness, verbal, nonverbal, cue, body language, empathize |
| What Are Others Trying to Tell You? | Perspective-taking | Spot verbal and nonverbal cues in others. | social awareness, verbal, nonverbal, cue, body language, posture |
| Do the Cues Match the Emotion? | Perspective-taking | Decide whether verbal and nonverbal cues match a person's emotions. | social awareness, verbal cues, nonverbal cues, body language |
| Understand Different Viewpoints | Perspective-taking Empathy | Recognize others' ideas that are different from your own, and give credit for different perspectives. | social awareness, empathy, empathize, perspective, respect, validate |
| Showing Respect for Others in the Community | Respect for others | Get along with others in a way that shows you respect their cultural traditions. | social awareness, empathy, empathize, perspective, respect, validate |
| Show Respect for Differences | Respect for others | See why it is important to show respect for differences. | social awareness, empathy, empathize, perspective, respect, validate |
| Show Respect for Other Perspectives | Respect for others Perspective-taking | Explore how to show respect for the feelings and perspectives of others. | social awareness, empathy, empathize, perspective, respect, validate |
| Identify Feelings in Others | Perspective-taking Empathy | Figure out how others are feeling. | social awareness, empathy, identifying emotions, feelings |
| Understand Others' Perspectives | Perspective-taking | Look at other people's perspectives. | social awareness, perspective, point of view, empathy |
| Showing Empathy | Empathy | Respond to friends in ways that show you understand how they feel and can feel what they do. | empathy, understanding |
| How Positive Responses Can Help | Empathy | Learn the benefits of responding positively during negative situations. | social awareness, constructive, verbal |

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| What are Social Cues? | Perspective-taking | Identify social cues and what they mean when you are face-to-face with others. | Social cues, face-to-face, interactions, body language |
| Social Cues on Social Media | Perspective-taking | Identify social cues and what they mean when you are on social media. | Social cues, social media, computer, technology |
| How Social Cues Can Change in Different Settings | Perspective-taking | Learn how the meanings of social cues change in different situations. | social awareness, social cues |

| Social Awareness (continued) – Middle School | | | |
|---|-------------------------------|--|---|
| Activity Title | Topic | Description | Key words |
| Responding to Social Cues in Person | Perspective-taking Empathy | Choose helpful responses to in-person social cues. | social awareness, social cues, in-person interactions, body language, constructive response |
| Responding to Social Media Social Cues | Perspective-taking Empathy | Identify helpful responses to online social cues. | social awareness, social cues, social media, constructive response |

| Relationship Skills – Middle School | | | |
|--|--|--|---|
| Activity Title | Topic | Description | Key words |
| Identify Active Listening in a Group | Communication | Use positive verbal and nonverbal ways to communicate in a group. | relationship skills |
| Show You Understand Different Viewpoints | Relationship-building Communication Teamwork | Recognize statements that show you understand other people's points of view. | relationship skills, perspective |
| Good Ways to Communicate | Communication | Choose positive verbal and nonverbal ways to communicate in a group. | relationship skills, verbal communication, non-verbal communication, validate |

| | | | |
|----------------------------------|-------------------|---|---|
| Helpful Feedback | Communication | Recognize when feedback is useful. | relationship skills, constructive feedback |
| Be Responsible on Social Media | Social engagement | Do the right thing while on social media. | relationship skills, social media, digital media, impact, reputation, relationships |
| Social Media and Your Reputation | Social engagement | Understand how your behavior on social media can negatively affect your reputation. | relationship skills, social media, digital media, impact, reputation, relationships |

Relationship Skills (continued) – Middle School

| Activity Title | Topic | Description | Key words |
|--|--|--|---|
| Social Media and Relationships | Social engagement Relationship-building | Explore how your behavior on social media can affect your relationships. | relationship skills, social media, digital media, impact, relationships |
| Use Breaks to Handle Peer Pressure | Social engagement | Use the "break" strategy to deal with peer pressure. | relationship skills, social pressure, "break" strategy, positive relationships |
| How to Stand Up to Peer Pressure | Social engagement | Be clear and direct with others so you can manage peer pressures. | relationship skills, social pressure, assertive strategy, self-advocacy, positive relationships |
| Recognize Different Viewpoints to Prevent Conflict | Relationship-building Communication | Prevent an argument by recognizing and accepting others' points of view. | relationship skills, conflict, perspectives |
| Identify Different Perspectives | Relationship-building | Understand different perspectives so you can prevent conflict. | relationship skills, perspective, conflict, point of view |
| Acknowledge Different Viewpoints to Prevent Conflict | Relationship-building | Avoid arguments by accepting others' points of view. | relationship skills, conflict, acknowledge, perspective |
| Preventing Conflict by Using Nonjudgmental Language | Communication | Avoid arguments by not judging others. | relationship skills, non-judgmental language, conflict, conflict prevention |

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|--|--|---|--|
| Managing Conflict by Using Nonjudgmental Language | Communication Relationship-building | Handle arguments, disagreements, or misunderstanding without judging others. | relationship skills, nonjudgmental language, conflict, conflict management |
| Resolving Conflict by Using Nonjudgmental Language | Communication Relationship-building | Clear up arguments, disagreements, or misunderstandings without judging others. | relationship skills, nonjudgmental language, conflict, conflict resolution |
| Resolve Conflicts as a Team | Communication Teamwork | Exchange ideas to help resolve conflicts. | relationship skills, conflict, interpersonal, resolve, solutions |

Relationship Skills (continued) – Middle School

| Activity Title | Topic | Description | Key words |
|----------------------------------|---------------------------|---|--------------------------------|
| Some Conflicts Need Outside Help | Communication Teamwork | Decide you need more help to handle a negative situation. | mediation, conflict resolution |

Responsible Decision-Making

| Activity Title | Topic | Description | Key words |
|--|--|---|---|
| How to Think Through Problems | Identifying problems Solving problems | Use critical thinking skills to think through problems. | A video-based lesson that guides students to identify critical thinking skills necessary for making decisions |
| Thinking Skills That Help You Make Decisions | Analyzing situations Evaluating | Use effective ways to think through and make tough decisions. | responsible decision-making, critical thinking, perspective |
| Look at Different Points of View to Solve Problems | Analyzing situations Ethical responsibility | Use critical thinking skills to solve a problem by looking at different points of view. | responsible decision-making, critical thinking, perspective, problem-solving |
| Responsible Decision-Making | Analyzing situations | Solve challenges by gathering enough helpful information. | academic challenge, evidence |
| What Can Stop You from Making Good Decisions? | Analyzing situations Ethical responsibility | Learn what can affect your ability to make good choices. | responsible decision-making |

| | | | |
|--------------------------------|------------------|---|--|
| Adults That Can Help at School | Evaluating | Determine which adults at school you can trust and can count on for help if needed. | responsible decision-making, adult support, school |
| Ask for Adult Help at School | Solving problems | Get help from an adult you trust and can count on at school. | responsible decision-making, adult support, school |
| Adults That Can Help at Home | Evaluating | Determine which adults in your family you can trust and can count on for help. | responsible decision-making, adult support, family |
| Ask for Adult Help at Home | Solving problems | Get help from an adult you trust and can count on when it comes to family issues. | responsible decision-making, adult support, family |

| Responsible Decision-Making (continued) – Middle School | | | |
|--|----------------------|---|--|
| Activity Title | Topic | Description | Key words |
| Adults That Can Help in the Community | Evaluating | Determine which adults you can trust and can count on for help when it comes to your friends. | responsible decision-making, adult support, social settings |
| Ask for Adult Help in the Community | Solving problems | Ask for help from an adult you trust and can count on in a social setting. | responsible decision-making, adult support, social settings |
| Consider Positive and Negative Outcomes | Evaluating | Think of the possible positive and negative effects of certain decisions. | responsible decision-making, outcome, positive outcome, negative outcome |
| Decisions That Affect Others | Reflecting | Explore how your actions can affect others and change the world. | responsible decision-making, safe practices, civic impact, ethical actions |
| Avoiding Unsafe Choices | Reflecting | Explore how to avoid unsafe choices that affect others. | responsible decision-making, safe practices, unsafe choices |
| Approaching New Situations with Curiosity and an Open Mind | Analyzing situations | Be curious and have an open mind so you can handle a new situation. | responsible decision-making, open mind |

Curriculum Map - High School

| Self-Awareness – High School | | | |
|---|--|--|---|
| Activity Title | Topic | Description | Key Words |
| Sort Through Your Emotions | Identifying emotions | Figure out how you're doing in the moment. | self-awareness, complex emotions, frustration, grief, jealousy, regret |
| How Do You Feel? | Identifying emotions Accurate self-perception | Investigate how you've been feeling lately. | self-awareness, complex emotions, emotions, frustration, grief, jealousy, persistent, regret, temporary |
| Understanding the Link Between Emotions and Behavior | Identifying emotions Self-efficacy | Understand the connection between your feelings and your actions. | self-awareness, cause and effect, behavior, emotions |
| Emotions Can Change a Social Environment | Accurate self-perception | Explore how your feelings can have a positive or negative effect on situations with friends. | self-awareness, behavior, emotions, social environment |
| Good Ways to Express Emotions | Identifying emotions Self-efficacy | Decide which situations require you to ask for help for yourself or for someone else. | healthy expressions of emotion, process emotions |
| Choose the Right Time and Place to Ask for Help | Identifying emotions Self-efficacy | Find the best times and places to ask for advice or comfort from people in your support system. | support system |
| Understanding Why Current Events Can Trigger Emotions | Identifying emotions | Investigate why some events happening in the moment can cause you to have a strong emotional response. | current event, emotional response |

| Self-Awareness (continued) – High School | | | |
|---|---------------------------------------|--|---|
| Activity Title | Topic | Description | Key Words |
| Manage Your Reactions to Events | Identifying emotions Self-efficacy | Determine the best way to handle any stress or anxiety you feel because of events happening in the moment. | current event, emotional response |
| Take Steps to Face Challenges | Self-efficacy | Handle challenges before they get out of hand. | self-awareness, proactive, challenges |
| Time to Ask for Help | Self-efficacy | Learn which situations require asking for help for yourself or someone else. | self-awareness, seeking help, academic support, emotional support, health-related support, social support |
| Identify Resources That Can Provide Help | Self-efficacy | Use appropriate resources when faced with different challenges. | self-awareness, seeking help, academic support, emotional support, health support, resources |
| Choose the Best Resource When You Need Help | Self-efficacy | Decide which resource is best to use when faced with different problems. | self-awareness, seeking help, academic support, emotional support, health support, resources, identifying resources |
| Resources in the Community | Self-efficacy | Identify community resources that offer help to teenagers. | self-awareness, community, community resources, safety networks, support, teenagers |

Self-Awareness (continued) – High School

| Activity Title | Topic | Description | Key Words |
|---|----------------------------------|--|---|
| Which Community Resource Do You Need? | Self-efficacy | Select the best community resources to use when you need different kinds of help. | self-awareness, community, community resources, safety networks, support, teenagers |
| What Is Responsibility? | Self-efficacy | Learn what it means to take personal responsibility. | excuse, personal responsibility, reliability, self-awareness, time management |
| How to Take Responsibility | Self-efficacy | Reflect on your actions and take responsibility for yourself. | accountability, excuse, internalize, personal responsibility, self-awareness |
| Make Responsible Decisions about Life after High School | Self-efficacy | Think about how to make good decisions for yourself. | self-awareness, accountability, internalize, personal responsibility, proactivity |
| Understanding Self-Confidence | Self-confidence | Learn what self-confidence is and identify examples of self-confident people. | self-awareness, self-confidence, perception |
| How to Face Challenges | Self-confidence | Identify ways to be positive and confident when handling challenges. | challenges, positivity, confidence |
| Set Goals You Can Believe In | Self-confidence Self-efficacy | Become confident and set yourself up for success by making goals for after high school and in your life. | self-awareness, goals, confidence, success, postsecondary life |

| Self-Awareness (continued) – High School | | | |
|---|----------------------------------|---|-------------------------------|
| Activity Title | Topic | Description | Key Words |
| Set Goals to Overcome Personal Challenges | Self-confidence Self-efficacy | Set challenging goals that you can confidently face. | goals, challenges, confidence |
| Speak Up for Yourself in Different Situations | Self-efficacy | Determine how to speak up for yourself in different situations. | self-awareness, self-advocate |

| Self-Management – High School | | | |
|--|-----------------|---|--|
| Activity Title | Topic | Description | Key Words |
| How to Reframe Negative Thoughts | Impulse control | Turn a negative thought into a positive one so you can think clearly. | self-management, reframe |
| How to Manage Your Emotions | Impulse control | Learn ways to feel successful, even after you think you've failed. | self-management, regulate |
| How to Manage Your Behavior | Impulse control | Deal with feeling upset when you haven't done as well as you'd hoped. | self-management, regulate, reframing |
| Practice Good Self-Control in Different Situations | Impulse control | Manage how you act and feel in various situations. | self-management, regulate, reframing |
| How Emotions Can Affect You at School | Impulse control | Determine how feelings can affect situations at school. | self-management, emotions, expressing emotions, cause and effect, academics, academic situations |

Self-Management (continued) – High School

| Activity Title | Topic | Description | Key Words |
|---|-----------------|--|---|
| How Emotions Can Affect Groups of Friends | Impulse control | Understand how one person's actions can affect a small group of friends. | self-management, emotions, expressing emotions, cause and effect, relationships, friends, social situations |
| How Emotions Affect Home Life | Impulse control | Determine how your feelings can affect your experiences at home. | self-management, emotions, expressing emotions, cause and effect, academics, academic situations |
| Use Positive Images and Breathing to Check In on Yourself | Impulse control | Use breathing exercises and positive imagery activities to feel calm and grounded. | self-management, self-monitoring, emotions, process emotions, reframe, behavior, breathing, visualization |
| Different Ways to Process Emotions | Impulse control | Identify how to use breathing exercises and positive imagery to deal with your emotions. | self-management, self-monitoring, emotions, process emotions, reframe, behavior, breathing, visualization |
| Check In on Your Emotions | Impulse control | Check in on yourself to change your negative thoughts and behaviors. | self-management, self-monitoring, emotions, process emotions, reframe, behavior, strategies, breathing, visualization |

Self-Management (continued) – High School

| Activity Title | Topic | Description | Key Words |
|---|---------------------------------------|---|--|
| Achieving Goals Using School Resources | Goal-setting Organizational skills | Describe how school resources can help you reach goals. | self-management, goals, resources |
| Achieving Goals Using Family Resources | Goal-setting Organizational skills | Identify which family members can help you reach goals. | self-management, goals, resources |
| Achieving Goals Using Community Resources | Goal-setting Organizational skills | Identify how community resources can help you reach goals. | self-management, goals, resources |
| Setting Action Steps to Measure Progress | Goal-setting Organizational skills | Set action steps to help track your progress toward a goal. | self-management, goals, action steps, measure progress, plan |
| Setting Timeframes for Action Steps | Goal-setting Organizational skills | Understand the importance of setting deadlines for each step it takes to accomplish a goal. | self-management, goals, action steps, measure progress, plan |
| Stay Positive by Remembering Past Success | Stress management Self-motivation | Think back on past successes to help overcome current challenges. | self-management, positive mindset |
| Learn How to Create a Positive Mindset | Stress management Self-motivation | Think positively while facing challenges. | self-management |
| Learn to Reframe a Challenge at Home | Stress management Self-motivation | Think differently about the challenges you might face at home. | self-management, reframe |
| Learn to Reframe a Challenge at School | Stress management Self-motivation | Think differently about the challenges you might face at school. | self-management, reframe |

Self-Management (continued) – High School

| Activity Title | Topic | Description | Key Words |
|---|--------------------------------------|---|--|
| Reframing Challenges with Friends | Stress management Self-motivation | Change your view of challenging situations with friends so you have a better outcome. | self-management, perseverance, challenges, setbacks, relationships, friends, reframe |
| Understand How Verbal Cues Influence Others | Perspective-taking | Investigate how verbal cues can affect others' feelings. | social awareness, verbal cues, relationships |

| Social Awareness – High School | | | |
|---|--|---|--|
| Activity Title | Topic | Description | Key Words |
| Notice Cues in People's Behavior | Perspective-taking | Identify behavioral cues and their effect on others. | social awareness, behavioral cue |
| Notice Cues in the Environment | Perspective-taking | Identify environmental cues and their effect on others. | social awareness, environmental cue |
| Notice Cues in Situations | Perspective-taking | Identify situational cues and their effect on others. | social awareness, situational cue |
| How Cues Can Influence People | Perspective-taking | Identify different types of cues and their effect on others. | social awareness, verbal cues, behavioral cues, environmental cues, situational cues |
| Learn to Respect Others' Viewpoints in a Group of Friends | Perspective-taking Respect for others | Give and receive respect when you have a disagreement with friends. | social awareness, perception |
| Empathy and Compassion | Empathy | See how helping someone can help you understand what it's like to walk in another person's shoes. | social awareness, empathy, compassion |
| Ways to Contribute to Your Community | Respect for others | Help out in your neighborhood and make a positive difference. | social awareness, civic-minded |

| Social Awareness (continued) – High School | | | |
|---|------------------------|---|---|
| Activity Title | Topic | Description | Key Words |
| What Is Empathy? | Empathy | Learn about what it means to walk in another person's shoes. | social awareness, empathy |
| What Can You Do About Bias? | Appreciating diversity | Identify bias and speak up against it. | social awareness, discrimination, prejudice, stereotypes |
| Understand Social Cues | Empathy | Learn the best ways to respond to social cues when at home. | social awareness, social cues |
| Social Cues in Different Settings | Empathy | Identify how social cues can be different depending on where you are. | social awareness, social cues |
| Respond to Social Cues at Home | Empathy | Determine the best ways to respond to social cues at home. | social awareness, social cues |
| Respond to Social Cues with Friends | Empathy | Determine the best ways to respond to social cues while with friends. | social awareness, social cues |
| Respond to Social Cues at Work | Empathy | Determine the best ways to respond to social cues while at work. | social awareness, social cues |
| Respond to Social Cues Online | Empathy | Use helpful and positive ways to respond to social clues online. | social awareness, social cues, behavior, social norms, cultural norms, environments, online, online setting |
| How to Respond to Social Cues in School | Empathy | Determine the best ways to respond to social cues in school. | social awareness, social cues |

| Social Awareness (continued) – High School | | | |
|---|--|--|---|
| Activity Title | Topic | Description | Key Words |
| Balancing Personal and Group Needs | Perspective-taking Respect for others | Make decisions that meet the needs of a group and its members. | social awareness, social cues, behavior, problem solving, personal needs, group needs |

| Relationship Skills – High School | | | |
|--|--|---|--|
| Activity Title | Topic | Description | Key words |
| Good Communication with Peers | Communication Relationship Building | Find good ways to communicate when you are with others your age. | relationship skills, verbal, nonverbal |
| Communicate with Adults | Communication Relationship Building | Determine good ways to communicate with adults. | relationship skills, verbal, nonverbal |
| Communicate with People in the Community | Communication Relationship Building | Decide on good ways to communicate with community members. | relationship skills, verbal, nonverbal |
| Offer Constructive Feedback | Communication Teamwork | Give helpful and positive comments to another person so you can accomplish a shared goal. | relationship skills, verbal communication, nonverbal communication, interpersonal skills, feedback, constructive feedback, goals, common goals |

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|--|---------------|---|--|
| How to Acknowledge Constructive Feedback | Communication | Accept helpful and positive comments from others who are working with you on a shared goal. | relationship skills, verbal communication, nonverbal communication, interpersonal skills, feedback, constructive feedback, goals, common goals |
|--|---------------|---|--|

| Relationship Skills (continued) – High School | | | |
|--|--|---|---|
| Activity Title | Topic | Description | Key Words |
| Empower, Encourage, and Affirm | Social engagement Relationship-building | Be supportive to others, cheer them on, and tell them good things about themselves. | relationship skills, relationships, friendship, romantic relationships, positive relationships, healthy relationships, affirm, empower, encourage |
| How to Prevent Conflicts | Relationship Building | Point out ways to be respectful in order to prevent problems during disagreements. | relationship skills, civility |
| Use Civility to Prevent Conflict | Relationship Building | Use respect to prevent fights between people who disagree. | relationship skills, civility |
| Keep Disagreements Civil | Relationship-building | Make choices that help calm a situation during a disagreement. | relationship skills, conflict, interpersonal conflict, managing conflict, resolving conflict, civility, perspectives, different perspectives |

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|--------------------------------------|-----------------------|--|---|
| How to Deal with Intimidation | Relationship Building | Know what to do when you are feeling intimidated by others. | relationship skills, intimidation |
| How to Escape Violence | Relationship Building | Find ways to remain safe when violence happens around you or to you. | relationship skills |
| How to Stay Safe | Relationship Building | Learn ways to stay safe when things get serious and give examples of these strategies. | relationship skills |
| Problem-Solving Resources | Relationship Building | Determine resources you can use when you need help solving a problem. | relationship skills, conflict resolution |
| Be Strong Enough to Ask for Help | Relationship-building | Learn how it can be a sign of strength to ask for help when you are facing troubles. | relationship skills, conflict, seeking help |
| How to Use Problem-Solving Resources | Relationship Building | Show how you use problem-solving resources when you need help solving a problem. | relationship skills |

| Responsible Decision-Making – High School | | | |
|---|----------------------|--|---|
| Activity Title | Topic | Description | Key Words |
| Ways to Handle Frustration | Analyzing situations | Deal with frustration when learning something challenging or complicated. | responsible decision-making, academic challenges, decision-making process, complex situations |
| Handle Frustration in Tough Situations | Analyzing situations | Handle frustration when you experience challenging or complicated social situations. | responsible decision-making |

| | | | |
|--|----------------------|--|---|
| Using a Decision-Making Process | Solving problems | Make decisions that will help you work well with others. | responsible decision-making, decisions, academic challenges, social challenges, decision-making process, complex situations, groups, group work |
| How to Make Good Decisions Despite Stress | Analyzing situations | Use strategies to deal with stress that can stop you from doing the right thing. | responsible decision-making, stressor |
| Make Good Decisions at School Despite Stress | Solving problems | Use strategies to deal with stress that can stop you from doing the right thing at school. | responsible decision-making, stressor |
| Make Good Decisions at Home Despite Stress | Solving problems | Use strategies to deal with stress that can stop you from doing the right thing at home. | responsible decision-making, stressor |
| Make Good Decisions among Friends Despite Stress | Solving problems | Use strategies to deal with stress that can stop you from making smart choices while with friends. | responsible decision-making, stressor |
| Adults Who Can Give Good Advice | Evaluating | Choose adults you can trust and can count on to give good advice. | responsible decision-making, reliable mentor |

| Responsible Decision-Making (continued) – High School | | | |
|---|------------------|--|--|
| Activity Title | Topic | Description | Key Words |
| Which Adult Should You Ask for Advice? | Evaluating | Identify adults you can trust and can count on in different settings. | responsible decision-making, reliable mentor |
| How to Ask an Adult for Advice | Solving Problems | Determine what steps to take so you can create a plan to find adults you can trust and count on in different places. | responsible decision-making, reliable mentor |

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|--|------------------------|--|--|
| Ask for Adult Advice in Different Situations | Solving Problems | Describe how you can, on your own, find adults you can trust and count on in different places. | responsible decision-making, reliable mentor |
| Show Good Character When Making Decisions | Ethical responsibility | Be respectful while making a decision at school and show others you can be trusted. | responsible decision-making, decisions, ethics, ethical implications, civil implications, respect, integrity, school, academics, academic settings |
| Effects of Showing Good Character | Ethical responsibility | Learn how doing the right thing for yourself and for others affects everyone. | responsible decision-making, ethics, behavior, habits, cause and effect |
| Ways to Stay Safe | Ethical responsibility | Use reliable ways to be responsible and to stay safe. | responsible decision-making |
| Help Keep Others Safe | Ethical responsibility | Use ways to stay safe and help keep others safe. | responsible decision-making |
| How to Handle Unfamiliar Situations | Reflecting | Work your way through unfamiliar situations where you need to be curious and flexible. | responsible decision-making |
| Know When Something is Worth the Effort | Analyzing situations | Understand which struggles are useful and which are useless. | responsible decision-making, struggle, productive, unproductive |
| The Benefits of Facing Challenges | Reflecting | Get an idea of how facing challenges in your life can help you grow in different ways. | responsible decision-making, resilience |