

1. Standard – Self-Management for Lifelong Learning (Grades 9-12)

(Date/Initial)

Competency	Competency Indicators	9	10	11	12
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"> • Analyze how their Catholic beliefs, interests, and capabilities have changed and are changing. • Analyze how their feelings/attitudes change when positive/negative events occur. • Explain the relationship of a positive attitude and high school achievement. • Evaluate how their attitude and behavior affect academic achievement. 				
Gu 1.3 Formulate challenging academic goals and plans to reach them.	<ul style="list-style-type: none"> • Analyze relationship of the school curriculum to one's own interests and career goals. • Evaluate how well they use a goal setting process in setting real-life goals. • Evaluate the importance of setting realistic goals and working towards them. • Examine the relationship between school success and career options. • Value learning as a lifelong process. 				
Gu 1.4 Develop effective study skills.	<ul style="list-style-type: none"> • Describe how to improve personal test-taking skills. • Demonstrate effective listening skills. • Describe how to get the most advantage out of study time. • Evaluate their study skills and how they relate to selection and achievement in courses of study. 				

(Date/Initial)

Gu 1.5 Develop effective time management skills.	<ul style="list-style-type: none">• Evaluate steps used to manage time to complete a report/project by the due date.• Utilize and record assignments and tests in a daily planner.• Explain the importance of completing and turning in assignments on time.• Analyze their time management skills and make plans to improve them.				
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2. Standard – Educational, Career and Life Ministry Awareness (Grades 9-12)

(Date/Initial)

Competency	Competency Indicators	9	10	11	12
Gu 2.1 Apply knowledge of personal interests, abilities, and values and relate to choosing and planning a postsecondary education, career path and life ministry.	<ul style="list-style-type: none">• Complete interest assessment and identify top three interests.• Complete aptitude assessment and compare results to interest areas.• Identify those values that they consider important in making a choice.• Discern through prayerful reflection the Will of God in life ministry.				
Gu 2.2 Understand the relationships between educational achievements and career planning.	<ul style="list-style-type: none">• Demonstrate how to apply academic and vocational skills to achieve personal and career goals.• Describe the relationship of academic and vocational skills to personal interests.• Describe how education relates to the selection of college majors, further training, and/or entry into the job market.• Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.• Describe how learning skills are required in the workplace.• Review and refine four-year educational plans and include				

	postsecondary education and work plans.	(Date/Initial)			
Gu 2.3 Understand the need for positive attitudes toward work and learning.	<ul style="list-style-type: none"> • Identify the positive contributions workers make to society. • Demonstrate learning habits and skills that can be used in various educational situations. • Demonstrate positive work attitudes and behaviors. 				
Gu 2.4 Develop skills to locate, evaluate, and interpret career information.	<ul style="list-style-type: none"> • Describe the educational requirements of various occupations. • Demonstrate the use of a range of resources (e.g., guides, labor market information, and computerized career information delivery systems). • Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g. O*Net). • Describe the concept of career ladders. • Describe the advantages and disadvantages of self-employment as a career option. • Identify individuals in selected occupations as possible information resources, role models, or mentors. • Describe the influence of a change in supply and demand for workers in different occupations. • Identify how employment trends relate to education and training. 				
Gu 2.5 Understand how societal needs and functions influence the nature and structure of work.	<ul style="list-style-type: none"> • Describe how changes taking place in the economy, the environment, and society affect the job market. • Describe how occupational industrial trends relate to training and employment. • Describe the effect of work on lifestyles. • Demonstrate an understanding of the global economy and how it affects each individual. • Describe the elements of labor market information and how it can be used to make career decisions. 				

		(Date/Initial)			
Gu 2.6 Demonstrate skills to prepare to seek, obtain, maintain, and change jobs.	<ul style="list-style-type: none"> • Demonstrate skills to locate, interpret, and use information about job openings and opportunities. • Demonstrate academic or vocational skills required for a full or part-time job. • Demonstrate skills in preparing a resume and completing job applications. • Demonstrate skills and attitudes essential for a job interview. • Demonstrate skills to assess occupational opportunities (e.g. working conditions, benefits and opportunities for change). • Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training. • Demonstrate skills necessary to function as a consumer and manager of financial resources. 				

3. Standard – Career Planning Skills (Grades 9-12)

		(Date/Initial)			
Competency	Competency Indicators	9	10	11	12
Gu 3.1 Apply prayerful decision-making skills to career, educational and ministerial planning.	<ul style="list-style-type: none"> • Demonstrate responsibility for making tentative educational and career choices. • Identify alternatives in given decision-making situations. • Describe personal strength and weaknesses in relationship to post secondary education/training requirements. • Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training. • Identify and complete required steps toward transition from high school to entry into postsecondary education/training program or work. • Identify steps to apply for and secure financial assistance for post 				

	secondary education and training.	(Date/Initial)			
Gu 3.2 Develop skills in career planning.	<ul style="list-style-type: none"> • Describe career plans that reflect the importance of life long learning. • Demonstrate knowledge of postsecondary vocational and academic programs. • Demonstrate knowledge that changes may require retraining and upgrading of employees' skills. • Describe school and community resources to explore educational and occupational choices. • Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs. • Demonstrate skills necessary to compare education and job opportunities. • Develop an individual career plan by updating information from earlier plans and including tentative decisions to be implemented after high school. 				
Gu 3.3 Understand the continuous changes in male/female roles.	<ul style="list-style-type: none"> • Identify factors that have influenced the changing career patterns of women and men. • Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping. • Describe the advantages and problems of nontraditional occupations. • Understand that being male or female does not limit school or work opportunities. 				

4. Standard – Self-Knowledge and Self-Acceptance (Grades 9-12)

(Date/Initial)

Competency	Competency Indicators	9	10	11	12
Gu 4.1 Understand the influence of being created in the image and likeness of God.	<ul style="list-style-type: none"> Identify and appreciate personal interests, God-given abilities, skills and talents. Demonstrate ability to use peer feedback. Describe how they manage school/career as an expression of self-concept. Demonstrate an understanding of the relationship between personal behavior and self-concept. Demonstrate an understanding of the environmental influences on one’s behavior. 				

5. Standard – Self-Management and Responsible Behavior (Grades 9-12)

(Date/Initial)

Competency	Competency Indicators	9	10	11	12
Gu 5.1 Understand the impact of growth and development.	<ul style="list-style-type: none"> Describe how developmental changes affect physical and mental health. Describe the effect of emotional, physical, and spiritual health on career decisions. Describe healthy ways of dealing with stress. Demonstrate behavior that maintains physical and mental health. Demonstrate effective use of anger management and conflict resolution skills. 				

(Date/Initial)

Gu 5.2 Develop appropriate attitudes and behaviors.	<ul style="list-style-type: none">Analyze the consequences of unacceptable/irresponsible behavior.Evaluate need to be responsible for one's behavior.Demonstrate an understanding of school rules and policies by using appropriate physical, verbal, and emotional behavior.Explain how their attitudes and behaviors affect academic achievement.				
Gu 5.3 Develop personal safety skills.	<ul style="list-style-type: none">Describe basic family, school, and community safety rules.Give examples of abusive behavior.Give examples of moral and ethical behavior.Demonstrate ability to stand up for personal rights.Give examples of situations that require peer support and those requiring adult professional help.Identify resource people in the school and community and know how to seek their help.Understand the legal implications of drug use.Give examples of the physical and mental effect of drugs and alcohol.Describe how drugs and alcohol can affect family relationships.				

6. Standard – Problem-Solving and Decision-Making Skills (Grades 9-12)

(Date/Initial)

Competency	Competency Indicators	9	10	11	12
Gu 6.1 Identify common personal and interpersonal problems.	<ul style="list-style-type: none">Formulate their own process for solving personal, interpersonal, and/or situational problems.Evaluate their use of a problem-solving process when faced with problems.Accept stress problems as part of the lifelong learning process.				

	<ul style="list-style-type: none"> • Encourage listening and acceptance of the quiet voice of God. 	(Date/Initial)			
Gu 6.2 Apply prayerful decision-making/problem-solving skills.	<ul style="list-style-type: none"> • Evaluate how well they use the decision-making process when making real-life decisions. • Accept responsibility for decisions they have made. • Evaluate some personal decisions that they have made. • Demonstrate having the skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and career goals. 				

7. Standard – Interpersonal and Communication Skills (Grades 9-12)

Competency	Competency Indicators	(Date/Initial)			
		9	10	11	12
Gu 7.1 Demonstrate communication skills in speaking, listening, and nonverbal behavior.	<ul style="list-style-type: none"> • Identify effective interpersonal skills. • Illustrate respect for alternative points of view. • Exhibit the ability to make and keep friends. • Describe and demonstrate various forms of body language as a non verbal behavior. • Demonstrate how to be a good listener and follow directions. • Practice good written and oral communication skills. • Describe ways to overcome communication roadblocks. • 				
Gu 7.2 Demonstrate skills to interact and work cooperatively in teams.	<ul style="list-style-type: none"> • Analyze the role(s) they play in various groups. • Explain and evaluate group dynamics. • Demonstrate interpersonal skills required for working with and for others. • Evaluate their basic group affiliations. 				
Gu 7.3 Identify and express thoughts and feelings.	<ul style="list-style-type: none"> • Demonstrate a variety of ways to express themselves. • Interpret their feelings to others. 				

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Gu 7.4 Demonstrate effective skills for interacting with peers and adults.	<ul style="list-style-type: none"> • Demonstrate the use of assertion skills. • Demonstrate appropriate responses to criticism. • Explain why they appreciate friendships and how effective friendships are maintained. • Predict how friendships will contribute to their life in the future. • Evaluate their behaviors toward others and decide which are effective in interpersonal relationships and which need improvement. • Predict the roles of relationships in their adult lives. • Demonstrate respect for the presence of God in others. 				
Gu 7.5 Understand the effects of peer pressure.	<ul style="list-style-type: none"> • Demonstrate the use of assertion skills in peer pressure situations. • Evaluate their ability to say “no” to things they do not want to do. • Know when peer pressure is influencing a decision. • Recognize role of personal balance (spiritual, physical and emotional) in maintaining healthy peer relationship. 				

8. Standard – Respect and Value Human Diversity (Grades 9-12)

Competency	Competency Indicators	(Date/Initial)			
		9	10	11	12
Gu 8.1 Demonstrate respect and appreciation for individual and cultural differences.	<ul style="list-style-type: none"> • Respect alternative points of view. • Recognize, accept, and appreciate religious, ethnic and cultural diversity. • Recognize and respect differences in various family configurations. • Develop and maintain healthy boundaries. 				

	<ul style="list-style-type: none"> • Adopt moral and ethical behaviors. 	(Date/Initial)			
Gu 8.2 Describe stereotypes and their impact on self and others.	<ul style="list-style-type: none"> • Evaluate their own culture-descriptive generalizations about themselves and others. • Evaluate the impact of stereotyping. • Describe former stereotypes and how they have changed. 				

9. Standard – Community Involvement (Grades 9-12)

Competency	Competency Indicators	(Date/Initial)			
		9	10	11	12
Gu 9.1 Understand and enhance community as mystical body of Christ.	<ul style="list-style-type: none"> • Describe the benefits developed from community service projects. • Describe the importance of community service to both community and volunteer. • Be responsible to the community through the principles of social justice. 				
Gu 9.2 Develop and participate in community volunteer service projects.	<ul style="list-style-type: none"> • Identify student volunteer activities. • Identify a specific community need and ways that volunteers can meet that need. • Describe how skills developed by volunteering relate to paid work skills. • Choose several volunteer jobs that match their work interests. 				
Gu 9.3 Develop a sense of community pride.	<ul style="list-style-type: none"> • List 4-5 authorized agencies for community service projects. • Describe community pride and give examples of community activities that promote pride in the community. • Explain how community workers/helpers enhance the community. 				

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