

1. Standard-Academic Self- Management for Lifelong Learning (K-3rd)

(Date/Initial)

Competency	Competency Indicators	K	1	2	3
Gu 1.1. Understand and participate in a school environment	• Describe school rules and why they are important.				
	• List responsibilities in the classroom and school.				
	• State consequences when a school rule is not followed.				
	• Describe the facilities, procedures, and programs in the school.				
Gu 1.2 Awareness that attitudes and behaviors are related to academic achievement	• Awareness of strengths and weaknesses as a student/learner.				
	• Describe the skills and attitudes needed to achieve in school.				
	• Describe the relationship between learning and effort.				
Gu 1.3 Awareness of the process of goal setting	• Define what goals are.				
	• State personal goals.				
	• Identify ways they contribute to class goals.				
	• Explain the concept of lifelong learning.				
Gu 1.4 Awareness of study habits	• Describe ways to prepare for class each day.				
	• List the materials needed for school each day.				
Gu 1.5 Awareness of effective time-management skills	• Completes assignments in time allowed.				
	• Demonstrates ability to start finish projects.				

2. Standard-Career and Educational Awareness (K-3rd)

(Date/Initial)

Competency	Competency Indicators	K	1	2	3
Gu 2.1 Awareness of personal interests, abilities, and values	• Describe those things that are important to them in school and home.				
	• Describe their likes and dislikes.				
	• Identify jobs they think they may be interested in doing when they grow up.				
Gu 2.2 Awareness of the benefits of educational achievement	• Describe how academic skills can be used in the home and community.				
	• Become aware of the influence of school on all aspects of their lives.				
	• Become aware of the skills and attitudes needed to achieve in school.				
Gu 2.3 Awareness of the relationship between work and learning	• Identify work roles to gain an understanding of reasons why people work.				
	• Become aware that performance in school relates to performance in adult roles.				
Gu 2.4 Awareness of sources of career information.	• Describe work of family members and workers in the school.				
	• Describe jobs that are present in the local community.				
	• Describe career information resources in the school and community.				

2. Standard-Career and Educational Awareness (K-3rd)

(Date/Initial)

Competency	Competency Indicators	K	1	2	3
Gu 2.5 Awareness of how work relates to the needs and functions of society	<ul style="list-style-type: none"> • List different jobs/workers and their contribution to the community. 				
Gu 2.6 Awareness of the importance of personal responsibility and good work habits	<ul style="list-style-type: none"> • Describe the importance of personal qualities (e.g., dependability, cooperation, punctuality, initiative, completes homework on time, attends school regularly) to school success. 				
	<ul style="list-style-type: none"> • Demonstrate good work habits in school (e.g., follows directions, focuses on tasks, and completes assignments). 				
	<ul style="list-style-type: none"> • Identify responsibilities within the school environment. 				
	<ul style="list-style-type: none"> • Relate how student responsibilities prepare one for responsibility in the workplace. 				
	<ul style="list-style-type: none"> • Display responsibility and honesty through daily assignments. 				

3. Standard-Career Planning Skills (K-3rd)

(Date/Initial)

Competency	Competency Indicators	K	1	2	3
Gu 3.1 Awareness of the planning process	• Describe some of the planning they do at school and home.				
	• Develop plans for specific activities.				
Gu 3.2 Awareness of different occupations and changing male/female roles	• Develop awareness that males and females can do any job.				
	• Develop awareness that work is important to all people, males and females.				

4. Standard-Self-Knowledge and Self- Acceptance (K-3rd)

(Date/Initial)

Competency	Competency Indicators	K	1	2	3
Gu 4.1 Knowledge of the importance of a positive self-concept	• Identify and appreciate individual characteristics (i.e., likes, dislikes, interests, abilities, skills).				
	• Demonstrate a positive attitude about self.				
	• Describe themselves physically.				

5. Standard-Self-Management and Responsible Behavior (K-3rd)

(Date/Initial)

Competency	Competency Indicators	K	1	2	3
Gu 5.1 Awareness of the importance of growth and change	• Demonstrate awareness of their feelings in various situations.				
	• Become aware of how they manage their feelings.				
	• Demonstrate skills for handling emotions.				
	• Recognize their feelings while they experience them.				
	• Express anger appropriately.				
	• Demonstrate healthy ways to manage conflict, stress, and emotions in self.				
	• Demonstrate knowledge of good health habits.				
Gu 5.2 Develop appropriate attitudes and behaviors	• Distinguish between socially appropriate and inappropriate physical, verbal, and emotional behavior.				
	• Behave appropriately in various school settings.				
	• Describe school/classroom rules on acceptable/unacceptable behaviors.				
	• Use behaviors that demonstrate respect for the feelings, property, and interests of others.				
	• Become aware of the relationship between behaviors and good/bad consequences.				
Gu 5.3 Develop awareness of personal safety skills	• Identify resource people in the school and how to seek their help.				
	• Demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact).				
	• Awareness of the difference between appropriate and inappropriate physical contact.				

6. Standard-Problem-Solving and Decision-Making Skills (K-3rd)

(Date/Initial)

Competency	Competency Indicators	K	1	2	3
Gu 6.1 Identify common personal and interpersonal problems	<ul style="list-style-type: none"> • Define a problem in an uncomfortable situation and identify possible solutions. 				
	<ul style="list-style-type: none"> • Become aware that to solve problems effectively a sequential process can be used. 				
Gu 6.2 Awareness of how to solve problems and make decisions	<ul style="list-style-type: none"> • Describe the ways they may choices. 				
	<ul style="list-style-type: none"> • Become aware that there are consequences of their decisions and choices. 				
	<ul style="list-style-type: none"> • Realize the difficulty of choosing between two desirable alternatives. 				
	<ul style="list-style-type: none"> • Identify strategies used in solving problems. 				

7. Standard- Interpersonal and Communication Skills (K-3rd)

(Date/Initial)

Competency	Competency Indicators	K	1	2	3
Gu 7.1 Demonstrate communication skills in speaking, listening, and nonverbal behavior.	• Become aware of the need to be a good listener.				
	• Recognize that others may communicate differently than they do.				
	• Listen to others and repeat their ideas.				
	• Become aware of and accept/tolerate opinions of others in group discussions.				
Gu 7.2 Awareness of ways to express thoughts and feelings.	• Become aware of how people in a group work together.				
	• Take part in making group rules.				
	• Become aware of their responsibilities in the family, school, and community.				
	• Become aware that groups have “norms” or expectations of their members.				
	• Become aware of the skills needed for effective participation in a group.				
Gu 7.3 Awareness of ways to express thoughts and feelings	• Describe the four basic feelings: happy, mad, sad, and fear.				
	• Verbalize ideas, thoughts, and feelings.				
	• Express their feelings appropriately.				
	• Make positive statements to and about others.				
	• Describe ways to express the need for help.				
Gu 7.4 Awareness of skills to interact with peers and adults.	• Describe characteristics in themselves that enable them to be a good friend.				
	• Acquire skills needed to cooperate, compete, and compromise with others.				
	• Become aware of how people help each other feel good about themselves				
	• Describe the process involved in making and keeping friends.				

7. Standard- Interpersonal and Communication Skills (K-3rd)

(Date/Initial)

Competency	Competency Indicators	K	1	2	3
Gu 7.5 Awareness of peer pressure	• Awareness of how to express their wants and needs				
	• Describe some things that are important to their peers				

8. Standard- Respect and Value Human Diversity (K-3rd)

(Date/Initial)

Competency	Competency Indicators	K	1	2	3
Gu 8.1 Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.	• Describe customs of various cultures including their own.				
	• Recognize that there are different languages.				
	• Identify likenesses/differences between themselves and others				
Gu 8.2 Awareness of stereotypes and their impact on self and others.	• Describe the meaning of stereotypes.				
	• Describe examples of stereotyping that they may have experienced				
	• Describe prejudicial actions that they have seen				

9. Standard- Community Involvement (K-3rd)

(Date/Initial)

Competency	Competency Indicators	K	1	2	3
Gu 9.1 Demonstrate an awareness of school and community volunteer needs.	<ul style="list-style-type: none"> • Describe good citizenship skills. 				
	<ul style="list-style-type: none"> • Identify various helper roles within the classroom, school, family, and community 				
	<ul style="list-style-type: none"> • Participate in group projects that benefit the community 				

1. Standard-Academic Self- Management for Lifelong Learning (4-5th)

Competency	Competency Indicators	(Date/Initial)	
		4	5
Gu 1.1. Understand and participate in a school environment	• Practice following the school rules		
	• Demonstrate knowledge of their responsibilities in school		
	• Describe the facilities, procedures, and programs in the school.		
Gu 1.2 Understand attitudes and behaviors related to academic achievement.	• Describe their interest and beliefs that help to motivate them in the school setting		
	• Describe the relationship among ability, effort, and achievement.		
	• Describe the connection between educational planning and the world of work.		
Gu 1.3 Formulate challenging academic goals and plans to reach them.	• Define and explain the importance of each of the steps in the goal setting process.		
	• Distinguish between short, intermediate, and long-term goals.		
	• Set short and long-term academic goals.		
Gu 1.4 Identify effective study habits.	• Evaluate study habits and develop an improvement plan.		
	• List steps involved in taking notes.		
	• Distinguish between what is important and unimportant in written and oral information.		
	• Maintain an assignment book.		
	• Demonstrate responsibility for his/her own learning.		
Gu 1.5 Identify ways to effectively manage time.	• Describe effective time management skills.		
	• Prepare a weekly schedule for study time and homework.		
	• List 3 things to improve organizational skills.		
	• Describe how to organize a large assignment into “chunks” of time in order to plan for how long it will take to complete.		

2. Standard-Career and Educational Awareness (4-5th)

Competency	Competency Indicators	(Date/Initial)	
		4	5
Gu 2.1 Identify personal interests, abilities, and values	• Become aware of the process of identifying personal attributes and matching them to careers.		
	• Describe the meaning of values and those things that are important to them in school, home, and community.		
Gu 2.2 Awareness of the benefits of educational achievement	• Describe how academic skills can be used in the home and community.		
	• Identify personal strengths and weaknesses in subject areas.		
	• Describe relationships among abilities, effort, and achievement.		
	• Implement a plan of action for improving academic skills.		
Gu 2.3 Understand the relationship between work and learning.	• Identify different types of work, both paid and unpaid.		
	• Describe the importance of preparing for occupations.		
	• Demonstrate an understanding of the importance of practice, effort, and learning.		
	• Describe how current learning relates to work.		
	• Describe how one's role as a student is like that of an adult worker.		
Gu 2.4 Develop skills to understand and use career information	• Describe work of family members, school personnel, and community workers.		
	• Identify occupations according to data, people, and things.		
	• Identify work activities of personal interest.		
	• Describe jobs that are present in the local community.		
	• Identify the working conditions of occupations (e.g., inside/outside, hazardous).		
	• Describe ways in which self-employment differs from working for others.		
	• Describe how parents, relatives, adult friends, and neighbors can provide career information.		

2. Standard-Career and Educational Awareness (4-5th)

Competency	Competency Indicators	(Date/Initial)	
		4	5
Gu 2.5 Understand how work relates to the needs and functions of society.	<ul style="list-style-type: none"> • Describe how work can satisfy personal needs. 		
	<ul style="list-style-type: none"> • Describe the products and services of local employers. 		
	<ul style="list-style-type: none"> • Describe ways in which work can help overcome social and economic problems. 		
Gu 2.6 Understand the importance of personal responsibility and good work habits.	<ul style="list-style-type: none"> • Develop work habits (e.g., following oral and written instructions, completing assignments independently, interacting with peers in group projects, and resolving conflict in a group situation). 		
	<ul style="list-style-type: none"> • Relate how work habits in school transfer to occupational settings. 		
	<ul style="list-style-type: none"> • Display responsibility, self-management, and honesty through daily assignments. 		

3. Standard-Career Planning Skills (4-5th)

Competency	Competency Indicators	(Date/Initial)	
		4	5
Gu 3.1 Understand the career planning process.	• Describe skills needed in a variety of occupational groups.		
	• Develop an individual career plan for the elementary school level.		
Gu 3.2 Awareness of different occupations and changing male/female roles	• Describe how work is important to all people.		
	• Describe the changing life roles of men and women in work and family.		
	• Describe how contributions of individuals both inside and outside the home are important.		
	• Describe traditional and nontraditional for males and females.		

4. Standard-Self-Knowledge and Self- Acceptance (4-5th)

Competency	Competency Indicators	(Date/Initial)	
		4	5
Gu 4.1 Develop a positive attitude toward self.	• Identify personal qualities, traits, strengths, and weaknesses.		
	• Describe positive characteristics about self as seen by self and others.		
	• Define and discuss the meaning of self-concept.		
	• Give examples of how they are important to themselves and others.		
	• Describe individual beliefs and attitudes and how they contribute to their self-concept		
	• Describe themselves physically, emotionally, and intellectually.		

5. Standard-Self-Management and Responsible Behavior (4-5th)

Competency	Competency Indicators	(Date/Initial)	
		4	5
Gu 5.1 Awareness of the importance of growth and change.	<ul style="list-style-type: none"> • Describe causes of stress. 		
	<ul style="list-style-type: none"> • Become aware of their feelings in different situations and how they behave as a result of those feelings. 		
	<ul style="list-style-type: none"> • Identify feelings associated with significant experiences. 		
	<ul style="list-style-type: none"> • Demonstrate self-discipline in situations where managing their feelings or behavior is difficult. 		
	<ul style="list-style-type: none"> • Describe techniques for handling anger and other emotions. 		
	<ul style="list-style-type: none"> • Describe why it is important to take care of their emotions. 		
	<ul style="list-style-type: none"> • Demonstrate healthy ways to manage conflict, stress, and emotions in self. 		
Gu 5.2 Demonstrate appropriate attitudes and behaviors.	<ul style="list-style-type: none"> • Differentiate between socially appropriate and inappropriate physical, verbal, and emotional behavior. 		
	<ul style="list-style-type: none"> • Identify and demonstrate social behaviors that encourage acceptance by others. 		
	<ul style="list-style-type: none"> • Identify behaviors that illustrate respect for themselves and others. 		
	<ul style="list-style-type: none"> • Recognize that judgments are made on their behaviors and attitudes. 		
	<ul style="list-style-type: none"> • Describe the relationship between behaviors and good/bad consequences. 		
Gu 5.3 Develop personal safety skills	<ul style="list-style-type: none"> • Identify resource people in the school and community and know how to seek their help. 		
	<ul style="list-style-type: none"> • Describe the emotional and physical dangers of substance use and abuse. 		
	<ul style="list-style-type: none"> • Awareness of the difference between appropriate and inappropriate physical contact. 		
	<ul style="list-style-type: none"> • Differentiate between situations requiring peer support and situations requiring adult help. 		

6. Standard-Problem-Solving and Decision-Making Skills (4-5th)

		(Date/Initial)	
Competency	Competency Indicators	4	5
Gu 6.1 Identify common personal and interpersonal problems	<ul style="list-style-type: none"> • Define a problem in an uncomfortable situation and identify possible solutions. 		
	<ul style="list-style-type: none"> • Distinguish between personal and interpersonal problems. 		
	<ul style="list-style-type: none"> • Analyze problems by breaking them into manageable parts. 		
Gu 6.2 Understand how to solve problems and make decisions	<ul style="list-style-type: none"> • Define and explain the importance of each of the steps in the decision-making/problem-solving process. 		
	<ul style="list-style-type: none"> • Understand that there are consequences of their decisions and choices. 		
	<ul style="list-style-type: none"> • Identify and assess problems that interfere with attaining goals. 		
	<ul style="list-style-type: none"> • Apply problem-solving techniques to achieve learning goals. 		
	<ul style="list-style-type: none"> • Describe how personal beliefs and attitudes affect decision-making. 		

7. Standard- Interpersonal and Communication Skills (4-5th)

		(Date/Initial)	
Competency	Competency Indicators	4	5
Gu 7.1 Demonstrate communication skills in speaking, listening, and nonverbal behavior.	<ul style="list-style-type: none"> • Follow sequence of direction both oral and written. 		
	<ul style="list-style-type: none"> • Demonstrate effective listening skills. 		
	<ul style="list-style-type: none"> • Describe constructive ways of reacting to others. 		
	<ul style="list-style-type: none"> • Listen to others and respect their opinions. 		
Gu 7.2 Knowledge of the skills needed for effective participation in a group.	<ul style="list-style-type: none"> • Describe how people depend on each other to fulfill their needs. 		
	<ul style="list-style-type: none"> • Differentiate between the types of groups of which they are members. 		
	<ul style="list-style-type: none"> • Describe their contributions to group in which they participate. 		
	<ul style="list-style-type: none"> • Demonstrate the ability to interact and work cooperatively in teams. 		
Gu 7.3 Identify ways to express thoughts and feeling.	<ul style="list-style-type: none"> • Express their feelings clearly and appropriately. 		
	<ul style="list-style-type: none"> • Demonstrate understanding that independent views can be expressed in an acceptable way. 		
	<ul style="list-style-type: none"> • Express feelings and opinions without offending others, 		
Gu 7.4 Demonstrate effective skills for interacting with peers and adults.	<ul style="list-style-type: none"> • Specify characteristics in others they like/dislike, and admire/do not admire. 		
	<ul style="list-style-type: none"> • Recognize how their actions affect others' feelings. 		
	<ul style="list-style-type: none"> • Demonstrate understanding of the importance of cooperation with peers and adults. 		
	<ul style="list-style-type: none"> • Analyze the similarities and differences between cooperation and competition. 		
	<ul style="list-style-type: none"> • Give examples of how to offer and accept criticism. 		

7. Standard- Interpersonal and Communication Skills (4-5th)

Competency	Competency Indicators	(Date/Initial)	
		4	5
Gu 7.5 Identify sources and effects of peer pressure.	<ul style="list-style-type: none"> Define peer pressure and give examples of things they have experienced. 		
	<ul style="list-style-type: none"> Use effective communications skills to manage peer pressure. 		
	<ul style="list-style-type: none"> Demonstrate understanding that peer pressure influences them positively and negatively in different situations. 		

8. Standard- Respect and Value Human Diversity (4-5th)

Competency	Competency Indicators	(Date/Initial)	
		4	5
Gu 8.1 Demonstrate knowledge and appreciation of different cultures, lifestyles, attitudes, and abilities.	<ul style="list-style-type: none"> Identify groups to which they belong because of their background, their family, and their heritage. 		
	<ul style="list-style-type: none"> Describe differences among cultural heritages and traditions. 		
	<ul style="list-style-type: none"> Respect others' cultures by referring to their culture appropriately. 		
	<ul style="list-style-type: none"> Demonstrate respect for alternative points of view. 		
Gu 8.2 Recognizes one's biases and prejudices and evaluate their impact on self and others.	<ul style="list-style-type: none"> Understand how prejudicial actions that they have seen are hurtful to individuals. 		
	<ul style="list-style-type: none"> Describe stereotypes that are prevalent in society. 		
	<ul style="list-style-type: none"> Describe conflicts resulting from culture-related beliefs and biases. 		

9. Standard- Community Involvement (4-5th)

Competency	Competency Indicators	(Date/Initial)	
		4	5
Gu 9.1 Demonstrate an awareness of school and community volunteer needs.	<ul style="list-style-type: none"> • Describe good citizenship skills. 		
	<ul style="list-style-type: none"> • Identify various helper roles within the classroom, school, family, and community. 		
	<ul style="list-style-type: none"> • Participate in group projects that benefit the community. 		
	<ul style="list-style-type: none"> • Describe the roles and contributions of community volunteers. 		

1. Standard-Academic Self-Management for Lifelong Learning (6-8th)

(Date/Initial)

Competency	Competency Indicators	6	7	8
Gu 1.1 Understand and participate in a school environment.	<ul style="list-style-type: none"> • Demonstrate an understanding of school rules and policies by using appropriate physical, verbal, and emotional behavior. 			
Gu 1.2 Understand attitudes and behaviors related to academic achievement	<ul style="list-style-type: none"> • Identify internal/external factors which have caused their beliefs, interests, and capabilities to change. 			
	<ul style="list-style-type: none"> • Explain how their attitude and behavior can positively or negatively affect their academic achievement. 			
Gu 1.3 Formulate challenging academic goals and plans to reach them.	<ul style="list-style-type: none"> • Evaluate progress toward short-term goal attainment. 			
	<ul style="list-style-type: none"> • Demonstrate the ability to list priorities. 			
	<ul style="list-style-type: none"> • Analyze the consequences of consistently setting realistic/unrealistic goals. 			
	<ul style="list-style-type: none"> • Describe the importance of integrating their belief system into the goal-setting process. 			
	<ul style="list-style-type: none"> • Set short-term and long-term goals. 			
	<ul style="list-style-type: none"> • Recognize learning as a lifelong process. 			
Gu 1.4 Develop effective study skills.	<ul style="list-style-type: none"> • Demonstrate effective note-taking skills. 			
	<ul style="list-style-type: none"> • Demonstrate effective listening skills in school courses 			
	<ul style="list-style-type: none"> • Describe how study skills relate to selection and achievement in courses of study. 			
Gu 1.5 Develop effective time management skills.	<ul style="list-style-type: none"> • Describe steps needed to manage time to complete a report by the due date. 			
	<ul style="list-style-type: none"> • Utilize and record assignments and tests in a daily planner. 			
	<ul style="list-style-type: none"> • Complete and turn in assignments on time. 			
	<ul style="list-style-type: none"> • Describe ways to improve their time-management skills. 			

2. Standard-Career and Educational Awareness (6-8th)

(Date/Initial)

Competency	Competency Indicators	6	7	8
Gu 2.1 Apply knowledge personal interests, abilities, and values to planning and decision making.	• Participate in activities that utilize career information related to personal interests, abilities, and values.			
	• Complete interest assessment and use results to describe top three interest areas.			
	• Match personal interests and abilities to broad career clusters or career pathways.			
	• Identify career interests in terms of data, people, and things.			
Gu 2.2 Knowledge of the benefits of educational achievement to occupational opportunities.	• Describe how the skills taught in school subjects are used in various occupations.			
	• Describe the skills needed to adjust to changing occupational requirements.			
	• Describe how continued learning enhances the ability to achieve goals.			
	• Describe how skills relate to the selection of high school courses of study.			
	• Describe how aptitudes and abilities relate to broad occupational groups.			
Gu 2.3 Understand the relationship between work and learning.	• Demonstrate effective learning habits and skills.			
	• Demonstrate an understanding of the importance of personal skills and attitudes to job success.			
	• Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.			
Gu 2.4 Develop skills to locate, understand, and use information.	• Identify various ways that occupations can be classified.			
	• Identify a number of occupational groups for exploration.			
	• Demonstrate skills in using school and community resources to learn about occupational groups.			
	• Identify sources to obtain information about occupational groups, including self-employment.			

2. Standard-Career and Educational Awareness (6-8th)

(Date/Initial)

Competency	Competency Indicators	6	7	8
Gu 2.5 Understand how work relates to the needs and functions of the economy and society.	<ul style="list-style-type: none"> • Describe the importance of work to society. 			
	<ul style="list-style-type: none"> • Describe the relationship between work and economic and societal needs. 			
	<ul style="list-style-type: none"> • Describe the economic contributions workers make to society 			
	<ul style="list-style-type: none"> • Describe the effects that societal, economic, and technological changes have on occupations. 			
Gu 2.6 Knowledge of skills necessary to seek and obtain jobs.	<ul style="list-style-type: none"> • Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs. 			
	<ul style="list-style-type: none"> • Describe terms and concepts used in describing employment opportunities and conditions. 			
	<ul style="list-style-type: none"> • Demonstrate skills to complete a job application. 			
	<ul style="list-style-type: none"> • Demonstrate skills and attitudes essential for a job interview. 			

3. Standard - Career Planning Skills (6-8th)

(Date/Initial)

Competency	Competency Indicators	6	7	8
Gu 3.1 Apply decision-making skills to career and educational planning.	<ul style="list-style-type: none"> • Describe how career development is a continuous process with a series of choices. 			
	<ul style="list-style-type: none"> • Identify possible outcomes of career and educational decisions. 			
	<ul style="list-style-type: none"> • Describe school courses related to personal, educational, and occupational interests. 			
	<ul style="list-style-type: none"> • Describe how the expectations of others affect career planning. 			
	<ul style="list-style-type: none"> • Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals. 			
	<ul style="list-style-type: none"> • Identify the requirements for secondary postsecondary programs. 			

3. Standard - Career Planning Skills (6-8th)

(Date/Initial)

Competency	Competency Indicators	6	7	8
Gu 3.2 Understand the process of career planning.	<ul style="list-style-type: none"> • Demonstrate knowledge of exploratory processes and programs. 			
	<ul style="list-style-type: none"> • Identify school courses that meet tentative career goals. 			
	<ul style="list-style-type: none"> • Demonstrate knowledge of academic and vocational programs offered at the high school level. 			
	<ul style="list-style-type: none"> • Describe skills needed in a variety of occupations, including self-employment. 			
	<ul style="list-style-type: none"> • Identify strategies for managing personal resources (e.g., talents, time, and money) to achieve tentative career goals. 			
	<ul style="list-style-type: none"> • Develop an individual career plan by updating information from the elementary level plan and including tentative decisions to be implemented in high school. 			
Gu 3.3 Knowledge of different occupations and changing male/female roles.	<ul style="list-style-type: none"> • Describe advantages and disadvantages of entering nontraditional occupations. 			
	<ul style="list-style-type: none"> • Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations. 			

4. Standard - Self-Knowledge and Self-Acceptance (6-8th)

(Date/Initial)

Competency	Competency Indicators	6	7	8
Gu 4.1 Knowledge of the influence of a positive self-concept.	<ul style="list-style-type: none"> • Describe personal likes and dislikes. 			
	<ul style="list-style-type: none"> • Describe how their beliefs contribute to their self-concept. 			
	<ul style="list-style-type: none"> • Describe personal likes and dislikes. 			
	<ul style="list-style-type: none"> • Describe how their beliefs contribute to their self-concept. 			
	<ul style="list-style-type: none"> • Describe the way they manage school/learning as an expression of self-concept. 			
	<ul style="list-style-type: none"> • Identify environmental influences on attitudes, behaviors, and aptitudes. 			

5. Standard - Self-Management and Responsible Behavior (6-8th)

(Date/Initial)

Competency	Competency Indicators	6	7	8
Gu 5.1 Knowledge of the importance of growth and change.	<ul style="list-style-type: none"> • Identify internal/external causes of stress. 			
	<ul style="list-style-type: none"> • Demonstrate ways of responding to others when under stress. 			
	<ul style="list-style-type: none"> • Describe changes that occur in the physical, psychological, social, and emotional development of an individual. 			
	<ul style="list-style-type: none"> • Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well being. 			
	<ul style="list-style-type: none"> • Demonstrate knowledge of how to apply conflict resolution skills. 			
	<ul style="list-style-type: none"> • Demonstrate techniques for anger management. 			
Gu 5.2 Develop appropriate attitudes and behaviors.	<ul style="list-style-type: none"> • Analyze how they behave in a variety of situations. 			
	<ul style="list-style-type: none"> • Analyze the consequences of using appropriate/inappropriate behaviors in various environments. 			
	<ul style="list-style-type: none"> • Explain examples of school rules and policies that are in place to address inappropriate physical, verbal, and emotional behavior. 			
	<ul style="list-style-type: none"> • Recognize the need to be responsible for one's own actions. 			
	<ul style="list-style-type: none"> • Distinguish the relationship between feelings and behaviors 			
	<ul style="list-style-type: none"> • Explain how their attitudes and behaviors can positively or negatively affect their academic achievement. 			
Gu 5.3 Develop personal safety skills.	<ul style="list-style-type: none"> • Explain the relationship among rules, laws, safety, and the protection of individuals' rights. 			
	<ul style="list-style-type: none"> • Demonstrate the ability to assert boundaries, rights, and personal privacy. 			
	<ul style="list-style-type: none"> • Identify situations where personal safety may be at risk. 			
	<ul style="list-style-type: none"> • Describe the risks of substance use and abuse. 			
	<ul style="list-style-type: none"> • Describe ways to resist peer pressure to use drugs and alcohol. 			

6. Standard - Problem-Solving and Decision-Making Skills (6-8th)

(Date/Initial)

Competency	Competency Indicators	6	7	8
Gu 6.1 Identify common personal and interpersonal problems.	• Analyze and list the importance of each of the steps in a problem-solving process.			
	• Increase their capacity to generate alternatives for solving problems.			
	• Accept problems as part of the lifelong learning process.			
Gu 6.2 Apply decision-making/problem-solving skills.	• Analyze the importance of each of the steps in the decision-making process.			
	• Evaluate their skills for making decisions.			
	• Analyze how past decisions will influence future decisions.			
	• Accept responsibility for decisions they have made and analyze the consequences.			
	• Demonstrate understanding of the concept of risk and risk-taking.			

7. Standard - Interpersonal and Communication Skills (6-8th)

(Date/Initial)

Competency	Competency Indicators	6	7	8
Gu 7.1 Demonstrate communication skills in speaking, listening, and nonverbal behavior.	• Use listening and expression skills to manage peer pressure.			
	• Evaluate how listening and expression skills help them to make decisions, set goals, and solve problems.			
	• Explain the importance of listening in order for communication to occur.			
	• Give oral reports to class or other groups using all the basic communication skills.			
Gu 7.2 Demonstrate skills to interact and work cooperatively in teams.	• Analyze the importance of each of the steps in the decision-making process.			
	• Evaluate their skills for making decisions.			
	• Analyze how past decisions will influence future decisions.			
	• Accept responsibility for decisions they have made and analyze the consequences.			
	• Demonstrate understanding of the concept of risk and risk-taking.			

7. Standard - Interpersonal and Communication Skills (6-8th)

(Date/Initial)

Competency	Competency Indicators	6	7	8
Gu 7.3 Identify and express thoughts and feelings.	• Evaluate the effect of expressing appreciation.			
	• Analyze their skills at interpreting their feelings to others.			
	• Demonstrate skills to express opinions, attitudes, and beliefs in the classroom or other group settings.			
Gu 7.4 Demonstrate effective skills for interacting with peers and adults.	• Demonstrate the ability to get along with a variety of people.			
	• Evaluate the importance of having friendships with peers and adults.			
	• Distinguish between the characteristics of healthy and unhealthy friendships.			
	• Analyze the skills they have for maintaining friendships.			
Gu 7.5 Understand the effects of peer pressure.	• Describe why it is important to be assertive in situations involving peer pressure.			
	• Analyze their ability to handle responsibility and conflicts arising from peer group involvement.			
	• Distinguish between the characteristics of healthy and unhealthy friendships.			

8. Standard - Respect and Value Human Diversity (6-8th)

(Date/Initial)

Competency	Competency Indicators	6	7	8
Gu 8.1 Demonstrate respect and appreciation for individual and cultural differences.	• Demonstrate respect for others as individuals and accept them for their cultural membership.			
	• Demonstrate an appreciation for the similarities and differences among people.			
	• Demonstrate respect for the feelings and beliefs of others.			

8. Standard - Respect and Value Human Diversity (6-8th)

(Date/Initial)

Competency	Competency Indicators	6	7	8
Gu 8.2 Describe stereotypes and their impact on self and others.	• Evaluate how stereotyping affects them and their relationships with others.			
	• Distinguish between valid generalizations and stereotyping.			
	• Analyze how prejudicial actions that they have seen are hurtful to individuals.			

9. Standard - Community Involvement (6-8th)

(Date/Initial)

Competency	Competency Indicators	6	7	8
Gu 9.1 Understand and enhance community.	• Describe positive strengths of a community.			
	• Describe personal positive attitudes toward community.			
Gu 9.2 Develop and participate in community volunteer service projects.	• Describe the personal benefits of community service.			
	• Describe how the community benefits from volunteerism.			
Gu 9.3 Develop a sense of community pride.	• Discuss examples of achievements by community members that foster community pride.			
	• List and describe in-school and out-of-school activities that build a sense of pride in the community.			
	• List and describe concepts and skills related to good citizenship.			
	• Identify and describe the roles of specific community workers and helpers.			