GOAL 1 - Develop self-awareness and self-management skills to achieve school and life success.

Stage G
1. Recognize emotions as indicators of situations in need of attention.
2. Distinguish how you really feel from how others expect you to feel.
3. Distinguish between different emotions (e.g., fear and anger, shame and sadness).
4. Analyze emotional states that contribute to or detract from your ability to solve problems.
5. Analyze the effect of self-talk on emotions.
6. Practice self-calming techniques (deep breathing, self-talk, progressive relaxation, etc.) to manage stress.
7. Demonstrate an ability to process emotions to facilitate problem-solving (e.g., overcome negativity, and develop a positive attitude).

Stage H
1. Identify stress management skills that work best for you.
2. Predict how you would feel when apologizing to someone you have wronged.
3. Demonstrate an ability to assess your level of stress based on physical and psychological factors.
4. Monitor transitions in your emotions over time and reflect on their causes.
5. Demonstrate an ability to reduce stress by re-assessing a situation.
6. Demonstrate an ability to motivate yourself to greater performance through changing how you think about a challenging situation.

Stage I
1. Explain the consequences of different forms of communicating one's emotions.
2. Predict how you would feel in giving or receiving help or a compliment.
3. Analyze how time management might improve your decision making.
4. Practice assertion communication to manage stress.
5. Practice dealing appropriately with being wrongly accused of something.
6. Practice a stress management technique to handle anxiety related to a school task (e.g., public speaking or taking a test).

GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Stage G
1. Identify extra-curricular activities available to students.
2. Recognize the outside influences on development of personal characteristics (e.g., body image, self-esteem, behavior).
3. Identify school support personnel and investigate how they assist students.
4. Identify organizations in your community that provide opportunities to develop your interests or talents.
5. Evaluate the benefits of participating in extra-curricular activities (e.g., friendship, leadership, learning new skills, teamwork).
6. Evaluate how your physical characteristics have contributed to decisions you have made (e.g., what sports to play, what activities to participate in, etc.).

Stage H
1. Identify what you like about yourself, including things that might be considered atypical for your gender.
2. Take an inventory of your personal strengths and describe them in your journal.
3. Describe a situation in which you needed help and where you sought it.
4. Analyze how others in your life have helped you resist negative influences.
5. Reflect on a time when you overcame an obstacle to accomplish something that was important to you.
6. Analyze the role of extra-curricular activities in how you feel about school.

Stage I
1. Identify resources to help progress towards a goal (e.g., research materials).
2. Analyze how barriers and supports influenced the completion of action steps toward achieving a goal.
3. Analyze how you might have made better use of supports and overcome obstacles in working on a recent goal.
4. Distinguish between bullying and non-bullying situations.
5. Apply goal-setting skills to develop academic success.
6. Set a positive social interaction goal.

Stage H
1. Set a goal that you could achieve in a month or two related to an area of interest (e.g., a sport, hobby, musical instrument, etc.).
2. Establish action steps and timeframes toward the achievement of this goal.
3. Identify people who can help you achieve your goal and ask for their help.
4. Monitor progress on achieving your goal and make adjustments in your plan as needed.
5. Evaluate your level of goal achievement, identifying factors that contributed to or detracted from your success.
6. Analyze what you learned from this experience and what you would do differently next time.

Stage I
1. Identify possible career and volunteer opportunities based on your identified interests and strengths.
2. Identify things about yourself and situation that you cannot change and devote your energy to something you can change.
3. Establish criteria for deciding which of two sports or other activities to engage in.
4. Develop a plan to improve your performance in a school subject or area of family responsibility.
5. Evaluate how various experiences (e.g., summer jobs or volunteer work) have contributed to developing an interest or skill.
6. Differentiate among relationship factors that impact personal and career goals.

GOAL 3 - Develop self-directed learning and career planning skills.

Stage G
1. Identify stress management skills that work best for you.
2. Distinguish between bullying and non-bullying situations.
3. Analyze how barriers and supports influenced the completion of action steps toward achieving a goal.
4. Distinguish between bullying and non-bullying situations.
5. Apply goal-setting skills to develop academic success.
6. Set a positive social interaction goal.

Stage H
1. Identify the feelings and perspective of others during group discussions.
2. Recall a situation where your behavior impacted the feelings of others either positively or negatively.
3. Describe how classmates who are the subject of rumors or bullying might feel.
4. Analyze the consequences of ignoring the rights of other people.
5. Develop strategies to provide support to others who are experiencing problems.
6. Provide support to others who are experiencing problems.

Stage I
1. Recognize ways to share and reciprocate feelings.
2. Identify people's varying attitudes and feelings about current issues (e.g., what changes schools should make to better prepare students for the work place).
3. Differentiate between the factual and emotional content of what a person says.
4. Demonstrate empathy with others in a variety of situations.
5. Develop strategies to provide support to others who are experiencing problems.
6. Demonstrate strategies to mentor others.

Stage H
1. Analyze the consequences of ignoring the rights of other people.
2. Demonstrate strategies for preventing or stopping bullying.
3. Role-play the perspectives of various characters in scenarios provided.
4. Differentiate between the factual and emotional content of what a person says.
5. Develop strategies to provide support to others who are experiencing problems.
6. Demonstrate strategies to mentor others.

Stage I
1. Discuss stereotyping and its negative effects for both the victim and perpetrator.
2. Analyze how various social and cultural groups are portrayed in the media.
3. Analyze how exposure to cultural diversity might either enhance or challenge your health behaviors (e.g., differing driving or eating habits, more or less psychological pressure based on differing cultural norms).
4. Identify possible career and volunteer opportunities based on your identified interests and strengths.
5. Identify factors that contributed to developing an interest or skill.
6. Differentiate among relationship factors that impact personal and career goals.
### Stage G
1. Role-play how to report bullying behavior.
2. Participate in setting and enforcing class rules.
3. Practice strategies for maintaining positive relationships (e.g., pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness).
4. Recognize the importance of setting limits for yourself and others. 
5. Demonstrate an ability both to assume leadership and be a team player in achieving group goals.
6. Learn to maintain an objective, non-judgmental tone during disagreements.

### Stage H
1. Identify indicators of possible problems in relationships based on varying scenarios provided.
2. Differentiate among passive, assertive, and aggressive responses in various peer pressure situations.
3. Develop guidelines for effective email communication.
4. Role-play responses to non-defensive to criticism or accusation.
5. Use self-reflection to determine how to stop the spread of gossip.
6. Practice effective speaking and listening at home.

### Stage I
1. Describe how various relationships (e.g., peers, parents, teachers, other adults) differ.
2. Analyze differences in the degree of intimacy that is appropriate in each kind of relationship.
3. Analyze differences in resolving conflicts in different types of relationships.
4. Analyze differences in the distribution of power in various relationships and how this affects communication style.
5. Apply goal-setting skills in helping a group develop action steps for achieving a group goal.
6. Develop criteria for evaluating success in completing action steps and goal achievement.

### GOAL: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

#### Stage G
1. Identify factors that contribute to violence (e.g., inappropriate management of anger and the availability of instruments of violence).
2. List characteristics of friends who are a healthy or unhealthy influence.
3. Identify strategies for avoiding, sidestepping, and reducing violence.
4. Brainstorm destructive behaviors encouraged by peers (e.g., drugs, gossip, sexual behaviors, self-destructive behavior, etc.).
5. Analyze the causes of a physical or verbal fight that you observed and resolved.
6. Practice negotiation skills in pairs, taking the perspective of both parties into account.

#### Stage H
1. Evaluate the effectiveness of various strategies for dealing with negative peer pressure (e.g., ignoring it changing the subject, calling attention to negative consequences, suggesting alternatives).
2. Teach conflict resolution skills to younger children.
3. Role-play de-escalating situations to resolve a fight.
4. Use a conflict analysis checklist to analyze and resolve a conflict situation.
5. Role-play peer mediation skills.
6. Explain the concept of a win-win resolution to conflict.

#### Stage I
1. Identify how both parties to a conflict might get their needs met.
2. Analyze scenarios to show how power struggles contribute to conflict.
3. Develop strategies for resisting negative peer pressure from different sources (e.g., best friends, casual acquaintances).
4. Evaluate the effectiveness of enforced resolutions vs. mutually agreed upon resolutions to conflict.
5. Apply conflict resolution skills to de-escalate, defuse, and/or resolve differences.
6. Demonstrate problem-solving techniques through participation in a simulation (e.g., a diplomatic effort to resolve an international conflict, a legislative debate).

### Grade 8 Descriptors

#### Stage G
1. List qualities that contribute to friendships.
2. Describe the effects of procrastination and disorganization on academic outcomes.
3. Analyze how decision-making skills improve your study habits.
4. Analyze each step of a decision-making process used in responding to problematic situations.
5. Reflect in your journal on the consequences of your recent risk-taking behavior.
6. Use a decision log for 24 hours to identify influences on your health decisions.
7. Demonstrate refusal skills.

#### Stage H
1. Recognize the impact of unethical or destructive behavior on family, friends, or loved ones.
2. Recognize the legal issues related to the use of alcohol, tobacco, and other drugs by adolescents.
3. Analyze how media advertising influences consumer choices.
4. Consider how fairness and respect would influence planning, implementing, and evaluating a service-learning project in your school or community.
5. Practice replacing beliefs about peer group norms that support irresponsible behavior with positive beliefs behavior.
6. Analyze how a literary character or historical figure considered societal and ethical factors in making important decisions.

#### Stage I
1. Explain how to reduce negative outcomes in risky situations.
2. Explain how laws reflect social norms and affect our personal decision making.
3. Analyze how personal decisions can affect your health and the health of others.
4. Examine how the depiction of violent acts in the media and entertainment might impact individuals and groups.
5. Show how social norms influence how we behave in different settings (e.g., hospitals, restaurants, sporting events).
6. Promote alcohol-free social events among peers.

#### Stage G
1. Identify indicators of possible problems in relationships based on varying scenarios provided.
2. Differentiate among passive, assertive, and aggressive responses in various peer pressure situations.
3. Develop guidelines for effective email communication.
4. Role-play responses to non-defensive to criticism or accusation.
5. Use self-reflection to determine how to stop the spread of gossip.
6. Practice effective speaking and listening at home.

#### Stage H
1. Evaluate the effectiveness of various strategies for dealing with negative peer pressure (e.g., ignoring it changing the subject, calling attention to negative consequences, suggesting alternatives).
2. Teach conflict resolution skills to younger children.
3. Role-play de-escalating situations to resolve a fight.
4. Use a conflict analysis checklist to analyze and resolve a conflict situation.
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5. Show how social norms influence how we behave in different settings (e.g., hospitals, restaurants, sporting events).
6. Promote alcohol-free social events among peers.

#### Stage G
1. Identify safe alternatives to risky behaviors (e.g., riding in a car with a drunk driver, riding a skate board in a dangerous place, resisting smoking or drugs).
2. Describe commonly accepted behavior in a variety of situations (e.g., attending a football game or concert joining a new group, going to a job interview, participating in class, etc.).
3. Define the roles of responsibility as a victim, bystander, perpetrator, rescuer, in a situation.
4. Assess one’s own risk for various types of injury.
5. Make journal entries on how your actions have affected others.
6. Judge the seriousness of unethical behaviors (e.g., cheating, lying, stealing, plagiarism, etc.).

#### Stage H
1. Recognize the influence of ethical or destructive behavior on family, friends, or loved ones.
2. Recognize the legal issues related to the use of alcohol, tobacco, and other drugs by adolescents.
3. Analyze how media advertising influences consumer choices.
4. Consider how fairness and respect would influence planning, implementing, and evaluating a service-learning project in your school or community.
5. Practice replacing beliefs about peer group norms that support irresponsible behavior with positive beliefs behavior.
6. Analyze how a literary character or historical figure considered societal and ethical factors in making important decisions.

#### Stage I
1. Explain effective time management and organizational skills.
2. Identify resources that facilitate academic success and social functioning.
3. Describe the causes and effects on others of one of your behaviors.
4. Evaluate how the decisions you make about studying affect your academic achievement.
5. Evaluate the impact of considering safety factors on relationships.
6. Evaluate how ethical conduct might improve valued relationships.
7. Demonstrate how peers can help one another avoid and cope with potentially dangerous situations.

#### Stage G
1. Identify sources of information about your community.
2. Identify responsibilities of citizenship (e.g., obeying laws, serving on juries, being informed about issues, being involved in influencing public policy).
3. Describe what you learned about yourself and the community from involvement. In a community improvement activity.
4. Analyze the consequences of participating or not participating in the electoral process.
5. Collect information about how groups are working to improve the community.
6. Evaluate a recent project that addressed a community need or issue.
7. Make a plan with your family to participate in a community improvement activity.

#### Stage H
1. Define a position on an issue or public event in a simulated congressional debate.
2. Define a position in writing on an important citizenship topic (e.g., the rule of law, the value of an independent judiciary, separation of powers in government, protecting the rights of legislators, etc.).
3. Evaluate your participation in a simulated state or federal election.
4. Describe the role of political parties and interest groups and how they differ in their positions on issues.
5. Describe the roles of voluntary organizations in a democratic society.
6. Explain how one’s decision and behaviors affect the well being of one’s school and community.

#### Stage I
1. Identify possible service projects to do within your school.
2. Identify possible service projects to do within your community.
3. Explain how one’s decisions and behaviors affect the well being of one’s school and community.
4. Describe how various organizations contribute to the well-being of your community.
5. Evaluate the impact on yourself and others of your involvement in a activity to improve your school or community.
6. Evaluate how you might improve your participation in a service project in your school or community.