

**Guidance Curriculum  
2008  
Grades K-12**

A. Learning About Self –Knowledge and Interpersonal Relationships: Students identify, demonstrate, analyze, and evaluate:

- Self-knowledge related to interests, skills, work, and school;
- Positive personal traits, attitudes, beliefs, behaviors, habits of mind, and experiences that lead to success in school, work and community;
- Their ability to build and maintain a positive self-concept; and
- Their ability to develop and recognize the positive interpersonal skills that effectively influence work and relationships with others.

<b>Content</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>A1 Self – knowledge and Self Concept</b>	<p>Students identify interests, skills, and habits of mind that build positive self-concept. STUDENTS WILL:</p> <ul style="list-style-type: none"> <li>• Define and understand their individual strengths and needs</li> <li>• Identify attitudes and behaviors which lead to successful learning</li> <li>• Determine their interests and skills</li> <li>• Define positive self-concept</li> <li>• Demonstrate the motivation to achieve individual potential</li> <li>• Become self-directed learners.</li> </ul>	<p>Students identify interests, skills, and habits of mind that build positive self-concept STUDENTS WILL:</p> <ul style="list-style-type: none"> <li>• Define and understand their individual strengths and needs</li> <li>• Identify attitudes and behaviors which lead to successful learning</li> <li>• Determine their interests and skills</li> <li>• Define positive self-concept</li> <li>• Demonstrate the motivation to achieve individual potential</li> <li>• Become self-directed learners.</li> </ul>	<p>Students identify interests, skills, and habits of mind that build positive self-concept STUDENTS WILL:</p> <ul style="list-style-type: none"> <li>• Define and understand their individual strengths and needs</li> <li>• Identify attitudes and behaviors which lead to successful learning</li> <li>• Determine their interests and skills</li> <li>• Define positive self-concept</li> <li>• Demonstrate the motivation to achieve individual potential</li> <li>• Become self-directed learners.</li> </ul>

<b>Content</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><b>A2 Beliefs and Behaviors that Lead to Success</b></p>	<p><b>Students identify and demonstrate the skills, behaviors, and attitudes that lead to success in schoolwork.</b>  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify attitudes and behaviors which lead to successful learning</b></li> <li>• <b>Articulate feelings of competence and confidence as a learner</b></li> <li>• <b>Display a positive interest in learning</b></li> <li>• <b>Take pride in work and achievement</b></li> <li>• <b>Accept mistakes as essential to the learning process</b></li> <li>• <b>Take responsibility for their actions</b></li> <li>• <b>Demonstrate the ability to work independently</b></li> <li>• <b>Demonstrate the ability to work cooperatively</b></li> <li>• <b>Demonstrate dependability, productivity &amp; initiative</b></li> <li>• <b>Share knowledge.</b></li> </ul>	<p><b>Students identify and demonstrate the skills, behaviors, and attitudes that lead to success in schoolwork.</b>  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify attitudes and behaviors which lead to successful learning</b></li> <li>• <b>Articulate feelings of competence and confidence as a learner</b></li> <li>• <b>Display a positive interest in learning</b></li> <li>• <b>Take pride in work and achievement</b></li> <li>• <b>Accept mistakes as essential to the learning process</b></li> <li>• <b>Take responsibility for their actions</b></li> <li>• <b>Demonstrate the ability to work independently</b></li> <li>• <b>Demonstrate the ability to work cooperatively</b></li> <li>• <b>Demonstrate dependability, productivity and initiative</b></li> <li>• <b>Share knowledge.</b></li> </ul>	<p><b>Students identify and demonstrate the skills, behaviors, and attitudes that lead to success in schoolwork.</b>  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify attitudes and behaviors which lead to successful learning</b></li> <li>• <b>Articulate feelings of competence and confidence as a learner</b></li> <li>• <b>Display a positive interest in learning</b></li> <li>• <b>Take pride in work and achievement</b></li> <li>• <b>Accept mistakes as essential to the learning process</b></li> <li>• <b>Take responsibility for their actions</b></li> <li>• <b>Demonstrate the ability to work independently</b></li> <li>• <b>Demonstrate the ability to work cooperatively</b></li> <li>• <b>Demonstrate dependability, productivity and initiative</b></li> <li>• <b>Share knowledge.</b></li> </ul>

<b>Content</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>A3 Interpersonal Skills</b>	<p>Students identify social skills that influence interpersonal relationships in positive ways.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Get along with others</li> <li>• Respect differences</li> <li>• Work as a member of a team</li> <li>• Manage conflict</li> <li>• Accept/give/use constructive feedback</li> <li>• Accept responsibility for personal behavior</li> <li>• Demonstrate ethical behavior</li> <li>• Follow established rules/etiquette for observing/listening</li> <li>• Demonstrate safe behavior</li> </ul>	<p>Students identify social skills that influence interpersonal relationships in positive ways.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Get along with others</li> <li>• Respect differences</li> <li>• Work as a member of a team</li> <li>• Manage conflict</li> <li>• Accept/give/use constructive feedback</li> <li>• Accept responsibility for personal behavior</li> <li>• Demonstrate ethical behavior</li> <li>• Follow established rules/etiquette for observing/listening</li> <li>• Demonstrate safe behavior</li> </ul>	<p>Students identify social skills that influence interpersonal relationships in positive ways.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Get along with others</li> <li>• Respect differences</li> <li>• Work as a member of a team</li> <li>• Manage conflict</li> <li>• Accept/give/use constructive feedback</li> <li>• Accept responsibility for personal behavior</li> <li>• Demonstrate ethical behavior</li> <li>• Follow established rules/etiquette for observing/listening</li> <li>• Demonstrate safe behavior</li> </ul>

<b>Content</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><b>A4 Career and Life Roles</b></p>	<p><b>Students identify and discuss <i>career roles</i>.</b>  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Learn about the variety of occupations</li> <li>• Develop an awareness of personal abilities, skills, interests, and motivations</li> <li>• Understand that work is an important and satisfying means of personal expression,</li> <li>• Learn how to interact and work cooperatively in teams</li> <li>• Learn how to make decisions</li> <li>• Learn how to set goals</li> <li>• Understand the importance of planning.</li> </ul>	<p><b>Students identify and discuss <i>career roles</i>.</b>  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Learn about the variety of occupations</li> <li>• Develop an awareness of personal abilities, skills, interests, and motivations</li> <li>• Learn how to interact and work cooperatively in teams</li> <li>• Learn how to make decisions</li> <li>• Learn how to set goals</li> <li>• Understand the importance of planning</li> <li>• Develop hobbies</li> <li>• Balance work and leisure time</li> <li>• Understand that work is an important and satisfying means of personal expression.</li> </ul>	<p><b>Students identify and discuss <i>career roles</i>.</b>  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Learn about the variety of traditional and non traditional occupations</li> <li>• Develop an awareness of personal abilities, skills, interests, and motivations</li> <li>• Learn how to interact and work cooperatively in teams</li> <li>• Learn how to make decisions</li> <li>• Learn how to set goals</li> <li>• Understand the importance of planning</li> <li>• Develop hobbies and a vocational interest</li> <li>• Balance work and leisure time</li> <li>• Understand that work is an important and satisfying means of personal expression.</li> </ul>

**B. Learning about and Exploring Education and Life Roles: Students identify, demonstrate, and analyze, and evaluate:**

- An understanding of the relationship between education and work, especially how learning new skills and educational achievement lead to increased work options and success with personal career and life goals; and
- The ability to identify and use education and career information for lifelong learning to achieve success.

<b>Content</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><b>B1 Relationships Among Learning, Work, the community, and the Global Economy</b></p>	<p><b>Students identify and demonstrate study habits, attitudes, and behaviors that lead to successful relationships.</b>  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate the ability to work independently as well as the ability to work cooperatively</b></li> <li>• <b>Develop an awareness of personal skills, interests and motivations</b></li> <li>• <b>Use communication skills to know when and how to ask for help when needed</b></li> <li>• <b>Take responsibility for their actions.</b></li> </ul>	<p><b>Students identify and demonstrate study habits, attitudes, and behaviors that lead to successful relationships.</b>  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate the ability to work independently as well as the ability to work cooperatively</b></li> <li>• <b>Develop an awareness of personal skills, interests and motivations</b></li> <li>• <b>Use communication skills to know when and how to ask for help when needed</b></li> <li>• <b>Take responsibility for their actions</b></li> <li>• <b>Identify attitudes and behaviors, which lead to successful learning.</b></li> </ul>	<p><b>Students identify and demonstrate study habits, attitudes, and behaviors that lead to successful relationships.</b>  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate the ability to work independently as well as the ability to work cooperatively</b></li> <li>• <b>Develop an awareness of personal skills, interests and motivations</b></li> <li>• <b>Use communication skills to know when and how to ask for help when needed</b></li> <li>• <b>Take responsibility for their actions</b></li> <li>• <b>Understand the relationship between educational achievement/ career successes</b></li> <li>• <b>Apply time management and task management skills</b></li> <li>• <b>Demonstrate how effort and persistence positively affect</b></li> </ul>

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<b>Content</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><b>B2 Skills for Individual/Personal Success in the 21<sup>st</sup> Century</b></p>	<p>Students identify <i>literacy</i> and <i>numeracy</i> as skills that lead to improvement and success in the classroom.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Develop an awareness of personal skills and abilities</b></li> <li>• <b>Articulate feelings of competence and confidence as a learner</b></li> <li>• <b>Display a positive interest in learning</b></li> <li>• <b>Take pride in work and achievement.</b></li> </ul>	<p>Students identify <i>literacy</i> and <i>numeracy</i> as skills that lead to improvement and success in the classroom.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Develop an awareness of personal skills and abilities</b></li> <li>• <b>Articulate feelings of competence and confidence as a learner</b></li> <li>• <b>Display a positive interest in learning</b></li> <li>• <b>Take pride in work and achievement</b></li> <li>• <b>Accept mistakes as essential to the learning process</b></li> <li>• <b>Identify attitudes and behaviors, which lead to successful learning.</b></li> </ul>	<p>Students identify <i>literacy</i> and <i>numeracy</i> as skills that lead to improvement and success in the classroom.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Develop an awareness of personal skills and abilities</b></li> <li>• <b>Articulate feelings of competence and confidence as a learner</b></li> <li>• <b>Display a positive interest in learning</b></li> <li>• <b>Take pride in work and achievement</b></li> <li>• <b>Accept mistakes as essential to the learning process</b></li> <li>• <b>Identify attitudes and behaviors, which lead to successful learning</b></li> <li>• <b>Demonstrate dependability, productivity, and initiative.</b></li> </ul>

<b>Content</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><b>B3 Education and Career Information</b></p>	<p><b>Students identify and locate information resources at home, at school, and in the community that improve study habits, schoolwork, or educational achievement.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify the resource people in the school and community and know how to seek their help</b></li> <li>• <b>Demonstrate the ability to transition from home to school and school to home</b></li> <li>• <b>Demonstrate using a variety of resources to enhance academic achievement.</b></li> </ul>	<p><b>Students identify and locate information resources at home, at school, and in the community that improve study habits, schoolwork, or educational achievement.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify the resource people in the school and community and know how to seek their help</b></li> <li>• <b>Demonstrate the ability to transition from home to school and school to home</b></li> <li>• <b>Demonstrate using a variety of resources to enhance academic achievement</b></li> <li>• <b>Use persistence in acquiring resources and knowledge.</b></li> </ul>	<p><b>Students identify and locate information resources at home, at school, and in the community that improve study habits, schoolwork, or educational achievement.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate the ability to balance school, extra curricular activities, and family</b></li> <li>• <b>Demonstrate using a variety of resources to enhance academic achievement</b></li> <li>• <b>Use persistence in acquiring resources and knowledge.</b></li> </ul>



C. Learning To Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions: Students identify, demonstrate, analyze, and evaluate:

- The main components of the *planning process*;
- Their ability to balance career, college, and citizenship roles;
- Their ability to apply successful strategies for effective decision-making and
- Their ability to analyze the influence of diverse and changing societal and global economic needs on personal decision-making and career and education planning/success.

Content	Grade K	Grade 1	Grade 2
<p>C1 The Planning Process</p>	<p>Students Identify and give examples of how they make choices and set personal goals for school.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Apply a decision-making and problem- solving model</li> <li>• Identify alternative solutions to a problem.</li> <li>• Develop effective coping skills for dealing with problems</li> <li>• Demonstrate when where and how to seek help for solving problems and making decisions.</li> </ul>	<p>Students Identify and give examples of how they make choices and set personal goals for school.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Apply a decision-making and problem- solving model</li> <li>• Identify alternative solutions to a problem</li> <li>• Develop effective coping skills for dealing with problems</li> <li>• Demonstrate when where &amp; how to seek help for solving problems &amp; making decisions</li> <li>• Identify alternative ways to achieve goals.</li> </ul>	<p>Students Identify and give examples of how they make choices and set personal goals for school.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Apply a decision-making and problem- solving model</li> <li>• Identify alternative solutions to a problem</li> <li>• Develop effective coping skills for dealing with problems</li> <li>• Demonstrate when where and how to seek help for solving problems and making decisions</li> <li>• Identify alternative ways to achieve goals</li> <li>• Develop an action plan to set and achieve realistic goals.</li> </ul>

<b>Content</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><b>C2 Decision-Making</b></p>	<p>Students identify experiences and behaviors that reflect decision making at school.  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Apply a decision-making and problem- solving model</li> <li>• Identify alternative solutions to a problem</li> <li>• Develop effective coping skills for dealing with problems</li> <li>• Demonstrate when where and how to seek help for solving problems and making decisions.</li> </ul>	<p>Students identify experiences and behaviors that reflect decision making at school.  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Apply a decision-making and problem- solving model</li> <li>• Identify alternative solutions to a problem</li> <li>• Develop effective coping skills for dealing with problems</li> <li>• Demonstrate when where and how to seek help for solving problems and making decisions</li> <li>• Identify alternative ways to achieve goals.</li> </ul>	<p>Students identify experiences and behaviors that reflect decision making at school.  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Apply a decision-making and problem- solving model</li> <li>• Identify alternative solutions to a problem</li> <li>• Develop effective coping skills for dealing with problems</li> <li>• Demonstrate when where and how to seek help for solving problems and making decisions</li> <li>• Identify alternative ways to achieve goals</li> <li>• Develop an action plan to set and achieve realistic goals.</li> </ul>

<b>Content</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><b>C3 Influence on Decision-Making</b></p>	<p><b>Students identify people and experiences that influence decision-making in various settings.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Differentiate between situations requiring peer support and adult support</b></li> <li>• <b>Identify resource people in the school and community and know how to seek their help</b></li> <li>• <b>Learn how to cope with peer pressure</b></li> <li>• <b>Take responsibility for actions.</b></li> </ul>	<p><b>Students identify people and experiences that influence decision-making in various settings.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Differentiate between situations requiring peer support and adult support</b></li> <li>• <b>Identify resource people in the school and community and know how to seek their help</b></li> <li>• <b>Learn how to cope with peer pressure</b></li> <li>• <b>Understand connection between actions and consequences.</b></li> </ul>	<p><b>Students identify people and experiences that influence decision-making in various settings.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Differentiate between situations requiring peer support and adult support</b></li> <li>• <b>Identify resource people in the school and community and know how to seek their help</b></li> <li>• <b>Learn how to cope with peer pressure</b></li> <li>• <b>Understand connection between actions and consequences.</b></li> </ul>

<b>Content</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>C4 Societal Needs and Changes that Influence Workplace Success</b>	<b>No performance indicator.</b>	<b>No performance indicator.</b>	<b>No performance indicator.</b>

## GRADES 3-5

**A. Learning About Self –Knowledge and Interpersonal Relationships:** Students identify, demonstrate, analyze, and evaluate:

- Self-knowledge related to interests, skills, work, and school;
- Positive personal traits, attitudes, beliefs, behaviors, habits of mind, and experiences that lead to success in school, work and community;
- Their ability to build and maintain a positive self-concept; and
- Their ability to develop and recognize the positive interpersonal skills that effectively influences work and relationships with others.

Content	Grade 3	Grade 4	Grade 5
A1 Self – knowledge and Self Concept	<p>Students identify and demonstrate interests, skills, habits of mind, and experiences that build and maintain a positive self-concept.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Display a positive interest in learning</li> <li>• Take pride in work and achievement</li> <li>• Accept mistakes as essential to the learning process</li> <li>• Develop a positive attitude towards self as a unique and worthy person</li> <li>• Identify personal strengths and assets</li> <li>• Identify and express feelings</li> </ul>	<p>Students identify and demonstrate interests, skills, habits of mind, and experiences that build and maintain a positive self-concept.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Display a positive interest in learning.</li> <li>• Take pride in work and achievement</li> <li>• Accept mistakes as essential to the learning process</li> <li>• Develop a positive attitude towards self as a unique and worthy person.</li> <li>• Identify personal strengths and assets.</li> <li>• Identify and express feelings.</li> <li>• Understand change as a part of growth.</li> <li>• Know when peer pressure influences a decision.</li> </ul>	<p>Students identify and demonstrate interests, skills, habits of mind, and experiences that build and maintain a positive self-concept.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Display a positive interest in learning.</li> <li>• Take pride in work and achievement</li> <li>• Accept mistakes as essential to the learning process</li> <li>• Develop a positive attitude towards self as a unique and worthy person.</li> <li>• Identify personal strengths/ assets.</li> <li>• Identify and express feelings.</li> <li>• Understand change as a part of growth.</li> </ul>

	<ul style="list-style-type: none"><li>• <b>Understand change as a part of growth.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Apply effective problem solving and decision making skills to make safe and healthy choices.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Know when peer pressure influences a decision</b></li><li>• <b>Apply effective problem solving/ decision-making skills to safe and healthy choices.</b></li></ul>
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<b>Content</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<p><b>A2 Beliefs and Behaviors that Lead to Success</b></p>	<p><b>Students make choices about and demonstrate behaviors that lead to success in schoolwork.</b>  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Apply time and task management skills</b></li> <li>• <b>Use communication skills to know when and how to ask for help</b></li> <li>• <b>Take responsibility for actions</b></li> <li>• <b>Know that communication involves speaking, listening and non-verbal behavior</b></li> <li>• <b>Become a self-directed learner</b></li> <li>• <b>Balance work and leisure time</b></li> <li>• <b>Develop an action plan to set and achieve realistic goals</b></li> <li>• <b>Use persistence and perseverance in acquiring knowledge and skills.</b></li> </ul>	<p><b>Students make choices about and demonstrate behaviors that lead to success in schoolwork.</b>  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Apply time and task management skills</b></li> <li>• <b>Use communication skills to know when and how to ask for help</b></li> <li>• <b>Take responsibility for actions</b></li> <li>• <b>Know that communication involves speaking, listening and non-verbal behavior</b></li> <li>• <b>Become a self-directed learner</b></li> <li>• <b>Balance work and leisure time</b></li> <li>• <b>Identify long and short-term goals</b></li> <li>• <b>Identify alternative ways to achieve goals</b></li> <li>• <b>Develop an action plan to set and achieve realistic goals</b></li> <li>• <b>Use persistence and perseverance in acquiring knowledge and skills.</b></li> </ul>	<p><b>Students make choices about and demonstrate behaviors that lead to success in schoolwork.</b>  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Apply time and task management skills</b></li> <li>• <b>Use communication skills to know when and how to ask for help</b></li> <li>• <b>Take responsibility for actions</b></li> <li>• <b>Know that communication involves speaking, listening and non-verbal behavior</b></li> <li>• <b>Become a self-directed learner</b></li> <li>• <b>Balance work/leisure time.</b></li> <li>• <b>Identify long/short-term goals</b></li> <li>• <b>Identify alternative ways to achieve goals</b></li> <li>• <b>Develop an action plan to set and achieve realistic goals</b></li> <li>• <b>Use persistence and perseverance in acquiring knowledge and skills.</b></li> </ul>

<b>Content</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>A3 Interpersonal Skills</b>	<p>Students identify decisions and demonstrate behaviors that reflect positive interpersonal skills and lead to success in school or community.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Get along with others</li> <li>• Work as a member of a team</li> <li>• Manage conflict</li> <li>• Accept/give/use feedback</li> <li>• Accept responsibility for personal behavior</li> <li>• Demonstrate ethical behavior</li> <li>• Follow established rules/etiquette for observing/listening</li> <li>• Demonstrate safe behavior</li> <li>• Deal with peer pressure.</li> </ul>	<p>Students identify decisions and demonstrate behaviors that reflect positive interpersonal skills and lead to success in school or community.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Get along with others</li> <li>• Respect diversity</li> <li>• Work as a member of a team</li> <li>• Manage conflict</li> <li>• Accept/give/use feedback</li> <li>• Accept responsibility for personal behavior</li> <li>• Demonstrate ethical behavior</li> <li>• Follow established rules/etiquette for observing/listening</li> <li>• Demonstrate safe behavior</li> <li>• Deal with peer pressure.</li> </ul>	<p>Students identify decisions and demonstrate behaviors that reflect positive interpersonal skills and lead to success in school or community.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Get along with others</li> <li>• Respect diversity</li> <li>• Work as a member of a team</li> <li>• Manage conflict</li> <li>• Accept/give/use feedback</li> <li>• Accept responsibility for personal behavior</li> <li>• Demonstrate ethical behavior</li> <li>• Follow established rules/etiquette for observing/listening</li> <li>• Demonstrate safe behavior</li> <li>• Deal with peer pressure.</li> </ul>



<b>Content</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<p><b>A4 career and Life Roles</b></p>	<p><b>Students identify and explain the influences that career and life roles have on each other and on success in school or community.</b>  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Understand the importance of responsibility, dependability, punctuality, integrity, and effort</b></li> <li>• <b>Utilize time and task management skills</b></li> <li>• <b>Learn about the rights and responsibilities of students as workers</b></li> <li>• <b>Establish challenging academic goals</b></li> <li>• <b>Use assessment results in education planning.</b></li> </ul>	<p><b>Students identify and explain the influences that career and life roles have on each other and on success in school or community.</b>  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Understand the importance of responsibility, dependability, punctuality, integrity, and effort</b></li> <li>• <b>Utilize time and task management skills</b></li> <li>• <b>Learn about the rights and responsibilities of students as workers</b></li> <li>• <b>Establish challenging academic goals</b></li> <li>• <b>Use assessment results in education planning</b></li> <li>• <b>Apply knowledge of aptitudes and interests to goal setting</b></li> <li>• <b>Use problem solving and decision making skills to assess progress towards educational goals</b></li> <li>• <b>Understand the relationship between classroom performance and success in school.</b></li> </ul>	<p><b>Students identify and explain the influences that career and life roles have on each other and on success in school or community.</b>  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Understand the importance of responsibility, dependability, punctuality, integrity, and effort</b></li> <li>• <b>Utilize time and task management skills</b></li> <li>• <b>Learn about the rights and responsibilities of students as workers</b></li> <li>• <b>Establish challenging academic goals</b></li> <li>• <b>Use assessment results in education planning</b></li> <li>• <b>Apply knowledge of aptitudes and interests to goal setting</b></li> <li>• <b>Use problem solving and decision making skills to assess progress towards educational goals</b></li> <li>• <b>Understand the relationship between classroom performance and success in school.</b></li> </ul>

**B. Learning about and Exploring education and Career and Life Roles:** Students identify, demonstrate, analyze, and evaluate:

- An understanding of the relationship between education and work, especially how learning new skills and educational achievement lead to increased work options and success with personal career and life goals; and
- The ability to identify and use education and career information for lifelong learning to achieve success.

<b>Content</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>B1 Relationships Among Learning, Work, the Community, and the Global Economy</b>	<p>Students explain how success in school supports their ability to positively contribute to school, home and community.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Understand that the changing work place requires life long learning and acquiring new skills</li> <li>• Work is a satisfying means of personal expression</li> <li>• Become aware of education and training needed to achieve career goals</li> <li>• Develop a broad range of abilities and interests</li> <li>• Understand the relationship between learning and work</li> <li>• Understand that school success is the preparation to make the transition between student to community member.</li> </ul>	<p>Students explain how success in school supports their ability to positively contribute to school, home and community.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Understand that the changing work place requires life long learning and acquiring new skills</li> <li>• Work is a satisfying means of personal expression</li> <li>• Become aware of education and training needed to achieve career goals</li> <li>• Develop a broad range of abilities and interests</li> <li>• Understand the relationship between learning and work</li> <li>• Seek co-curricular and community experiences to enhance the school experience.</li> </ul>	<p>Students explain how success in school supports their ability to positively contribute to school, home and community.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Understand that the changing work place requires life long learning and acquiring new skills</li> <li>• Demonstrate the ability to balance school, studies, extra curricular, leisure time and family life</li> <li>• Work is a satisfying means of personal expression</li> <li>• Become awareness of education and training needed to achieve career goals</li> <li>• Develop a broad range of abilities and interests</li> <li>• Understand the relationship between learning and work</li> </ul>

			<ul style="list-style-type: none"><li>• <b>Seek co-curricular and community experiences to enhance the school experience.</b></li></ul>
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<b>Content</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>B2 Skills for individual/Personal Success in the 21<sup>st</sup> Century</b>	<p>Students identify and describe skills that lead to student learning and success in the classroom, and the achievement of schoolwork, career, and personal life goals.</p> <p><b>STUDENTS WILL DEVELOP:</b></p> <ul style="list-style-type: none"> <li>• Literacy skills</li> <li>• Numeracy skills</li> <li>• Critical thinking skills</li> <li>• Information and communication technology literacy</li> <li>• Interpersonal skills</li> <li>• Other academic skills and knowledge.</li> </ul>	<p>Students identify and describe skills that lead to student learning and success in the classroom, and the achievement of schoolwork, career, and personal life goals.</p> <p><b>STUDENTS WILL DEVELOP:</b></p> <ul style="list-style-type: none"> <li>• Literacy skills</li> <li>• Numeracy skills</li> <li>• Critical thinking skills</li> <li>• Information and communication technology literacy</li> <li>• Interpersonal skills</li> <li>• Other academic skills and knowledge.</li> </ul>	<p>Students identify and describe skills that lead to student learning and success in the classroom, and the achievement of schoolwork, career, and personal life goals.</p> <p><b>STUDENTS WILL DEVELOP:</b></p> <ul style="list-style-type: none"> <li>• Literacy skills</li> <li>• Numeracy skills</li> <li>• Critical thinking skills</li> <li>• Information and communication technology literacy</li> <li>• Interpersonal skills</li> <li>• Other academic skills and knowledge.</li> </ul>

<b>Content</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>B3 Education and Career Information</b>	<p><b>Students identify and locate different types of career and education resources and use them to explore school and career choices.</b></p> <p><b>STUDENT WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Organize and apply academic and career information from a variety of sources</b></li> <li>• <b>Learn about the variety of traditional and non-traditional occupations</b></li> <li>• <b>Identify personal preferences and interests influencing career choice and success.</b></li> </ul>	<p><b>Students identify and locate different types of career and education resources and use them to explore school and career choices.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Organize and apply academic and career information from a variety of sources</b></li> <li>• <b>Learn about the variety of traditional and non-traditional occupations</b></li> <li>• <b>Identify personal preferences and interests influencing career choice and success.</b></li> </ul>	<p><b>Students identify and locate different types of career and education resources and use them to explore school and career choices.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Organize and apply academic and career information from a variety of sources</b></li> <li>• <b>Learn about the variety of traditional and non-traditional occupations</b></li> <li>• <b>Identify personal preferences and interests influencing career choice and success.</b></li> </ul>

**C. Learning To Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions: Students identify, demonstrate, analyze, and evaluate:**

- The main components of the planning process;
- Their ability to balance career, college, and citizenship roles;
- Their ability to apply successful strategies for effective decision-making; and
- Their ability to analyze the influence of diverse and changing societal and global economic needs on personal decision-making and career and education planning/success.

<b>Content</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>C1 The Planning Process</b>	<p>Students identify the parts of the planning process that assist in making choices.</p> <p><b>STUDENTS WILL DEVELOP:</b></p> <ul style="list-style-type: none"> <li>• Self knowledge</li> <li>• Information and resources about career and educational options</li> <li>• Decision-making skills.</li> </ul>	<p>Students identify the parts of the planning process that assist in making choices.</p> <p><b>STUDENTS WILL DEVELOP:</b></p> <ul style="list-style-type: none"> <li>• Self knowledge</li> <li>• Information and resources about career and educational options</li> <li>• Decision-making skills.</li> </ul>	<p>Students identify the parts of the planning process that assist in making choices.</p> <p><b>STUDENTS WILL DEVELOP:</b></p> <ul style="list-style-type: none"> <li>• Self knowledge</li> <li>• Information and resources about career and educational options</li> <li>• Decision-making skills.</li> </ul>

<b>Content</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>C2 Decision-making</b>	<p><b>Students identify behaviors and decisions that reflect positive and negative consequences in school</b>  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of responsibility, dependability, punctuality, integrity and effort</li> <li>• Understand consequences of decisions and choices</li> <li>• Distinguish between appropriate and inappropriate behaviors</li> <li>• Understand and applying the process of conflict resolution</li> <li>• Understand importance of planning</li> <li>• Develop effective coping skills for dealing with problems.</li> </ul>	<p><b>Students identify behaviors and decisions that reflect positive and negative consequences in school</b>  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of responsibility, dependability, punctuality, integrity and effort</li> <li>• Understand consequences of decisions and choices</li> <li>• Distinguish between appropriate and inappropriate behaviors</li> <li>• Understand and apply the process of conflict resolution</li> <li>• Understand importance of planning</li> <li>• Develop effective coping skills for dealing with problems</li> <li>• Understanding the connection between stress management and success</li> <li>• Learn and apply stress management techniques</li> <li>• Learn coping skills for managing life events.</li> </ul>	<p><b>Students identify behaviors and decisions that reflect positive and negative consequences in school</b>  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of responsibility, dependability, punctuality, integrity and effort</li> <li>• Understand consequences of decisions and choices</li> <li>• Distinguish between appropriate and inappropriate behaviors</li> <li>• Understand and apply the process of conflict resolution</li> <li>• Understand importance of planning</li> <li>• Develop effective coping skills for dealing with problems</li> <li>• Learn about the emotional and physical dangers of substance use and abuse</li> <li>• Learn how to cope with peer pressure.</li> </ul>

<b>Content</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<p><b>C3 Influences on Decision – Making</b></p>	<p><b>Students identify behaviors that influence decision-making in various settings.</b>  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify how peer pressure affects decision-making</b></li> <li>• <b>Practice strategies to handle negative peer pressure</b></li> <li>• <b>Learn and practice coping strategies for change</b></li> <li>• <b>Respect alternative points of view</b></li> <li>• <b>Recognize, accept, respect and appreciate individual differences</b></li> <li>• <b>Recognize and respect differences in various family configurations.</b></li> </ul>	<p><b>Students identify behaviors that influence decision-making in various settings.</b>  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify how peer pressure affects decision-making</b></li> <li>• <b>Strategies to handle negative peer pressure</b></li> <li>• <b>Learn and practice coping strategies for change</b></li> <li>• <b>Respect alternative points of view</b></li> <li>• <b>Recognize, accept, respect, and appreciate, individual differences</b></li> <li>• <b>Recognize and respect differences in various family configurations.</b></li> </ul>	<p><b>Students identify behaviors that influence decision-making in various settings.</b>  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify how peer pressure affects decision-making</b></li> <li>• <b>Strategies to handle negative peer pressure</b></li> <li>• <b>Learn and practice coping strategies for change</b></li> <li>• <b>Respect alternative points of view</b></li> <li>• <b>Recognize, accept, respect, and appreciate, individual differences</b></li> <li>• <b>Become aware of the media’s influence on decisions.</b></li> </ul>



<b>Content</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>C4 Societal Needs and Changes that Influence Workplace Success</b>	<b>No Performance indicator.</b>	<b>No Performance indicator.</b>	<b>No Performance indicator.</b>

## GRADES 6-8

**A. Learning About Self –Knowledge and Interpersonal Relationships:** Students identify, demonstrate, analyze, and evaluate:

- Self-knowledge related to interests, skills, work, and school;
- Positive personal traits, attitudes, beliefs, behaviors, habits of mind, and experiences that lead to success in school, work and community;
- Their ability to build and maintain a positive self-concept; and
- Their ability to develop and recognize the positive interpersonal skills that effectively influences work and relationships with others.

Content	Grade 6	Grade 7	Grade 8
A1 Self – knowledge and Self Concept	<p>Students explain how interests, skills, habits of mind, and experiences support and maintain a positive self-concept.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the motivation to achieve individual potential</li> <li>• Become self-directed learners</li> <li>• Identify attitudes and behaviors that lead to successful learning</li> <li>• Use interest inventories to gain self-awareness.</li> </ul>	<p>Students explain how interests, skills, habits of mind, and experiences support and maintain a positive self-concept.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Develop a positive attitude toward self as a unique and worthy person</li> <li>• Use interest inventories to gain self-awareness</li> <li>• Identify values, attitudes, and beliefs</li> <li>• Learn the goal setting process</li> <li>• Understand change as a part of growth</li> <li>• Identify and express feelings</li> </ul>	<p>Students explain how interests, skills, habits of mind, and experiences support and maintain a positive self-concept.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Develop a positive attitude toward self as a unique and worthy person</li> <li>• Use interest inventories to gain self-awareness</li> <li>• Identify values, attitudes, and beliefs</li> <li>• Learn the goal setting process</li> <li>• Understand change as a part of growth</li> <li>• Identify and express feelings</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Distinguish between appropriate and inappropriate behaviors</b></li> <li>• <b>Recognize personal boundaries, rights, and privacy needs</b></li> <li>• <b>Understand the need for self-control and how to practice it</b></li> <li>• <b>Demonstrate cooperative behavior in groups</b></li> <li>• <b>Identify personal strengths and assets</b></li> <li>• <b>Identify and discuss changing personal and social roles</b></li> <li>• <b>Identify and recognize changing family roles.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Distinguish between appropriate and inappropriate behaviors</b></li> <li>• <b>Recognize personal boundaries, rights, and privacy needs</b></li> <li>• <b>Understand the need for self-control and how to practice it</b></li> <li>• <b>Demonstrate cooperative behavior in groups</b></li> <li>• <b>Identify personal strengths and assets</b></li> <li>• <b>Identify and discuss changing personal and social roles</b></li> <li>• <b>Identify and recognize changing family roles.</b></li> </ul>
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<b>Content</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<p><b>A2 Beliefs and Behaviors that Lead to Success</b></p>	<p>Students analyze how positive and negative personal traits, choices about behaviors, and the belief that one can successfully complete tasks/goals affect success in school.  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Identify post secondary options consistent with interests, achievement, aptitude, and abilities</li> <li>• Apply interest inventory to academic success</li> <li>• Understand how school success and academic achievement enhance future career and vocational opportunities</li> <li>• Learn about the rights and responsibilities of students as workers</li> <li>• Demonstrate and understand the value of life long learning as essential to seeking, obtaining, and maintaining life goals.</li> </ul>	<p>Students analyze how positive and negative personal traits, choices about behaviors, and the belief that one can successfully complete tasks/goals affect success in school.  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Use a decision-making and problem-solving model</li> <li>• Understand consequences of decisions and choices</li> <li>• Identify alternative solutions to a problem</li> <li>• Develop effective coping skills for dealing with problems</li> <li>• Demonstrate when, where, and how to seek help for solving problems and making decisions</li> <li>• Identify long and short-term goals</li> <li>• Identify alternative ways of achieving goals</li> <li>• Develop an action plan to set and achieve realistic goals.</li> </ul>	<p>Students analyze how positive and negative personal traits, choices about behaviors, and the belief that one can successfully complete tasks/goals affect success in school.  <b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Use a decision-making and problem-solving model</li> <li>• Understand consequences of decisions and choices</li> <li>• Identify alternative solutions to a problem</li> <li>• Develop effective coping skills for dealing with problems</li> <li>• Demonstrate when, where, and how to seek help for solving problems and making decisions</li> <li>• Identify long and short-term goals</li> <li>• Identify alternative ways of achieving goals</li> <li>• Develop an action plan to set and achieve realistic goals.</li> </ul>

Content	Grade 6	Grade 7		
A3 Interpersonal Skills	Students demonstrate behaviors that reflect positive <i>interpersonal</i>	Students demonstrate behaviors that reflect positive <i>interpersonal</i>		
A3 Interpersonal Skills	<p>Students demonstrate behaviors that reflect positive <i>interpersonal skills</i> and analyze how positive <i>interpersonal skills</i> lead to success in a variety of school, work, and community settings.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Get along with others.</li> <li>• Respect diversity.</li> <li>• Work as a member of a team.</li> <li>• Manage conflict.</li> <li>• Accept/give/use constructive feedback.</li> <li>• Accept responsibility for personal behavior.</li> <li>• Demonstrate ethical behavior.</li> </ul>	<p>Students demonstrate behaviors that reflect positive <i>interpersonal skills</i> and analyze how positive <i>interpersonal skills</i> lead to success in a variety of school, work, and community settings.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Get along with others.</li> <li>• Respect diversity.</li> <li>• Work as a member of a team.</li> <li>• Manage conflict.</li> <li>• Accept/give/use constructive feedback.</li> <li>• Demonstrate ethical behavior.</li> <li>• Deal with peer pressure.</li> </ul>	<p>Students demonstrate behaviors that reflect positive <i>interpersonal skills</i> and analyze how positive <i>interpersonal skills</i> lead to success in a variety of school, work, and community settings.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Get along with others</li> <li>• Respect diversity</li> <li>• Work as a member of a team.</li> <li>• Manage conflict</li> <li>• Accept/give/use constructive feedback</li> <li>• Accept responsibility for personal behavior</li> <li>• Demonstrate ethical behavior</li> <li>• Follow established rules/etiquette for observing/listening</li> <li>• Demonstrate safe behavior</li> <li>• Deal with peer pressure.</li> </ul>	<p>Students demonstrate behaviors that reflect positive <i>interpersonal skills</i> and analyze how positive <i>interpersonal skills</i> lead to success in a variety of school, work, and community settings.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Get along with others</li> <li>• Respect diversity</li> <li>• Work as a member of a team</li> <li>• Manage conflict</li> <li>• Accept/give/use constructive feedback</li> <li>• Accept responsibility for personal behavior</li> <li>• Demonstrate ethical behavior</li> <li>• Follow established rules/etiquette for observing/listening</li> <li>• Demonstrate safe behavior</li> <li>• Deal with peer pressure.</li> </ul>
	<ul style="list-style-type: none"> <li>• Follow established rules/etiquette for observing/listening.</li> <li>• Demonstrate safe behavior.</li> <li>• Deal with peer pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow established rules/etiquette for observing/listening.</li> <li>• Demonstrate safe behavior.</li> <li>• Deal with peer pressure.</li> </ul>		

<b>Content</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>A4 career and Life Roles</b>	<p><b>Students develop and demonstrate positive strategies that aid in accomplishing tasks, creating balance among their career and life roles, and reducing stress.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate time management</b></li> <li>• <b>Implement goal-setting strategies</b></li> <li>• <b>Utilize resource management</b></li> <li>• <b>Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals</b></li> <li>• <b>Learn how to use conflict management skills with peers and adults</b></li> <li>• <b>Learn to work cooperatively with others as a team member.</b></li> </ul>	<p><b>Students develop and demonstrate positive strategies that aid in accomplishing tasks, creating balance among their career and life roles, and reducing stress.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate time management</b></li> <li>• <b>Implement goal-setting strategies</b></li> <li>• <b>Utilize resource management</b></li> <li>• <b>Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals</b></li> <li>• <b>Learn how to use conflict management skills with peers and adults</b></li> <li>• <b>Learn to work cooperatively with others as a team member.</b></li> </ul>	<p><b>Students develop and demonstrate positive strategies that aid in accomplishing tasks, creating balance among their career and life roles, and reducing stress.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate time management</b></li> <li>• <b>Implement goal-setting strategies</b></li> <li>• <b>Utilize resource management</b></li> <li>• <b>Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals</b></li> <li>• <b>Learn how to use conflict management skills with peers and adults</b></li> <li>• <b>Learn to work cooperatively with others as a team member.</b></li> </ul>

**B. Learning about and Exploring education and Career and Life Roles: Students identify, demonstrate, analyze, and evaluate:**

- An understanding of the relationship between education and work, especially how learning new skills and educational achievement lead to increased work options and success with personal career and life goals; and
- The ability to identify and use education and career information for lifelong learning to achieve success.

Content	Grade 6	Grade 7	Grade 8
<p><b>B1 Students Identify and demonstrate study habits, attitudes, and behaviors that lead to successful relationships</b></p>	<p><b>Students explain how educational achievement and lifelong learning lead to increased participation in school, work, community, and the world.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate and understand the value of life long learning as essential to seeking, obtaining, and maintaining life goals</b></li> <li>• <b>Articulate feelings of competence and confidence as a learner</b></li> <li>• <b>Demonstrate effective study habits and time management planning.</b></li> </ul>	<p><b>Students explain how educational achievement and lifelong learning lead to increased participation in school, work, community, and the world.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Understand the relationship between educational achievement and career success</b></li> <li>• <b>Explain how work can help to achieve personal success and satisfaction</b></li> <li>• <b>Identify personal preferences and interests that influence career choices and success</b></li> <li>• <b>Understand that the changing workplace requires lifelong learning and acquiring new skills</b></li> <li>• <b>Describe the effect of work on lifestyles</b></li> <li>• <b>Understand the importance of equity and access in career choice</b></li> </ul>	<p><b>Students explain how educational achievement and lifelong learning lead to increased participation in school, work, community, and the world.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Understand the relationship between educational achievement and career success</b></li> <li>• <b>Explain how work can help to achieve personal success and satisfaction</b></li> <li>• <b>Identify personal preferences and interests that influence career choices and success</b></li> <li>• <b>Understand that the changing workplace requires lifelong learning and acquiring new skills</b></li> <li>• <b>Describe the effect of work on lifestyles</b></li> <li>• <b>Understand the importance of equity and access in career choice</b></li> </ul>

		<ul style="list-style-type: none"><li>• <b>Understand that work is an important and satisfying means of personal expression.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Understand that work is an important and satisfying means of personal expression.</b></li></ul>
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<b>Content</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<p><b>B2 Skills for Individual/Personal Success in the 21<sup>st</sup> Century</b></p>	<p><b>Students analyze their skills in relation to those that lead to learning and success in the classroom, and the achievement of schoolwork, career, and personal life goals.</b></p> <p><b>STUDENTS WILL DEVELOP:</b></p> <ul style="list-style-type: none"> <li>• Literacy skills</li> <li>• Numeracy skills</li> <li>• Critical thinking skills</li> <li>• Information and communication technology literacy</li> <li>• Interpersonal skills</li> <li>• Other academic skills and knowledge</li> <li>• Articulate feelings of competence and confidence as a learner</li> <li>• Display a positive interest in learning</li> <li>• Take pride in work and achievement</li> <li>• Accept mistakes as essential to the learning process</li> </ul>	<p><b>Students analyze their skills in relation to those that lead to learning and success in the classroom, and the achievement of schoolwork, career, and personal life goals.</b></p> <p><b>STUDENTS WILL DEVELOP:</b></p> <ul style="list-style-type: none"> <li>• Literacy skills</li> <li>• Numeracy skills</li> <li>• Critical thinking skills</li> <li>• Information and communication technology literacy</li> <li>• Interpersonal skills</li> <li>• Other academic skills and knowledge</li> <li>• Articulate feelings of competence and confidence as a learner</li> <li>• Display a positive interest in learning</li> <li>• Take pride in work and achievement</li> <li>• Accept mistakes as essential to the learning process</li> </ul>	<p><b>Students analyze their skills in relation to those that lead to learning and success in the classroom, and the achievement of schoolwork, career, and personal life goals.</b></p> <p><b>STUDENTS WILL DEVELOP:</b></p> <ul style="list-style-type: none"> <li>• Literacy skills</li> <li>• Numeracy skills</li> <li>• Critical thinking skills</li> <li>• Information and communication technology literacy</li> <li>• Interpersonal skills</li> <li>• Other academic skills and knowledge</li> <li>• Articulate feelings of competence and confidence as a learner</li> <li>• Display a positive interest in learning</li> <li>• Take pride in work and achievement</li> <li>• Accept mistakes as essential to the learning process</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Identify attitudes and behaviors that lead to successful learning.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify attitudes and behaviors that lead to successful learning</b></li> <li>• <b>Apply time management and task management skills</b></li> <li>• <b>Demonstrate how effort and persistence positively affect learning</b></li> <li>• <b>Use communication skills to know when and how to ask for help</b></li> <li>• <b>Apply knowledge of learning styles to positively influence school performance.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify attitudes and behaviors that lead to successful learning</b></li> <li>• <b>Articulate feelings of competence and confidence as a learner</b></li> <li>• <b>Display a positive interest in learning</b></li> <li>• <b>Apply time management and task management skills</b></li> <li>• <b>Demonstrate how effort and persistence positively affect learning</b></li> <li>• <b>Use communication skills to know when and how to ask for help</b></li> <li>• <b>Apply knowledge of learning styles to positively influence school performance.</b></li> </ul>
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Content	Grade 6	Grade 7	Grade 8
<p><b>B3 Education and Career Information</b></p>	<p>Students locate and analyze the use of different types of resources, including <i>occupational information and labor market information</i>, to explore <i>post-secondary education, training</i>, and career choices.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Learn to use the Internet to access career planning information</li> <li>• Identify resources regarding post secondary choices</li> <li>• Demonstrate knowledge of the career planning process</li> <li>• Know the various ways that occupations can be classified.</li> </ul>	<p>Students locate and analyze the use of different types of resources, including <i>occupational information and labor market information</i>, to explore <i>post-secondary education, training</i>, and career choices.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Learn to use the Internet to access career planning information</li> <li>• Identify resources regarding post secondary choices</li> <li>• Demonstrate knowledge of the career planning process</li> <li>• Know the various ways that occupations can be classified</li> <li>• Develop skills to locate, evaluate, and interpret career information</li> <li>• Learn about the variety of traditional and non-traditional occupations</li> <li>• Develop an awareness of personal abilities, skills, interests, and motivations</li> <li>• Understand the importance of planning.</li> </ul>	<p>Students locate and analyze the use of different types of resources, including <i>occupational information and labor market information</i>, to explore <i>post-secondary education, training</i>, and career choices.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Learn to use the Internet to access career planning information</li> <li>• Identify resources regarding post secondary choices</li> <li>• Demonstrate knowledge of the career planning process</li> <li>• Know the various ways that occupations can be classified</li> <li>• Develop skills to locate, evaluate, and interpret career information</li> <li>• Learn about the variety of traditional and non-traditional occupations</li> <li>• Develop an awareness of personal abilities, skills, interests, and motivations</li> <li>• Understand the importance of planning.</li> </ul>

**C. Learning To Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions:** Students identify, demonstrate, analyze, and evaluate:

- The main components of the planning process;
- Their ability to balance career, college, and citizenship roles;
- Their ability to apply successful strategies for effective decision-making; and
- Their ability to analyze the influence of diverse and changing societal and global economic needs on personal decision-making and career and education planning/success.

<b>Content</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>C1 The Planning Process</b>	<p>Students explain how the parts of the <i>planning process</i> assist in the exploration of education and work opportunities, and serve as tools for setting short-term and long-term goals.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Using problem-solving and decision-making skills to assess progress towards career goals</li> <li>• Identify personal skills, interests, and abilities, and relate them to career choices</li> <li>• Demonstrate an awareness of the education training needed to achieve career goals</li> <li>• Make connection between current academics and</li> </ul>	<p>Students explain how the parts of the <i>planning process</i> assist in the exploration of education and work opportunities, and serve as tools for setting short-term and long-term goals.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Apply decision-making skills to career planning, course selections, and career transitions</li> <li>• Identify personal skills, interests, and abilities and relate them to current career choices</li> <li>• Demonstrate knowledge of the career planning process</li> <li>• Know the various ways which occupations can be classified</li> <li>• Use research and information resources to obtain career</li> </ul>	<p>Students explain how the parts of the <i>planning process</i> assist in the exploration of education and work opportunities, and serve as tools for setting short-term and long-term goals.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Apply decision-making skills to career planning, course selections, and career transitions</li> <li>• Identify personal skills, interests, and abilities and relate them to current career choices</li> <li>• Demonstrate knowledge of the career planning process</li> <li>• Know the various ways which occupations can be classified</li> <li>• Use research and</li> </ul>

	<p><b>career success and skills.</b></p>	<p><b>information</b></p> <ul style="list-style-type: none"> <li>• <b>Use the Internet to access career planning information</b></li> <li>• <b>Describe traditional and non-traditional occupations and how these relate to career choice</b></li> <li>• <b>Understand how changing economic and societal needs influence employment trends and future training.</b></li> </ul>	<p><b>information resources to obtain career information</b></p> <ul style="list-style-type: none"> <li>• <b>Use the Internet to access career planning information</b></li> <li>• <b>Describe traditional and non-traditional occupations and how these relate to career choice</b></li> <li>• <b>Understand how changing economic and societal needs influence employment trends and future training.</b></li> </ul>
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Content	Grade 6	Grade 7	Grade 8
<p><b>C2 Decision-Making</b></p>	<p>Students compare and apply different models for decision-making including the <i>rational</i>, <i>intuitive</i>, and consultative models for setting short-term and long-term goals in career and education.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Learn a variety of decision-making models and the consequences of each</li> <li>• Apply a variety of decision-making models.</li> </ul>	<p>Students compare and apply different models for decision-making including the <i>rational</i>, <i>intuitive</i>, and consultative models for setting short-term and long-term goals in career and education.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Learn a variety of decision-making models</li> <li>• Apply a variety of decision-making models</li> <li>• Understand consequences of decisions and choices</li> <li>• Identify alternative solutions to a problem</li> <li>• Develop effective coping skills for dealing with problems</li> <li>• Demonstrate when, where, and how to seek help for solving problems and making decisions</li> <li>• Know when peer pressure is influencing a decision</li> <li>• Identify long and short-term goals</li> <li>• Identify alternative ways of achieving goals</li> <li>• Develop an action plan to set and achieve realistic goals.</li> </ul>	<p>Students compare and apply different models for decision-making including the <i>rational</i>, <i>intuitive</i>, and consultative models for setting short-term and long-term goals in career and education.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Learn a variety of decision-making models</li> <li>• Apply a variety of decision-making models</li> <li>• Understand consequences of decisions and choices</li> <li>• Identify alternative solutions to a problem</li> <li>• Develop effective coping skills for dealing with problems</li> <li>• Demonstrate when, where, and how to seek help for solving problems and making decisions</li> <li>• Know when peer pressure is influencing a decision</li> <li>• Identify long and short-term goals</li> <li>• Identify alternative ways of achieving goals</li> <li>• Develop an action plan to set and achieve realistic goals.</li> </ul>

<b>Content</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>C3 Influences on Decision-Making</b>	<p>Students identify behaviors that influence career and education decision-making.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Identify how peer pressure affects decision-making</li> <li>• Use strategies to handle negative peer pressure</li> <li>• Utilize coping strategies for change</li> <li>• Respect alternative points of view</li> <li>• Recognize, accept, respect, and appreciate individual differences</li> <li>• Become aware of the media's influence on decisions.</li> </ul>	<p>Students identify behaviors that influence career and education decision-making.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Identify how peer pressure affects decision-making</li> <li>• Use strategies to handle negative peer pressure</li> <li>• Utilize coping strategies for change</li> <li>• Respect alternative points of view</li> <li>• Recognize, accept, respect, and appreciate individual differences</li> <li>• Become aware of the media's influence on decisions.</li> </ul>	<p>Students identify behaviors that influence career and education decision-making.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Identify how peer pressure affects decision-making</li> <li>• Use strategies to handle negative peer pressure</li> <li>• Utilize coping strategies for change</li> <li>• Respect alternative points of view</li> <li>• Recognize, accept, respect, and appreciate individual differences</li> <li>• Become aware of the media's influence on decisions.</li> </ul>

<b>Content</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<p><b>C4 Societal Needs and Changes that Influence Workplace Success.</b></p>	<p><b>Students identify and explain how diverse and changing societal and global needs, including economic needs, influence personal decision-making.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Understand how changing economic and societal needs influence employment trends and future training.</b></li> </ul>	<p><b>Students identify and explain how diverse and changing societal and global needs, including economic needs, influence personal decision-making.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Understand how changing economic and societal needs influence employment trends and future training</b></li> <li>• <b>Demonstrate awareness of the education and training needed to achieve career goals</b></li> <li>• <b>Assess and modify their educational plan to support career goals</b></li> <li>• <b>Maintain a career-planning portfolio</b></li> <li>• <b>Establish challenging academic goals in middle school</b></li> <li>• <b>Understand the relationship between classroom performance and success in school</b></li> <li>• <b>Identify post secondary options consistent with interests, achievement, aptitude, and abilities.</b></li> </ul>	<p><b>Students identify and explain how diverse and changing societal and global needs, including economic needs, influence personal decision-making.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Understand how changing economic and societal needs influence employment trends and future training</b></li> <li>• <b>Demonstrate awareness of the education and training needed to achieve career goals</b></li> <li>• <b>Assess and modify their educational plan to support career goals</b></li> <li>• <b>Select course work that is related to career interests</b></li> <li>• <b>Maintain a career-planning portfolio</b></li> <li>• <b>Establish challenging academic goals in middle school</b></li> <li>• <b>Understand the relationship between classroom performance and success in school</b></li> <li>• <b>Identify post secondary options consistent with interests, achievement, aptitude, and abilities.</b></li> </ul>



## GRADES 9-12

**A. Learning About Self –Knowledge and Interpersonal Relationships:** Students identify, demonstrate, analyze, and evaluate:

- Self-knowledge related to interests, skills, work, and school;
- Positive personal traits, attitudes, beliefs, behaviors, habits of mind, and experiences that lead to success in school, work and community;
- Their ability to build and maintain a positive self-concept; and
- Their ability to develop and recognize the positive interpersonal skills that effectively influences work and relationships with others.

Content	Grade 9	Grade 10	Grade 11	Grade 12
<b>A1 Self – knowledge and Self Concept</b>	<p>Students reflect on and/or analyze interests, skills, habits of mind, and experiences to maintain a positive self-concept and to aid them in making career and life decisions.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Analyze and interest and skills</li> <li>• Continue to work on developing a positive self-concept</li> <li>• Develop the following habits of the mind:                             <ul style="list-style-type: none"> <li>▪ Persistence</li> <li>▪ Listening to others</li> <li>▪ Managing</li> </ul> </li> </ul>	<p>Students reflect on and/or analyze interests, skills, habits of mind, and experiences to maintain a positive self-concept and to aid them in making career and life decisions.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Analyze and interest and skills</li> <li>• Continue to work on developing a positive self-concept</li> <li>• Develop the following habits of the mind:                             <ul style="list-style-type: none"> <li>▪ Persistence</li> <li>▪ Listening to others</li> <li>▪ Managing</li> </ul> </li> </ul>	<p>Students reflect on and/or analyze interests, skills, habits of mind, and experiences to maintain a positive self-concept and to aid them in making career and life decisions.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Analyze and interest and skills</li> <li>• Continue to work on developing a positive self-concept</li> <li>• Develop the following habits of the mind:                             <ul style="list-style-type: none"> <li>▪ Persistence</li> <li>▪ Listening to others</li> <li>▪ Managing</li> </ul> </li> </ul>	<p>Students reflect on and/or analyze interests, skills, habits of mind, and experiences to maintain a positive self-concept and to aid them in making career and life decisions.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Analyze and interest and skills</li> <li>• Continue to work on developing a positive self-concept</li> <li>• Develop the following habits of the mind:                             <ul style="list-style-type: none"> <li>▪ Persistence</li> <li>▪ Listening to others</li> <li>▪ Managing</li> </ul> </li> </ul>

	<p><b>impulsivity</b></p> <ul style="list-style-type: none"> <li>▪ <b>Thinking flexibly</b></li> <li>▪ <b>Thinking about their thinking</b></li> <li>▪ <b>Striving for accuracy and precision</b></li> <li>▪ <b>Applying past knowledge to new situations</b></li> <li>▪ <b>Thinking and communicating with clarity and precision.</b></li> </ul>	<p><b>impulsivity</b></p> <ul style="list-style-type: none"> <li>▪ <b>Thinking flexibly</b></li> <li>▪ <b>Thinking about their thinking</b></li> <li>▪ <b>Striving for accuracy and precision</b></li> <li>▪ <b>Applying past knowledge to new situations</b></li> <li>▪ <b>Thinking and communicating with clarity and precision.</b></li> </ul>	<p><b>impulsivity</b></p> <ul style="list-style-type: none"> <li>▪ <b>Thinking flexibly</b></li> <li>▪ <b>Thinking about their thinking</b></li> <li>▪ <b>Striving for accuracy and precision</b></li> <li>▪ <b>Applying past knowledge to new situations</b></li> <li>▪ <b>Thinking and communicating with clarity and precision.</b></li> </ul>	<p><b>impulsivity</b></p> <ul style="list-style-type: none"> <li>▪ <b>Thinking flexibly</b></li> <li>▪ <b>Thinking about their thinking</b></li> <li>▪ <b>Striving for accuracy and precision</b></li> <li>▪ <b>Applying past knowledge to new situations</b></li> <li>▪ <b>Thinking and communicating with clarity and precision.</b></li> </ul>
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<b>Content</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>A2 Beliefs and Behaviors that Lead to Success</b>	<p><b>Students demonstrate and evaluate strategies to improve their personal traits, behaviors, and the belief that one can successfully complete tasks/goals required for success in career and school.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Evaluate their personal/behavioral strategies</li> <li>• Develop a plan to improve their personal/behavioral strategies so that they are effective</li> <li>• Improve their goal and task oriented behavior</li> <li>• Evaluate strategies to improve school-to-school decisions</li> <li>• Evaluate strategies to improve school-to-work decisions.</li> </ul>	<p><b>Students demonstrate and evaluate strategies to improve their personal traits, behaviors, and the belief that one can successfully complete tasks/goals required for success in career and school.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Evaluate their personal/behavioral strategies</li> <li>• Develop a plan to improve their personal/behavioral strategies so that they are effective</li> <li>• Improve their goal and task oriented behavior</li> <li>• Evaluate strategies to improve school-to-school decisions</li> <li>• Evaluate strategies to improve school-to-work decisions.</li> </ul>	<p><b>Students demonstrate and evaluate strategies to improve their personal traits, behaviors, and the belief that one can successfully complete tasks/goals required for success in career and school.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Evaluate their personal/behavioral strategies</li> <li>• Develop a plan to improve their personal/behavioral strategies so that they are effective</li> <li>• Improve their goal and task oriented behavior</li> <li>• Evaluate strategies to improve school-to-school decisions</li> <li>• Evaluate strategies to improve school-to-work decisions.</li> </ul>	<p><b>Students demonstrate and evaluate strategies to improve their personal traits, behaviors, and the belief that one can successfully complete tasks/goals required for success in career and school.</b></p> <p><b>STUDENTS WILL:</b></p> <p><b>Evaluate their personal/behavioral strategies</b></p> <ul style="list-style-type: none"> <li>• Develop a plan to improve their personal/behavioral strategies so that they are effective</li> <li>• Improve their goal and task oriented behavior</li> <li>• Evaluate strategies to improve school-to-school decisions</li> <li>• Evaluate strategies to improve school-to-work decisions.</li> </ul>

<b>Content</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>A3 Interpersonal Skills</b>	<p><b>Students demonstrate behaviors that reflect positive interpersonal skills and evaluate successful strategies that improve positive interpersonal skills in ways that lead to success in a variety of school, work, and community settings.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Get along with others</b></li> <li>• <b>Respect diversity</b></li> <li>• <b>Work as a member of a team</b></li> <li>• <b>Manage conflict</b></li> <li>• <b>Accept/give constructive feedback</b></li> <li>• <b>Accept responsibility for personal behavior</b></li> <li>• <b>Demonstrate ethical behavior</b></li> <li>• <b>Follow established rules/etiquette for observing/listening</b></li> <li>• <b>Demonstrate safe behavior</b></li> <li>• <b>Deal with peer pressure.</b></li> </ul>	<p><b>Students demonstrate behaviors that reflect positive interpersonal skills and evaluate successful strategies that improve positive interpersonal skills in ways that lead to success in a variety of school, work, and community settings.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Get along with others</b></li> <li>• <b>Respect diversity</b></li> <li>• <b>Work as a member of a team</b></li> <li>• <b>Manage conflict</b></li> <li>• <b>Accept/give constructive feedback</b></li> <li>• <b>Accept responsibility for personal behavior</b></li> <li>• <b>Demonstrate ethical behavior</b></li> <li>• <b>Follow established rules/etiquette for observing/listening</b></li> <li>• <b>Demonstrate safe</b></li> </ul>	<p><b>Students demonstrate behaviors that reflect positive interpersonal skills and evaluate successful strategies that improve positive interpersonal skills in ways that lead to success in a variety of school, work, and community settings.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Get along with others</b></li> <li>• <b>Respect diversity</b></li> <li>• <b>Work as a member of a team</b></li> <li>• <b>Manage conflict</b></li> <li>• <b>Accept/give constructive feedback</b></li> <li>• <b>Accept responsibility for personal behavior</b></li> <li>• <b>Demonstrate ethical behavior</b></li> <li>• <b>Follow established rules/etiquette for observing/listening</b></li> <li>• <b>Demonstrate safe</b></li> </ul>	<p><b>Students demonstrate behaviors that reflect positive interpersonal skills and evaluate successful strategies that improve positive interpersonal skills in ways that lead to success in a variety of school, work, and community settings.</b></p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Get along with others</b></li> <li>• <b>Respect diversity</b></li> <li>• <b>Work as a member of a team</b></li> <li>• <b>Manage conflict</b></li> <li>• <b>Accept/give constructive feedback</b></li> <li>• <b>Accept responsibility for personal behavior</b></li> <li>• <b>Demonstrate ethical behavior</b></li> <li>• <b>Follow established rules/etiquette for observing/listening</b></li> <li>• <b>Demonstrate safe</b></li> </ul>

		<b>behavior</b> <ul style="list-style-type: none"><li>• Deal with peer pressure.</li></ul>	<b>behavior</b> <ul style="list-style-type: none"><li>• Deal with peer pressure.</li></ul>	<b>behavior</b> <ul style="list-style-type: none"><li>• Deal with peer pressure.</li></ul>
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<b>Content</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>A4 Career and Life Roles</b>	<p>Students demonstrate and evaluate successful strategies for accomplishing tasks, balancing career and life roles, and reducing stress in a variety of school, work, and community settings.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate and evaluate time management</li> <li>• Demonstrate and evaluate goal-setting</li> <li>• Demonstrate and evaluate resource management</li> <li>• Learn and practice effective stress reduction techniques.</li> </ul>	<p>Students demonstrate and evaluate successful strategies for accomplishing tasks, balancing career and life roles, and reducing stress in a variety of school, work, and community settings.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate and evaluate time management</li> <li>• Demonstrate and evaluate goal-setting</li> <li>• Demonstrate and evaluate resource management</li> <li>• Learn and practice effective stress reduction techniques.</li> </ul>	<p>Students demonstrate and evaluate successful strategies for accomplishing tasks, balancing career and life roles, and reducing stress in a variety of school, work, and community settings.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate and evaluate time management</li> <li>• Demonstrate and evaluate goal-setting</li> <li>• Demonstrate and evaluate resource management</li> <li>• Learn and practice effective stress reduction techniques.</li> </ul>	<p>Students demonstrate and evaluate successful strategies for accomplishing tasks, balancing career and life roles, and reducing stress in a variety of school, work, and community settings.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate time management</li> <li>• Demonstrate goal-setting</li> <li>• Demonstrate resource management</li> <li>• Learn and practice effective stress reduction techniques.</li> </ul>

**B. Learning about and Exploring Education and Life Roles: Students identify, demonstrate, and analyze, and evaluate:**

- An understanding of the relationship between education and work, especially how learning new skills and educational achievement lead to increased work options and success with personal career and life goals; and
- The ability to identify and use education and career information for lifelong learning to achieve success.

<b>Content</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>B1 Relations hips Among Learning, Work, the Communi ty, and the Global economy</b>	<p>Students evaluate strategies for improving educational achievement, increasing participation as an involved citizen, and increasing work options and earning potential in a 21<sup>st</sup> century global economy.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Develop a personal learning plan taking the following into consideration:               <ul style="list-style-type: none"> <li>▪ Abilities</li> <li>▪ Achievement</li> <li>▪ Aptitudes</li> <li>▪ Interests</li> <li>▪ Plans for further education and/or job training.</li> </ul> </li> </ul>	<p>Students evaluate strategies for improving educational achievement, increasing participation as an involved citizen, and increasing work options and earning potential in a 21<sup>st</sup> century global economy.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Develop a personal learning plan taking the following into consideration:               <ul style="list-style-type: none"> <li>▪ Abilities</li> <li>▪ Achievement</li> <li>▪ Aptitudes</li> <li>▪ Interests</li> <li>▪ Plans for education and/or job training.</li> </ul> </li> </ul>	<p>Students evaluate strategies for improving educational achievement, increasing participation as an involved citizen, and increasing work options and earning potential in a 21<sup>st</sup> century global economy.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Develop a personal learning plan taking the following into consideration:               <ul style="list-style-type: none"> <li>▪ Abilities</li> <li>▪ Achievement</li> <li>▪ Aptitudes</li> <li>▪ Interests</li> <li>▪ Plans for education and/or job training.</li> </ul> </li> </ul>	<p>Students evaluate strategies for improving educational achievement, increasing participation as an involved citizen, and increasing work options and earning potential in a 21<sup>st</sup> century global economy.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Develop a personal learning plan taking the following into consideration:               <ul style="list-style-type: none"> <li>▪ Abilities</li> <li>▪ Achievement</li> <li>▪ Aptitudes</li> <li>▪ Interests</li> <li>▪ Plans for education and/or job training.</li> </ul> </li> </ul>

<b>Content</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>B2 Skills for Individual/Personal Success in the 21<sup>st</sup> Century</b>	<p>Students evaluate strategies to improve skills that lead to lifelong learning and success in the classroom, and the achievement of schoolwork, work and career, and personal life goals.</p> <p><b>STUDENTS WILL DEVELOP:</b></p> <ul style="list-style-type: none"> <li>• Literacy skills</li> <li>• Numeracy skills</li> <li>• Critical thinking skills</li> <li>• Information and communication technology</li> <li>• Interpersonal skills</li> <li>• Other academic skills and knowledge.</li> </ul>	<p>Students evaluate strategies to improve skills that lead to lifelong learning and success in the classroom, and the achievement of schoolwork, work and career, and personal life goals.</p> <p><b>STUDENTS WILL DEVELOP:</b></p> <ul style="list-style-type: none"> <li>• Literacy skills</li> <li>• Numeracy skills</li> <li>• Critical thinking skills</li> <li>• Information and communication technology</li> <li>• Interpersonal skills</li> <li>• Other academic skills and knowledge.</li> </ul>	<p>Students evaluate strategies to improve skills that lead to lifelong learning and success in the classroom, and the achievement of schoolwork, work and career, and personal life goals.</p> <p><b>STUDENTS WILL DEVELOP:</b></p> <ul style="list-style-type: none"> <li>• Literacy skills</li> <li>• Numeracy skills</li> <li>• Critical thinking skills</li> <li>• Information and communication technology</li> <li>• Interpersonal skills</li> <li>• Other academic skills and knowledge.</li> </ul>	<p>Students evaluate strategies to improve skills that lead to lifelong learning and success in the classroom, and the achievement of schoolwork, work and career, and personal life goals.</p> <p><b>STUDENTS WILL DEVELOP:</b></p> <ul style="list-style-type: none"> <li>• Literacy skills</li> <li>• Numeracy skills</li> <li>• Critical thinking skills</li> <li>• Information and communication technology</li> <li>• Interpersonal skills</li> <li>• Other academic skills and knowledge.</li> </ul>



Content	Grade 9	Grade 10	Grade 11	Grade 12
<p><b>B3 Education and Career Informati on</b></p>	<p>Students use previously acquired knowledge and skills to evaluate and utilize a variety of resources to articulate a plan and make decisions for post- secondary education, training, and career choices.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Access career requirements and information online</li> <li>• Make use of the <u>Occupational Outlook Handbook</u> as well as other career resources</li> <li>• Evaluate their grades, aptitudes and interests to help determine their career choice/school or job placement.</li> </ul>	<p>Students use previously acquired knowledge and skills to evaluate and utilize a variety of resources to articulate a plan and make decisions for post- secondary education, training, and career choices.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Access career requirements and information online</li> <li>• Make use of the <u>Occupational Outlook Handbook</u> as well as other career resources</li> <li>• Evaluate their grades, aptitudes and interests to help determine their career choice/school or job placement.</li> </ul>	<p>Students use previously acquired knowledge and skills to evaluate and utilize a variety of resources to articulate a plan and make decisions for post- secondary education, training, and career choices.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Access career requirements and information online</li> <li>• Make use of the <u>Occupational Outlook Handbook</u> as well as other career resources</li> <li>• Evaluate their grades, aptitudes and interests to help determine their career choice/school or job placement.</li> </ul>	<p>Students use previously acquired knowledge and skills to evaluate and utilize a variety of resources to articulate a plan and make decisions for post- secondary education, training, and career choices.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Access career requirements and information online</li> <li>• Make use of the <u>Occupational Outlook Handbook</u> as well as other career resources</li> <li>• Evaluate their grades, aptitudes and interests to help determine their career choice/school or job placement.</li> </ul>

**C. Learning To Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions: Students identify, demonstrate, analyze, and evaluate:**

- **The main components of the planning process;**
- **Their ability to balance career, college, and citizenship roles;**
- **Their ability to apply successful strategies for effective decision-making; and**
- **Their ability to analyze the influence of diverse and changing societal and global economic needs on personal decision-making and career and education planning/success.**

<b>Content</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>C1 The Planning Process</b>	<p>Students use the planning process to make school-to-school and school-to-work decisions.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Develop self-knowledge</b></li> <li>• <b>Create personal career options</b></li> <li>• <b>Practice decision-making skills.</b></li> </ul>	<p>Students use the planning process to make school-to-school and school-to-work decisions.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Develop self-knowledge</b></li> <li>• <b>Evaluate personal career options</b></li> <li>• <b>Evaluate decision-making skills.</b></li> </ul>	<p>Students use the planning process to make school-to-school and school-to-work decisions.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Develop self-knowledge</b></li> <li>• <b>Evaluate and analyze personal career options</b></li> <li>• <b>Evaluate and analyze decision-making skills.</b></li> </ul>	<p>Students use the planning process to make school-to-school and school-to-work decisions.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• <b>Develop self-knowledge</b></li> <li>• <b>Analyze personal career options</b></li> <li>• <b>Analyze decision-making skills and create an appropriate career/education plan.</b></li> </ul>

Content	Grade 9	Grade 10	Grade 11	Grade 12
<p><b>C2 Decision-Making</b></p>	<p>Students determine and apply effective decision-making strategies for accomplishing short-term and long-term goals related to school-to-school and school-to-school work decisions.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Determine if their decision making strategies are effective</li> <li>• Revise decision making process to effectively address long and short term goals</li> <li>• Relate goals to school-to-school decisions</li> <li>• Relate goals to school-to-work decisions.</li> </ul>	<p>Students determine and apply effective decision-making strategies for accomplishing short-term and long-term goals related to school-to-school and school-to-school work decisions.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Apply effective decision making strategies</li> <li>• Revise decision making process to effectively address long and short term goals.</li> <li>• Relate goals to school-to-school decisions</li> <li>• Relate goals to school-to-work decisions.</li> </ul>	<p>Students determine and apply effective decision-making strategies for accomplishing short-term and long-term goals related to school-to-school and school-to-school work decisions.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Apply effective decision making strategies</li> <li>• Revise decision making process to effectively address long and short term goals.</li> <li>• Relate goals to school-to-school decisions</li> <li>• Relate goals to school-to-work decisions.</li> </ul>	<p>Students determine and apply effective decision-making strategies for accomplishing short-term and long-term goals related to school-to-school and school-to-school work decisions.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Apply effective decision making strategies</li> <li>• Revise decision making process to effectively address long and short term goals.</li> <li>• Relate goals to school-to-school decisions</li> <li>• Relate goals to school-to-work decisions.</li> </ul>

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>C3 Influences on Decision- Making</b>	<p>Students examine sources of information that influence their career and education decision-making.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Examine and use career information books, online resources etc</li> <li>• Review college/vocational school information</li> <li>• Visit colleges/vocational /on the job training schools/sites to gather first hand information regarding career choice.</li> </ul>	<p>Students examine sources of information that influence their career and education decision-making.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Examine and use career information books, online resources etc</li> <li>• Review college/vocational school information</li> <li>• Visit colleges/vocational/on the job training schools/sites to gather first hand information regarding career choice.</li> </ul>	<p>Students examine sources of information that influence their career and education decision-making.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Examine and use career information books, online resources etc</li> <li>• Review college/vocational school information</li> <li>• Visit colleges/vocational /on the job training schools/sites to gather first hand information regarding career choice.</li> </ul>	<p>Students examine sources of information that influence their career and education decision-making.</p> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Examine and use career information books, online resources etc</li> <li>• Review college/vocational school information</li> <li>• Visit colleges/vocational /on the job training schools/sites to gather first hand information regarding career choice.</li> </ul>

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>C4 Societal Needs and Changes that Influence Workplace Success</b>	<p>Students analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision-making for workplace success. STUDENTS WILL:</p> <ul style="list-style-type: none"> <li>• Be introduced to information regarding the global economy and its effect on the job market</li> <li>• Examine changing societal needs that determine job/career opportunities</li> <li>• Develop a strategy for transition from school to work or school to school.</li> </ul>	<p>Students analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision-making for workplace success. STUDENTS WILL:</p> <ul style="list-style-type: none"> <li>• Evaluate information regarding the global economy and its effect on the job market</li> <li>• Examine changing societal needs that determine job/career opportunities</li> <li>• Develop a strategy for transition from school to work or school to school.</li> </ul>	<p>Students analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision-making for workplace success. STUDENTS WILL:</p> <ul style="list-style-type: none"> <li>• Analyze information regarding the global economy and its effect on the job market</li> <li>• Examine changing societal needs that determine job/career opportunities</li> <li>• Develop a strategy for transition from school to work or school to school.</li> </ul>	<p>Students analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision-making for workplace success. STUDENTS WILL:</p> <ul style="list-style-type: none"> <li>• Analyze information regarding the global economy and its effect on the job market</li> <li>• Examine changing societal needs that determine job/career opportunities</li> <li>• Develop a strategy for transition from school to work or school to school.</li> </ul>

