



Montana Small Schools Alliance

Presents

2014

*Developmental Guidance Standards, Indicators,
and Instructional Strategies*

K-12

From the Montana School Counseling Association (MSCA)

Edited By:

Montana Small Schools Alliance

Academic Development Standard One

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Note: Standards are the same K-12; Indicators (Competencies) for K-6.

K/1	2	3	4
<p>Choose the best work from his/her portfolio for display in the classroom.</p> <p>~</p> <p>Earn stickers or like on an achievement board.</p> <p>~</p> <p>Write and illustrate a book about the many reasons they or others might have for feeling proud.</p>	<p>Choose the best work from his/her portfolio for display;</p> <p>Share reasons for their choice(s.)</p> <p>~</p> <p>Practice giving and receiving positive comments / compliments about work and achievement.</p>	<p>Have creative work published locally or in a school publication. The work may be chosen by the individual or by the group.</p> <p>~</p> <p>Discuss ways to receive a compliment.</p>	<p>Choose his/her best work for display on bulletin board.</p> <p>~</p> <p>Illustrate and write about a personal achievement.</p>
<p>Raise hands to talk; wait their turn without interrupting.</p> <p>~</p> <p>Ask for help when needed / Will be able to ask for help in a variety of situations.</p>	<p>Role-play asking for help in a variety of situations.</p>	<p>Brainstorm specific questions, sources, and alternate sources for answers. Role-play asking questions appropriately.</p>	<p>Role-play appropriate ways of asking for help in different scenarios.</p>
<p>Share accomplishments in learning, both in school and out, during Show and Tell.</p> <p>~</p> <p>Write and illustrate a book for pre-schoolers about what students do and learn in K-1.</p>	<p>Share book reviews and written work with their peers.</p> <p>~</p> <p>Participate in Cooperative learning.</p> <p>~</p> <p>Teach other students.</p>	<p>Prepare and give oral presentations.</p> <p>~</p> <p>Participate in Cooperative learning.</p> <p>~</p> <p>Self-evaluate and set goals.</p>	<p>Recognize and evaluate personal learning strengths and opportunities for improvement.</p> <p>~</p> <p>Show areas of personal strength in a collage.</p>
<p>Role-play making and accepting apologies.</p> <p>~</p> <p>Discuss mistakes of characters in children's literature, and what was learned from them.</p> <p>~</p> <p>Reflect on mistakes in guided discussions and participate in setting goals as outcomes of those mistakes.</p>	<p>Increase ability to be comfortable with mistakes.</p> <p>~</p> <p>Utilize a rubric to reflect on mistake(s) and goal setting as an outcome of the mistake(s).</p> <p>~</p> <p>Read "the Hare & the Tortoise". Discuss what each learned from the Hare's mistakes.</p>	<p>Recognize and discuss mistakes in the real world - famous and infamous people- and their consequences.</p> <p>~</p> <p>Write reflectively about personal mistakes, lessons learned, and goals, as outcomes of those mistakes.</p>	<p>Read "The Ant and the Grasshopper". Write a possible ending for the story. Discuss attitudes and mistakes and how the ending might have changed if there was an appropriate understanding of mistakes.</p>
<p>Read the <u>Little Red Hen</u> and <u>Little Toot</u> and discuss "try", "effort" and "persistence".</p>	<p>Study spelling words at home 15 minutes and have parents sign-off; monitor test results.</p>	<p>Read about the childhood and life of President Teddy Roosevelt and discuss.</p>	<p>Brainstorm people's jobs who use persistence to reach their goals; e.g., firemen, policeman, doctor, nurse, teacher, mechanic, cook, etc.</p>
<p>Role-play getting in trouble for misbehavior and predict the likely outcomes of choosing to admit; apologize; deny; or lie about their behavior.</p> <p>~</p> <p>Verbalize consequences of good & bad choices.</p>	<p>Verbalize school rules & responsibilities.</p> <p>~</p> <p>Accept consequences for choices appropriately.</p>	<p>Complete assignments.</p> <p>~</p> <p>Chart choices made individually or with adults and the consequences of the choices.</p>	<p>Predict or identify consequences of various behavioral choices.</p> <p>~</p> <p>Read "Rikki Tikki Tavi" by Kipling. Discuss choices, consequences, responsibility and loyalty.</p>
<p>Follow directions; be responsible with materials and share with others.</p>	<p>Complete work independently.</p> <p>~</p> <p>Work cooperatively with others.</p>	<p>Complete specific jobs in cooperative learning.</p>	<p>Complete a cooperative learning project. Afterwards discuss members' tasks / roles on the project.</p>

Academic Development Standard One

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

NOTE: Standards are the same for K-12; Indicators (Competencies) for K-6

5	6	Indicators
Choose best work for display and write commentary on why he/she made that choice.	Awards assemblies; acknowledgement of achievements in newsletters or newspapers.	A. Take pride in work and in achievement.
Role-play asking for help.	Problem solve for situations needing help and role-play.	B. Know when and how to ask for help.
Demonstrate ways to become a competent and confident learner, giving a Power Point presentation or a speech. ~ Participate in cooperative learning.	Demonstrate ways to become a competent and confident learner, giving a Power Point presentation or speech. ~ Participate in cooperative learning.	C. Articulate feelings of competence and confidence as a learner.
		D. Accept mistakes as essential to the learning process.
		E. Demonstrate how effort and persistence positively affect learning.
Accept consequences appropriately. ~ Develop classroom guidelines for rewards and consequences, interactively.	Admit mistakes and develop plans for remediation.	F. Take responsibility for their actions.
Complete independent assignments.	Complete independent assignments.	G. Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.

7	8	Indicators
Brainstorm and discuss the attributes and benefits of “a positive interest in learning” vs. a negative... ~ Evaluate personal thoughts / frustrations / self-talk / expectations / beliefs about learning – both formal and informal - and their outcomes, as helpful / not.	Set motivating goals	A. Display a positive interest in learning.
Use academic planners. ~ Complete assignments on time. ~ Plan time-use with weekly planner. Develop check-off lists for important tasks. Evaluate.	Evaluate personal success in time-management and plan for needed improvements.	B. Apply time management and task management skills, improving efficiency and success.
Choose an area of interest beyond required academics, for further exploration / continued experience; develop a plan of pursuit and implement it. Present a summary of the experience to the class. ~ List and share personal interests and abilities with the class. Look for additional ideas and resources. Write a plan to incorporate / try them.	Continue from 7 th grade, and explore related careers and job outlooks vs. passions to be financially supported.	C. Develop a broad range of interests and abilities; hobbies and avocational interests.

Academic Development Standard Two

Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

K/1	2	3	4
Participate in classroom discussions and classroom goal setting.	Construct group and individual academic goals. Track progress.	Construct group goals and discuss progress. Individuals construct personal academic goals and begin to self-monitor progress.	Record personal academic goals in progress in a journal. Evaluate methods of reaching goals. ~ Participate in classroom discussions & create personal & classroom goals.
Share activities or personal accomplishments, instead of material objects, in "Show & Tell".			Organize a classroom project.
Demonstrate respect for personal belongings.		Select guest speakers to share their special interests / hobbies. ~ Plan individual projects that may be worked on during free-time at school.	
			Compare & contrast good and poor choices and consequences.
			Conduct or participate in an interview.

Academic Development Standard Two

Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

5	6	Indicators
Design a personalized model for academic goal setting and assessment. ~ Create a goal and predict the outcome.	Assess personal strengths and weaknesses in academic goal setting and realization of those goals. ~ Create a goal and predict the outcome.	A. Establish challenging academic goals at each grade level.
Demonstrate a personal strength.	Organize a community activity or service learning project.	B. Demonstrate the motivation to achieve individual potential.
		C. Become self-directed and independent learners.
Demonstrate and act out a character building skit.	Examine careers of successful people.	D. Understand the relationship between classroom performance and success in school.
Arrange for a guest speaker in the classroom.	Conduct an interview & summarize it in a paper.	E. Seek information and support from faculty, staff, family, and peers.

7	8	Indicators
Use assignment books. Develop memorization techniques; listening skills; finding main points, making connections; outlining / note taking test prep.	Review and demonstrate application of study skills based on subjects and teacher styles Create a study plan for the semester.	A. Develop and apply the study skills necessary for academic success.
Utilize self-rating and self-monitoring tools; etc. to gain personal insight. ~ Set goals quarterly, in one academic area, and self-monitor progress. ~ Explore personal skills, interests, and abilities and plan for further pursuit. ~ Take interest inventories.	Explore careers related to personal aptitudes. Choose careers.	B. Apply knowledge of aptitudes and interests to goal setting.
Review standardized test results with teacher, looking for strengths and weaknesses; parallels, contra-indications and /or needs with regard to possible career interests. ~ Evaluate areas of strength as shown by standardized tests and report card grades.	Plan high school courses to take, based on goals.	C. Use assessment results in educational planning.
Identify personal learning style(s) and write a plan for maintaining / enhancing school performance. ~ Discover personal learning styles (visual; auditory; kinesthetic) and best ways to study using preferred learning styles.	Demonstrate application of study techniques appropriate to personal learning styles.	D. Use knowledge of learning styles to positively influence school performance.

Academic Development Standard Three

Students will understand the relationship of academics to the world of work, and to life at home and in the community.

K/1	2	3	4
Participate in field trips to places offering safety: hospital, fire department, etc. ~ Read and discuss careers in children's books.	Interview a relative about their career / job. ~ Explore professions within the community such as highway department workers, police, etc.	Produce a newspaper or bulletin board, resulting from interviews with older students, about co-curricular and community activities they many consider participating in.	Establish class of student accounts while visiting a bank.
Illustrate ways firemen, etc. help people. ~ Explore the jobs of school workers: teachers, clerks, principals, bus drivers, cooks, etc.	“Job Shadow” a relative, focusing on when that person uses reading and/or math skills, etc. ~ Explore the jobs of the community workers: farmer, rancher, or mechanic.	Host guest speakers to talk about their careers with students.	Explore the perception of getting an education as their job; the classroom their place of employment; the other students their co-workers; the teacher their boss. Time-cards and ‘paychecks’ will aid the exploration.

5	6	Indicators
Assemble information about state colleges, their offerings and attributes. ~ Explore educational requirements for various careers.	Consider a likely career or career field for their future. ~ Experience parents' jobs and careers through job shadowing.	A. Seek co-curricular and community experiences to enhance the school experience.
Interview adults about the training / education required for their jobs.	Research an interesting career to discover training/ educational requirements. Report orally to the class.	B. Understand the relationship between learning and work.

7	8	Indicators
Organize or attend a Career Day; develop an interview process to use with people in careers they find interesting and report their findings to the class. ~ Analyze job openings, requirements and pay. Estimate living costs.	Explore career sites on the internet ~ Write to/ phone post-secondary schools for more information. Report synopsis of findings to class. ~ Analyze requirements for post-secondary educational programs.	A. Understand how school success and academic achievement enhance future career and avocation opportunities.
Evaluate personal use of time and long term consequences. Develop an improved schedule, identifying school, studies, extracurricular activities, leisure time, and family life - and evaluate follow-through, over time. ~ Monitor / keep a daily log of time-use and then make a graph showing a week's results. Evaluate for balance and set goals for balance.	Analyze needs and desires with regard to use of time; track and make a graph showing how much time is spent on various activities; write a plan for improving current success and life-satisfaction with regard to use of time.	B. Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.
Define integrity and consequent emotions / self-concept. Incorporate character education.	Evaluate current / historic / popular / famous leaders with regard to integrity.	C. Understand significance of integrity in life-satisfaction.
Define self-reliant vs. dependent, incorporate that with personal goals and evaluate resources and need for continued learning.	Explore traits needed in leaders and citizens of community; job skills of community employees / leaders / officials.	D. Understand self-reliance and how it relates to life-long learning and life at home and in the community.

Personal / Social Development Standard One

Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

K/1	2	3	4
Draw a self-portrait and cut it out for classroom display. ~ Illustrate favorite activities.	Participate in weekly Show and Tell activities. ~ Identify personal strengths.	Create a family tree. Define your position in your family.	Develop a buddy system of mentoring. ~ Write auto-biographies; include pictures.
Be able to name and identify a minimum of 10 feelings. ~ Illustrate and write / dictate about some of their feelings.	Increase the number of feelings they can name and identify. ~ Role-play socially acceptable ways of expressing feelings and responding to others who are expressing various emotions.	Continue to increase feelings vocabulary; recognizing signals of their own emotions and expressing them appropriately. ~ Demonstrate ways to recognize and avoid conflict.	Build an exhaustive list of feelings words on a bulletin board during the year. ~ Identify feelings of characters in literature and how they affected the outcome of the story.
Identify ways of showing feelings as “ok” or “not ok”, and explain why some ways of showing feelings are inappropriate.	Model appropriate alternatives to inappropriate behaviors. ~ Show and identify various kinds of feelings with facial expressions.	Explore the consequences of inappropriate vs. appropriate choices of behavior. ~ Discuss the feelings resulting from appropriate and inappropriate behavior.	List possible consequences of appropriate and inappropriate choices of behavior, for a variety of situations.
Discuss characteristics of good friends. ~ Practice sharing in work and play.	Identify characteristics of good friends. ~ Role-play and discuss different ways friends treat each other.	Differentiate good friend and bad friend traits, in different situations. ~ Describe ways you like to be treated.	Identify positive traits of friendship and practice those traits.
Learn self-control in all school environments i.e. manners.	Learn self-control in out-of-school environments, i.e. theaters, museums, etc.	Distinguish between appropriate behaviors in different situations (manners).	Discuss self-control; what threatens it; lack of; consequences; ways to maintain self control.
Group goal-setting. ~ Understand the purpose of goals.	Participate in group and individual goal setting. ~ Recognize attainable goals; set them and self-monitor. ~ Distinguish between short-term and long-term goals.	Set individual goal(s), short-term and year-long, and self-monitor.	Establish long-term goals for career, education and family.
Brainstorm and use a cooperative / sharing vocabulary.		Complete a group project and reflect on productivity (of individual and group).	
Illustrate him/herself doing things he/she is good at; enjoys.	Demonstrate a personal strength.	Write about a personal strength and illustrate; include future goals re: strength.	
Identify and compare differences and similarities among classmates.	Define and identify different types of discrimination with classmates.	Discuss ways discrimination is destructive with classmates.	Determine attributes of individual differences.
Identify and compare differences among people, ie ethnic groups, etc.	Define and identify different types of cultural discrimination.	Discuss ways discrimination is destructive with people of different cultures (Montana Indians).	Determine attributes of different cultures.

Personal/Social Development Standard One

Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

5	6	Indicators
Demonstrate ability to work with a partner.	Participate in peer tutoring.	A. Develop a positive attitude toward self as a unique and worthy person.
Role-play expressing feelings in different situations.	Journal or track personal feelings periodically, evaluating for most frequent, most difficult, etc.	B. Identify and express feelings.
Demonstrate the difference between appropriate and inappropriate behaviors, given a variety of situations.		C. Distinguish between appropriate and inappropriate behaviors.
	Discuss and practice treating others as one would like to be treated.	D. Learn how to make and keep friends.
		E. Understand the need for self-control and how to practice it.
		F. Learn the goal-setting process.
		G. Recognize personal boundaries, rights, and privacy needs.
		H. Demonstrate Cooperative behavior.
		I. Identify personal strengths and assets.
Examine how school rules reflect rights and responsibilities.		J. Recognize that everyone has rights and responsibilities.
Graph individual differences of classmates (i.e. hair, color, height).		K. Recognize, accept, respect, and appreciate individual differences.
	Compare life in different cultural groups in 1900.	L. Recognize, accept, and appreciate ethnic and cultural diversity.

Personal/Social Development Standard One

Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

7	8	Indicators
<p>Design and take community polls on various topics of interest and graph results.</p> <p>~</p> <p>Define meaning and then identify v/a/b/ of hypothetical persons and then personal v/a/b.</p>	<p>Identify and discuss values, attitudes and beliefs exhibited in current events, literature, and movies.</p> <p>~</p> <p>Elaborate on personal v/a/b; relate to possible sources; analyze for +/- outcomes based on those v/a/b.</p>	<p>A. Identify values, attitudes, and beliefs.</p>
<p>Fill a bulletin board or do power point presentation showing pictures of his/her own life.</p> <p>~</p> <p>map prominent emotions of humans throughout life's passages and discuss reasons for differences / changes, and ways people cope with changes.</p>	<p>Review human physical and emotional changes, as well as changes in responsibilities, as a part of growth and aging, in Health and / or Biology.</p> <p>~</p> <p>Explore the meaning of mature using Bloom's taxonomy; Trust / love / etc.</p>	<p>B. Understand change as a part of growth [and aging].</p>
<p>Research and discuss reasons for alternative points of view from history, politics, or current events.</p> <p>~</p> <p>Compile list of differing points of view, hot topics, recognize reasons behind the; "paradigms".</p>	<p>Identify and discuss reasons for alternative points of view.</p> <p>~</p> <p>Define "success", discuss differences in people's definitions and how we need those differences.</p>	<p>C. Respect alternative points of view.</p>
<p>Demonstrate understanding of personal space; appropriate vs. inappropriate variations of: tone, volume, grammar, choices, organization, posture, eye contact, pronunciation, vocabulary, verbage, etc; the value of waiting / withholding in a variety of situations.</p>		<p>D. Use effective communication skills Communicate effectively and with respect. Appreciate that communication is a skill and it is enhanced by manners.</p>
<p>Express emotions in mime or skits.</p> <p>~</p> <p>Role-play non-verbal behaviors, analyze for emotions; and discuss the pitfalls of guessing how others feel without clarification.</p> <p>~</p> <p>Dramatize the above in a variety of situations. Analyze Passive, assertive and aggressive communication styles with likely results of each in a variety of situations.</p>	<p>Know and practice the attributes of a good listener.</p>	<p>E. Know that communication involves speaking, listening, and nonverbal behavior.</p>
		<p>F. Understand the role of self-esteem and self-concept; how they effect our decisions and how we can affect them. Origins of, influences on , and variations in.</p>

Personal/Social Development Standard Two

Students will make decisions, set goals, and take necessary action to achieve goals.

K/1	2	3	4
Identify similarities and differences in family groups.	Identify holidays of different cultures.	Identify the unique attributes of a specific culture.	Plan, complete, and present a research project that identifies something unique to a specific culture.
Identify consequences. ~ Create a list of classroom rules and consequences.	Explain possible outcome of decisions & choices for a variety of situations.	Practice identifying and choosing positive choices.	Role-play decision making and possible consequences.
Identify people appropriate to ask for help.	Define tattling and telling, identifying when it is appropriate to seek adult help.		
Recognize situational conflict and identify various solutions.			Apply conflict resolutions strategies using Kelso choices.

5	6	Indicators
Explain different cultures within the United States, especially Montana Indians.	Research & present a project / research project about a specific culture, especially Montana Indians.	A. Demonstrate a respect and appreciation for individual and cultural differences, especially the Montana Indians.
Design situations and the possible consequences.	Justify consequences of decisions & choices.	B. Understand the consequences of decisions and choices.
Identify problems that may need adult help for resolution as well as adults that could be asked for help.	Role-play asking for help in problem solving or decision making.	C. Demonstrate when, where, and how to seek help for solving problems and making decisions.
Practice the steps of conflict resolution.	Role-play conflict resolution.	D. Know how to apply conflict resolution skills.

Personal/Social Development Standard Two

Students will make decisions, set goals, and take necessary action to achieve goals.

7	8	Indicators
Demonstrate use of problem-solving and decision-making models.	Using sample situations, demonstrate ability to apply problem-solving and / decision-making skills.	A. Use a decision-making and problem-solving model.
Identify alternative solutions as a part of problem solving. ~ Discuss current problems in the past / the news and brainstorm possible solutions and predict possible outcomes.	Identify and evaluate alternative solutions to a problem.	B. Identify alternative solutions to a problems and possible outcomes of possible solutions.
Identify problems, possible coping behaviors, and their probable consequences. ~ Recognize a variety of coping mechanisms and evaluate, based on likely outcomes. Recognize and evaluate personal coping mechanisms and set goals for improvement, incorporating new ideas.	Identify and evaluate a variety of coping mechanisms; self-evaluating personal coping mechanisms. ~ Know how to recognize and productively use self-talk.	C. Develop effective coping skills for dealing with problems.
Understand the process of peer pressure. ~ Brainstorm situations in which peer pressure might become a factor; discuss how the pressure might affect different individuals; identify the difference between peer pressure and peer support; and ways to avoid or cope with peer pressure. ~ Role-play refusal skills.	Identify possible thought-processes in dealing with peer pressure, given potential situations in which peer pressure could influence decision making. ~ Recognize personal choices influenced by peer pressure.	D. Know when peer pressure or media messages are influencing a decision.
Explore meanings of persistence and perseverance, use examples from daily life and literature; self-rate. ~ Define 'persistence' and 'perseverance' and give examples from personal exp / literature / history.	Define and self-rate ability to persist and persevere in acquiring knowledge and skills. ~ Strategize ways to master tasks / parts of the whole, individually or step-by-step, until the whole is mastered.	E. Use persistence and perseverance in acquiring knowledge and skills.

Personal/Social Development Standard Three
Students will understand safety and survival skills.

K/1	2	3	4
Memorize & recite personal information (telephone numbers, parent names, etc.)	Demonstrate ability to write personal information and to call (on a variety of phones) for help.	← →	Give directions for getting from school to home and other common destinations in the area.
Know the difference between appropriate "ok" and inappropriate "not ok" physical contact.	Be able to show appropriate physical contact.	Demonstrate and model appropriate physical contact.	Give guidelines and model age-appropriate physical contact.
Practice saying "No" to unwanted or inappropriate invasions of privacy / space, getting away, and telling a trusted adult.	Identify boundaries, rights and personal privacy; Practice saying "No", ...	Define personal boundaries for yourself and others. ~ Define personal information that is appropriate for sharing, given a variety of settings.	Define personal rights and personal privacy.
Define stress and list some of its symptoms; discuss ("ok" and "not ok") ways to reduce stress.	Determine one thing that makes you stressed. Discuss and illustrate coping skills.	Determine different ways to prevent stress and evaluate which might work for him/her.	Practice assertiveness; relaxation; and decision making; problem solving and conflict management.
Be able to identify and describe primary emotions; define ways to express feelings appropriately.	Expand feelings vocabulary; identify feelings appropriate to a variety of situations; identify ways of expressing feelings as inappropriate or inappropriate.	Describe ways to seek help in coping with life events.	Define and list potential "live events"; discussing the emotions that may accompany them and coping strategies. ~ Identify coping strategies used by characters in Literature.

5	6	Indicators
Demonstrate ability to give and receive directions for getting from one place to another, locally.	Decide appropriate time & place to give information, specifically concerning internet.	A. Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
	Describe ways to deal with uncomfortable situations.	B. Learn the difference between appropriate and inappropriate physical contact.
Recognize need to assert themselves in face of potential consequences.	Rehearse ways to assert personal boundaries, rights, and personal privacy.	C. Demonstrate the ability to assert boundaries, rights, and personal privacy.
Apply stress relieving strategies that work for students.	Brainstorm, evaluate and share a variety of coping techniques.	D. Learn techniques for managing stress and conflict.
Recognize and discuss coping strategies used by characters in Literature.	List a variety of potential life events and appropriate coping skills.	E. Learn coping skills for managing life events.

Personal/Social Development Standard Three
Students will understand safety and survival skills.

7	8	Indicators
Define the differences between situations requiring peer and adult support. ~ Recognize “a danger to self or others” as reason for requiring adult / adult professional help.	Evaluate situations and make the appropriate choice between peer and adult help. Know signs of suicidal behavior, appropriate responses, and how to get adult / professional help.	A. Differentiate between situations requiring peer support and situations requiring adult or adult professional help.
Differentiate between the need for problem-solving and / or decision-making skills for sample situations. ~ Evaluate hypothetical situations with regard to personal safety and identify safe solutions, using ...	Exhibit effective problem-solving and decision-making skills. ~ Continue from 7 th grade.	B. Apply effective problem-solving and decision-making skills to make safe and healthy choices.
Demonstrate understanding of the consequences of abuse, addiction, help and rehabilitation. ~ Develop awareness of drugs and their effects.	Understand pathways to abuse and addiction.	C. Learn about the emotional and physical dangers of substance use and abuse.
Role-play refusal skills. ~ Value of being confident / having self-confidence and self-control Role-play refusal skills and set personal goals.	Demonstrate ability to make healthy safe choices in face of peer pressure. ~ Create self-talk that helps / hinders making good choices.	D. Learn how to cope with peer pressure.
Analyze media messages meant to sell products, as well as hidden messages.		E. Learn how to cope with media messages.

Career Development Standard One

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

K/1	2	3	4
Work with partners. ~ Classroom jobs.	Work in small groups. ~ ←	Work in small groups. ~ ←	Plan and participate in a small group community project. ←
Discuss occupations of characters in literature, as well as those of speakers and seen on field trips.	Develop familiarity with different career names. ~ Experience guest speakers and field trips about occupations.	Categorize careers according to the 12 different fields of careers. ~ Identify differences between traditional/ nontraditional career choices.	Choose a traditional/ nontraditional career to research and present to the class; invite someone in that career to speak to the class.
Choose activity during free-time.	Identify personal interests and skills. ~ Recognize differences between good and poor choices, based on outcomes.	Identify and develop personal interests and skills.	Develop personal interests and skills.
With teacher's help, set daily goal, based on academic or behavioral needs. Track on a chart.	Plan and set classroom goals; daily; weekly; etc.	Plan and set personal goals.	Write the goals needed to pursue the career researched above.
Play organized games. ~ Use homework folders.	Organize group games. ~ Use homework folders or assignment sheets.	Plan events such as class parties, field trips, etc. ~ Learn Problem-solving Strategies. ~ Use Planners.	Utilize planners, evaluating and changing format as helpful. ~ Apply problem solving strategies.

5	6	Indicators
Participate in a cooperative project to plan, interview and film people in different careers.		A. Learn how to interact and work cooperatively in teams.
Compare and contrast similar occupations.	Classify occupations according to Career Fields. ~ Attend a Career Fair.	B. Learn about the variety of traditional and nontraditional occupations.
	Explore ways life choices can impact job/ career outcomes.	C. Learn to make decisions.
Set personal, social, academic or other weekly and semester goals and evaluate progress.	Set short-term and long-term goals. Create a personal mission statement.	D. Learn how to set goals.
Critique the film (above) and evaluate the cooperative-project process.	Work productively with others.	E. Acquire employability skills such as working on a team, problem-solving, and organizational skills.

Career Development Standard One

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

7	8	Indicators
Identify and evaluate personal attitudes toward different kinds of work and different kinds of learning.	Identify types of work / learning personally preferred and ways to accommodate preferences.	A. Develop a positive attitude toward work and learning.
Explore personal abilities, skills, interests and motivations.	Use commercial learning preference and interest inventories.	B. Develop an awareness of and explore personal abilities, skills, interests, and motivations.
Use the Internet and other resources to explore career interests and job opportunities. ~ Explore careers through a wide variety of resources: pay, job outlook, related opportunities, education and / or training requirements, benefits and responsibilities.	Present personal career interest(s) using technology.	C. Develop skills to locate, evaluate, and interpret career information, using a variety of sources including the Internet.
Understand that planning increases efficiency and reduces frustration and/ or loss of time and/ or money, ultimately hindering success.	Examine the challenges and benefits of planning. ~ Plan high school course selection.	D. Understand the importance of planning.

Career Development Standard Two

Students will employ strategies to achieve future career goals with success and satisfaction.

K/1	2	3	4
List likely attributes of persons in careers / jobs they recognize.	Identify and share personal skills and interests.	Identify careers / jobs matching their personal skills and interests.	Explore and expand personal skills, interests and abilities.
Recognize different careers / jobs and their uniforms.	Expand awareness of different jobs and careers.	Interview family members as to how they planned for their careers.	Share what they like about a certain career and how/where they learned about it, with the class.

5	6	Indicators
Identify personal skills, interests, and abilities and identify a career aligned with those	Investigate careers matching personal skills, interests and abilities.	A. Identify personal skills, interests, and abilities and relate them to current career choices
Identify requirements for pursuit of a career aligned with personal skills & interests. ~ Research a job that is interesting	Explore preparation for a career of interest by interviewing persons in that career; Report	B. Demonstrate knowledge of the career planning process

7	8	Indicators
Construct and complete a chart reflecting personal abilities and interests, education, prerequisites, time and cost of education and options offered by education / training and career requirements of interesting careers.	Explore high school course offerings and their impact on career preparedness. ~ Enroll in high school, making course selections.	A. Apply decision-making skills to career planning and course selection.
Find and list post-secondary education requirements for programs of interest. Find and list education and / training requirements from job listings, career fairs, guest speakers & career exploration for jobs / careers of interest.	Plan high school course work to meet career and interest-oriented goals.	B. Demonstrate awareness of the education and training needed to achieve career goals.

Career Development Standard Three

Students will understand the relationship between personal qualities, education, training and the world of work.

K/1	2	3	4
Participate cooperatively in group activities.	Work cooperatively in groups.	Identify behaviors necessary for cooperative group-work.	Identify examples of cooperative teamwork in literature.
Identify personal interests and family member interests.	Explore personal interests.	Expand personal interests.	Explore and build upon personal interests.
Identify conflict situations typical to peer group and possible responses.	Dramatize conflict situations and possible responses.	Analyze needs for conflict management skills.	Analyze value of conflict management skills.

5	6	Indicators
Work cooperatively in groups.	Recognize the importance of working together as a team.	A. Learn to work cooperatively with others as a team member.
Explore the emotional satisfaction of pursuing personal interests.	Explore personal interests and how they relate to the 12 career fields.	B. Identify personal preferences and interests which influence career choices and success.
Understand and practice conflict management skills.	Demonstrate conflict management skills.	C. Learn how to use conflict management skills with peers.

7	8	Indicators
Develop an interview tool and interview adults about jobs they have held, including their preparation, sources of frustration, and feelings of success and satisfaction in their jobs. Draw some conclusions and report findings to the class.	Complete a job application and prepare a resume. ~ Reflect and apply to self: "The more you put in your basket, the more you have."	A. Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.
Define "educational achievement" and "career success" ~ Explore the GPA and ACT/SAT score requirements for certificate, 2 year, and 4 year post-secondary educational programs. Learn what schools and scholarships look at in evaluating students.	Evaluate attributes / requirements necessary for educational achievement and for career success & draw conclusions.	B. Understand the relationship between educational achievement and career success.
Discuss times individuals have done work / been successful & visualize physical feelings, emotions, self-talk resulting from accomplishing work monetary reward; self-sufficiency.	Explore the definitions of "success" and "satisfaction" in our culture and on a personal basis.	C. Explain how work can help to achieve personal success and satisfaction ~ if not work, then other interest(s).
Describe the variations of personal success that might be felt by people in a wide variety of careers.	Explore career choices with regard to sources of personal satisfaction Discuss personal traits expressible in various community jobs: highway workers, EMTs, etc.	D. Understand that work is an important and satisfying means of personal expression.