

# Clinton Public Schools

## Curriculum Guide For Guidance



# Clinton Public Schools Guidance Curriculum

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# Clinton Public Schools Guidance Curriculum

## Curriculum Renewal Team Members

Jacqueline Bonner	Joel Elementary School
Kimberly Brown	Joel Elementary School
Steve Mendelssohn	Pierson Elementary School
Claudine Kelly	Pierson Elementary School
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Sandy Kaplan	The Morgan School
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Dan Picchioni	The Morgan School
Janice O'Brien	The Morgan School
Mya Rodowicz	The Morgan School
Keri Hagness	High School Administration
Maryann O'Donnell	Assistant Superintendent, Chair

Approved by the  
Clinton Board of Education  
August 16, 2011

# **PROGRAM FOUNDATIONS**

## **Clinton Public Schools Mission Statement**

The mission of the Clinton Public Schools is to educate our students. A learning environment will be provided which will support and encourage students to acquire knowledge and develop the skills necessary to become productive, contributing, and respectful members of a diverse society. Participation in the Clinton Public Schools will enable students to become lifelong learners with an understanding that their futures can hold opportunities which are infinite.



### **MEANS TO ACCOMPLISH MISSION**

This mission is accomplished through:

- ❑ High student and staff expectations;
- ❑ Positive school climate;
- ❑ Safe and orderly school environment;
- ❑ Frequent monitoring of student progress;
- ❑ Positive school/community interactions;
- ❑ Promotion of physical and emotional well-being;
- ❑ Development of problem solving, critical, and creative thinking skills;
- ❑ Effective parental involvement;
- ❑ Adequate financial support; and
- ❑ Emphasis on the values of respect and responsibility

# **Clinton Public Schools**

## **K-12 District**

### **Foundation Skills and Competencies**

*The purpose for establishing a set of common learning competencies is the belief that all learning should be integrated. The following foundation skills and competencies are essential for all learners and must be incorporated in all disciplines. Therefore, there should be a common thread to link all disciplines. The foundation competencies are not intended to limit any discipline; rather, they are intended to provide teachers, students and the community with a set of common expectations that will enhance curriculum development and continuity, assist teachers in planning instruction, and improve student performance.*

1. Reads a variety of literary, informational, and persuasive texts with understanding, and is able to analyze, interpret, evaluate text, and reads for enjoyment.
2. Uses appropriate forms of expressions and conventions of Standard English to communicate and develop thoughts, share ideas, influence and persuade, and create and entertain.
3. Applies understanding of a writing process (drafting, revising, editing, and rewriting) to improve writing.
4. Listens and views verbal and nonverbal presentations in order to analyze, clarify, follow directions, and ask and answer questions.
5. Delivers oral and visual presentations using standard conventions, forms of expression, coherent sequence of thoughts, suitable vocabulary, and tools appropriate for the purpose and audience.
6. Applies computational skills, number sense and mathematical techniques to solve problems and judge reasonableness of results.
7. Collects, organizes, and presents data using charts, tables, and graphs to interpret findings, defend or refute predictions, and draw conclusions.
8. Investigates and evaluates information and arguments from various sources and points of view applying prior knowledge, and inductive and deductive reasoning to establish a personal stance and defend a rationale.
9. Accesses a wide range of resources (print, non-print, and technological) to expand knowledge, conduct research, communicate information, create original works, and investigate complex problems.
10. Designs and applies techniques for investigating real-world issues and problems including; posing questions, hypothesizing, observing, collecting and analyzing data, and communicating findings.
11. Works collaboratively in a group to accomplish a goal by exchanging ideas, synthesizing information, investigating solutions to a problem, sharing workload and completing assigned tasks.

Approved 8/12/2000

# Clinton Public Schools District Curriculum

## Characteristics of an Exemplary Curriculum

*The following characteristics are provided to help guide work of the curriculum renewal teams for all disciplines. These characteristics are widely accepted and supported in curriculum development literature.*

1. Meaningful:

A meaningful curriculum establishes a clear set of expectations for what students need to know and demonstrate in order to be successful in today's complex world.

2. Coherent:

A coherent curriculum provides opportunities at each level to learn and practice knowledge and skills, building on and expanding previous experiences and knowledge.

3. Articulated:

An articulated curriculum ensures that learning at different grade levels is appropriately sequenced, maintaining connections and relationships between grade levels.

4. Aligned:

An aligned curriculum connects the written curriculum, what is really taught, and assessment.

5. High Standards for all:

Curriculum recognizes and reflects the need for all students to perform well in order to gain knowledge and skills necessary to be successful.

6. Reasonable in Scope:

The curriculum provides a framework that represents a set of expectations that can be accomplished and provides teachers and administrators with guidelines for making decisions about instruction.

Seif, E. (1998). Curriculum Renewal a Case Study. Alexandria, VA: ASCD.

DuFour, R. & Eaker, R. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement

# **Clinton Public Schools**

## **Guidance Curriculum Renewal Team**

### **Philosophy of Guidance**

*A comprehensive, preK-12 Guidance Program embodies a partnership among pupil personnel staff\*, students, teachers, administrators, parents and the community. The aim of the guidance program is to graduate students with the understanding and insight necessary to achieve their personal, educational, vocational and social potentials throughout life. A quality guidance program provides opportunities for students to acquire skills, attitudes and knowledge which helps them to understand and respect self and others, acquire effective interpersonal skills, problem-solve, develop plans for success and to evolve into contributing members of our society. (\*Represents school counselors, school psychologists, school social workers, speech-language pathologists.*

#### **We further believe that:**

- All individuals possess a level of commitment, motivation, values and skills that they can build upon to find success, therefore emphasis should be placed on individual development.
- Collaboration with parents, educators and the community provides students with career and educational opportunities to promote postsecondary success in a diverse and technological society.
- A quality school guidance program fosters improved student performance in school and empowers teachers to develop a classroom climate that supports learning for all students.
- Guidance Programs are designed to develop a dynamic relationship integrating self-understanding, goal-setting and effective decision-making, facilitated by school personnel working collaboratively.
- All staff will assist students in learning to learn, learning to live and learning to work.
- The Guidance Program is planned and structured with specific content based upon state and national standards, which includes program content and knowledge, as well as the attitudes and skill competencies that students are expected to develop throughout their education.
- The Guidance Program will be evaluated and assessed on an on-going basis to insure that the needs within each building are met and students achieve success.
- Social skills instruction is embedded throughout the school setting and provides students the opportunity to learn critical life skills that include empathy training, emotion management and problem solving through modeling and positive reinforcement.

### **Goals of Guidance**

*As a result of this preK-12 Guidance Program, students will:*

1. Become self-directed, independent learners.
2. Take responsibility for actions and decisions, and understand consequences.
3. Develop communication skills to self-advocate and solve problems.
4. Demonstrate respect, understanding and tolerance of others.
5. Explore, develop and implement a plan for success.



# **CURRICULUM STRUCTURE**

**Clinton Public Schools  
Guidance Curriculum Renewal Team**

**District Frameworks**

**I. Academic Development**

- Become a self-directed, independent learner.

**II. Personal/Social Development**

- Take responsibility for actions and decisions, and understand consequences.
- Develop communication skills to self-advocate and solve problems.
- Demonstrate respect, understanding, and tolerance of others.

**III. Career Development**

- Explore, develop and implement a plan for success.

PK - 12 Guidance Learning Expectations

**I. Academic Development**

*Become a self-directed independent learner and problem solver.*

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
1 Utilize and employ active listening skills.	X	X	X	X	X	X	X	X	X	X				
2 Demonstrate the ability to work cooperatively in a group.	X	X	X	X	X	X	X	X	X	X				
3 Demonstrate the ability to listen.	X	X	X											
4 Work with and without supervision.	X	X	X											
5 Work independently and with others.	X	X												
6 Take pride in work and in achievement.		X	X	X	X	X	X	X	X	X	X	X	X	X
7 Demonstrate behaviors that lead to successful learning in school.		X	X	X	X	X	X	X	X	X	X	X	X	X
8 Identify and apply effective organizational and study strategies.					X	X	X	X	X	X	X	X	X	X
9 Explore the impact of a positive attitude on school success.					X	X	X	X	X	X	X	X	X	X
10 State the importance of learning.					X	X	X	X	X	X	X	X	X	X
11 Demonstrate how effort and persistence positively affect learning.					X	X	X	X	X	X	X	X	X	X
12 Provide opportunities to explore and develop a broad range of interests and abilities.						X	X	X	X	X	X	X	X	X
13 Identify and explore strategies to balance academic assignments, extracurricular activities and family life.						X	X	X	X	X	X	X	X	X
14 Explain the relationship between learning in school and future goals.							X	X	X	X	X	X	X	X
15 Identify behaviors, attitudes and beliefs that lead to successful learning and living.							X	X	X	X	X	X	X	X
16 Understand the relationship between learning and work.								X	X	X	X	X	X	X
17 Relate personal attributes to realistic educational goals								X	X	X	X	X	X	X
18 Understand the reasons for deadlines and the consequences for not meeting them.								X	X	X	X	X	X	X
19 Implement effective speaking, listening and inquiry skills.								X	X	X	X	X	X	X
20 Elect to participate in school and community activities that match goals and future interests.								X	X	X	X	X	X	X
21 Recognize their personal style of learning.								X	X	X	X	X	X	X
22 Investigate and utilize resources to help improve academic performance.								X	X	X	X	X	X	X
23 Identify and analyze their academic strengths and weaknesses.								X	X	X	X	X	X	X
24 Explore interests as they relate to school subjects.								X	X	X	X	X	X	X
25 Become self-directed, independent learners.								X	X	X	X	X	X	X
26 Understand how school success and academic achievement enhance future career and vocational opportunities.								X	X	X	X	X	X	X
27 Describe the benefits of completing high school and education beyond graduation.								X	X	X	X	X	X	X
28 Demonstrate knowledge of academic and vocational programs offered in high school.								X	X	X	X	X	X	X
29 Identify postsecondary options consistent with goals, abilities and achievements.								X	X	X	X	X	X	X

PK - 12 Guidance Learning Expectations

**I. Academic Development**

*Become a self-directed independent learner and problem solver.*

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
30										X	X	X	X	X
31										X	X	X	X	X
32										X	X	X	X	
33											X	X	X	X
34											X	X	X	X
35												X	X	X
36												X	X	X
37												X	X	X
38												X	X	
39													X	X
40													X	X
41													X	X
42													X	X

PK - 12 Guidance Learning Expectations

**II. Personal/Social Development**

*Take responsibility for actions and decisions, and understand consequences.*

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
1	X	X	X	X	X	X	X	X	X	X	X			
2	X	X	X	X	X	X	X	X	X	X	X			
3	X	X	X	X	X	X	X	X	X	X	X			
4	X	X	X	X	X	X	X	X	X	X	X			
5	X	X	X	X	X	X	X	X	X	X	X			
6	X	X	X	X	X	X	X	X	X	X	X			
7	X	X	X	X	X	X	X	X	X	X	X			
8	X	X	X	X	X	X	X	X	X	X	X			
9	X	X	X	X	X	X	X	X	X	X	X			
10	X	X	X	X	X	X	X	X	X	X	X			
11	X	X	X	X	X	X	X	X	X	X	X			
12	X	X	X	X	X	X	X	X	X	X	X			
13	X	X	X	X	X	X	X	X	X	X	X			
14	X	X	X	X	X	X	X	X	X	X	X			
15	X	X	X	X	X	X	X	X	X	X	X			
16	X	X	X	X	X	X	X	X	X	X	X			
17	X	X	X	X	X	X	X	X	X	X	X			
18	X	X	X	X	X	X	X	X	X	X	X			
19	X	X	X	X	X	X	X	X	X	X	X			
20	X	X	X	X	X	X	X	X	X	X	X			
21	X	X	X	X	X	X	X	X	X	X	X			
22	X	X	X	X	X	X	X	X	X	X	X			
23	X	X	X	X	X	X	X	X	X	X	X			
24	X	X	X	X	X	X	X	X	X	X	X			
25	X	X	X	X	X	X	X	X	X	X	X			
26	X	X	X	X	X	X	X	X	X	X	X			
27	X	X	X	X	X	X	X	X	X	X	X			
28	X	X	X	X	X	X	X	X	X	X	X			
29	X	X	X	X	X	X	X	X	X	X	X			
30	X	X	X	X	X	X	X	X	X	X	X			
31	X	X	X	X	X	X	X	X	X	X	X			
32	X	X	X	X	X	X	X	X	X	X	X			
33	X	X	X	X	X	X	X	X	X	X	X			
34	X	X	X	X	X	X	X	X	X	X	X			
35	X	X	X	X	X	X	X	X	X	X	X			
36	X	X	X	X	X	X	X	X	X	X	X			

PK - 12 Guidance Learning Expectations

**II. Personal/Social Development**

*Take responsibility for actions and decisions, and understand consequences.*

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
37						X	X	X	X	X	X	X	X	X
38						X	X	X	X	X	X	X	X	X
39						X	X	X	X	X	X	X	X	X
40						X	X	X	X	X	X	X	X	X
41						X	X	X	X	X	X	X	X	
42						X	X	X	X	X	X	X	X	
44						X	X	X	X	X	X	X		
45						X	X	X	X	X	X	X		
46						X	X	X	X	X	X	X		
47						X	X	X	X	X	X	X		
48						X	X	X	X	X	X	X		
49						X	X	X	X	X	X	X		
50						X	X	X	X	X	X	X		
51						X	X	X	X	X	X	X		
52						X	X	X	X	X	X	X		
53						X	X	X	X	X				
54						X	X	X	X	X				
55						X	X	X	X					
56								X	X	X	X	X	X	X
57								X	X	X	X	X	X	X
58								X	X	X	X	X	X	
59								X	X	X	X	X		
60								X	X	X	X	X		
61								X	X	X	X	X		
62									X	X	X	X	X	X
63									X	X	X	X		

PK - 12 Guidance Learning Expectations

**II. Personal/Social Development**

*Take responsibility for actions and decisions, and understand consequences.*

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
64 Interpret their feelings to others.										X	X	X	X	
65 Analyze the impact of individual similarities and differences on interpersonal relationships.											X	X	X	X

PK - 12 Guidance Learning Expectations

**III. Career Development**

*Explore, develop and implement a plan for success.*

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
1		X	X	X	X	X	X	X	X	X	X	X	X	X
2					X	X	X	X	X	X	X	X		
3						X	X	X	X	X				
4					X	X	X	X	X	X				
5					X	X	X	X	X					
6	X	X	X					X	X	X	X	X	X	X
7								X	X	X	X	X	X	X
8	X	X	X	X					X	X	X	X	X	X
9									X	X	X	X	X	X
10									X	X	X	X		
11										X	X	X	X	X
12										X	X	X	X	X
13										X	X	X	X	X
14										X	X	X	X	X
15										X	X	X		
16										X	X	X		
17										X	X	X		
18										X	X			
19										X				
20										X				
21										X	X	X	X	X
22										X	X	X	X	X
23										X	X	X	X	X
24										X	X	X	X	X
25										X	X	X	X	X
26										X	X	X		



PK - 12 Guidance Learning Expectations

**III. Career Development**

*Explore, develop and implement a plan for success.*

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
27											X	X		
28											X	X		
29											X	X		
30											X	X		
31											X	X		
32													X	X

**Guidance Curriculum: Grade Level Expectations**  
**Pre-Kindergarten**

**I. Academic Development**

*Become a self-directed, independent learner.*

1. Utilize and employ active listening skills.
2. Demonstrate the ability to work cooperatively in a group.
3. Demonstrate the ability to listen.
4. Work with and without supervision.
5. Work independently and with others.

**II. Personal/Social Development**

*Take responsibility for actions and decisions and understand consequences. Develop communication skills to self-advocate and solve problems. Demonstrate respect, understanding and tolerance of others.*

3. Develop and demonstrate effective communication.
4. Appropriately identify and express feelings.
5. Illustrate forms of nonverbal communication.
6. Discuss ways to solve problems with others.
7. Recognize similarities and differences in self and others.
8. Explore communication and the role it plays in getting along with others.
9. Demonstrate effective listening skills.
10. Share feelings and listen to others.
11. Learn the conflict resolution process.
12. Demonstrate skills for getting along with others.
13. Demonstrate an understanding of the impact that actions and words have on others.
14. Recognize personal boundaries.
15. Identify acts of meanness.
16. Identify skills used for positive interpersonal relations.
17. Discuss manners and the role they play in building friendships.
18. Understand the need for self-control and how to practice it.
19. Demonstrate ways to make and keep friends.
20. Distinguish between appropriate and inappropriate behaviors.
21. Demonstrate cooperative behavior in a group.

**III. Career Development**

*Explore, develop and implement a plan for success.*

Not applicable

## **Guidance Curriculum: Grade Level Expectations Kindergarten**

### **I. Academic Development**

*Become a self-directed, independent learner.*

1. Utilize and employ active listening skills.
2. Demonstrate the ability to work cooperatively in a group.
3. Demonstrate the ability to listen.
4. Work with and without supervision.
5. Work independently and with others.

### **II. Personal/Social Development**

*Take responsibility for actions and decisions and understand consequences. Develop communication skills to self-advocate and solve problems. Demonstrate respect, understanding and tolerance of others.*

1. Recognize and respond appropriately to nonverbal communication.
2. Distinguish between appropriate and inappropriate physical contact.
3. Develop and demonstrate effective communication.
4. Appropriately identify and express feelings
5. Illustrate forms of nonverbal communication.
6. Discuss ways to solve problems with others.
7. Recognize similarities and differences in self and others.
8. Explore communication and the role it plays in getting along with others.
9. Demonstrate effective listening skills.
10. Share feelings and listen to others.
11. Learn the conflict resolution process.
12. Demonstrate skills for getting along with others.
13. Demonstrate an understanding of the impact that actions and words have on others.
14. Recognize personal boundaries.
15. Identify acts of meanness.
16. Identify skills used for positive interpersonal relations.
17. Discuss manners and the role they play in building friendships.
18. Understand the need for self-control and how to practice it.
19. Demonstrate ways to make and keep friends.
20. Distinguish between appropriate and inappropriate behaviors.
21. Demonstrate cooperative behavior in a group.
22. Demonstrate self-control in the classroom, school and community.
23. Recognize needs of others and interact appropriately.

### **III. Career Development**

*Explore, develop and implement a plan for success.*

1. Develop and maintain a positive attitude toward learning and work.

# Guidance Curriculum: Grade Level Expectations

## Grade 1

### I. Academic Development

*Become a self-directed, independent learner.*

1. Utilize and employ active listening skills.
2. Demonstrate the ability to work cooperatively in a group.
3. Demonstrate the ability to listen.
4. Work with and without supervision.
6. Take pride in work and in achievement.

### II. Personal/Social Development

*Take responsibility for actions and decisions and understand consequences. Develop communication skills to self-advocate and solve problems. Demonstrate respect, understanding and tolerance of others.*

1. Recognize and respond appropriately to nonverbal communication.
2. Distinguish between appropriate and inappropriate physical contact.
3. Develop and demonstrate effective communication.
4. Appropriately identify and express feelings
5. Illustrate forms of nonverbal communication.
6. Discuss ways to solve problems with others.
7. Recognize similarities and differences in self and others.
8. Explore communication and the role it plays in getting along with others.
9. Demonstrate effective listening skills.
10. Share feelings and listen to others.
11. Learn the conflict resolution process.
12. Demonstrate skills for getting along with others.
13. Demonstrate an understanding of the impact that actions and words have on others.
14. Recognize personal boundaries.
15. Identify acts of meanness.
16. Identify skills used for positive interpersonal relations.
17. Discuss manners and the role they play in building friendships.
18. Understand the need for self-control and how to practice it.
19. Demonstrate ways to make and keep friends.
20. Distinguish between appropriate and inappropriate behaviors.
21. Demonstrate cooperative behavior in a group.
22. Demonstrate self-control in the classroom, school and community.
23. Recognize needs of others and interact appropriately
24. Recognize how decisions affect themselves and others around them.

### III. Career Development

*Explore, develop and implement a plan for success.*

1. Develop and maintain a positive attitude toward learning and work.

## Guidance Curriculum: Grade Level Expectations

### Grade 2

#### I. Academic Development

*Become a self-directed, independent learner.*

1. Utilize and employ active listening skills.
2. Demonstrate the ability to work cooperatively in a group.
6. Take pride in work and in achievement
7. Demonstrate behaviors that lead to successful learning in school.

#### II. Personal/Social Development

*Take responsibility for actions and decisions and understand consequences. Develop communication skills to self-advocate and solve problems. Demonstrate respect, understanding and tolerance of others.*

1. Recognize and respond appropriately to nonverbal communication.
2. Distinguish between appropriate and inappropriate physical contact.
3. Develop and demonstrate effective communication.
4. Appropriately identify and express feelings
5. Illustrate forms of nonverbal communication.
6. Discuss ways to solve problems with others.
7. Recognize similarities and differences in self and others.
8. Explore communication and the role it plays in getting along with others.
9. Demonstrate effective listening skills.
10. Share feelings and listen to others.
11. Learn the conflict resolution process.
12. Demonstrate skills for getting along with others.
13. Demonstrate an understanding of the impact that actions and words have on others.
14. Recognize personal boundaries.
15. Identify acts of meanness.
16. Identify skills used for positive interpersonal relations.
17. Discuss manners and the role they play in building friendships.
18. Understand the need for self-control and how to practice it.
19. Demonstrate ways to make and keep friends.
22. Demonstrate self-control in the classroom, school and community.
23. Recognize needs of others and interact appropriately
24. Recognize how decisions affect themselves and others around them.
25. Demonstrate when, where and how to seek help for solving problems.
26. Identify resources available in school and community for support.
27. Identify and illustrate positive characteristics of themselves.
28. Identify the various forms of peer influence and its impact on friendships and decisions.
29. Set a short- and long-term goal.

#### III. Career Development

*Explore, develop and implement a plan for success.*

1. Develop and maintain a positive attitude toward learning and work.

**Guidance Curriculum: Grade Level Expectations**  
**Grade 3**

**I. Academic Development**

*Become a self-directed, independent learner.*

1. Utilize and employ active listening skills.
2. Demonstrate the ability to work cooperatively in a group.
6. Take pride in work and in achievement
7. Demonstrate behaviors that lead to successful learning in school.
8. Identify and apply effective organizational and study strategies.
9. Explore the impact of a positive attitude on school success.
10. State the importance of learning.

**II. Personal/Social Development**

*Take responsibility for actions and decisions and understand consequences. Develop communication skills to self-advocate and solve problems. Demonstrate respect, understanding and tolerance of others.*

1. Recognize and respond appropriately to nonverbal communication.
2. Distinguish between appropriate and inappropriate physical contact.
3. Develop and demonstrate effective communication.
4. Appropriately identify and express feelings
5. Illustrate forms of nonverbal communication.
6. Discuss ways to solve problems with others.
7. Recognize similarities and differences in self and others.
8. Explore communication and the role it plays in getting along with others.
9. Demonstrate effective listening skills.
10. Share feelings and listen to others.
11. Learn the conflict resolution process.
12. Demonstrate skills for getting along with others.
13. Demonstrate an understanding of the impact that actions and words have on others.
14. Recognize personal boundaries.
15. Identify acts of meanness.
16. Identify skills used for positive interpersonal relations.
17. Discuss manners and the role they play in building friendships.
18. Understand the need for self-control and how to practice it.
19. Demonstrate ways to make and keep friends.
22. Demonstrate self-control in the classroom, school and community.
23. Recognize needs of others and interact appropriately
24. Recognize how decisions affect themselves and others around them.
25. Demonstrate when, where and how to seek help for solving problems.
26. Identify resources available in school and community for support.
27. Identify and illustrate positive characteristics of themselves.
28. Identify the various forms of peer influence and its impact on friendships and decisions.
29. Set a short- and long-term goal.
30. Demonstrate that effective communication involves speaking, listening and nonverbal behavior.
31. Summarize positive ways to respond to negative comments.

**Guidance Curriculum: Grade Level Expectations  
Grade 3 (continued)**

**II. Personal/Social Development (continued)**

32. Understand the importance of goal setting and follow-through.
33. Understand qualities that are helpful in making good friends.

**III. Career Development**

*Explore, develop and implement a plan for success.*

1. Develop and maintain a positive attitude toward learning and work.
2. Understand the importance of responsibility and good work habits.

**Guidance Curriculum: Grade Level Expectations**  
**Grade 4**

**I. Academic Development**

*Become a self-directed, independent learner.*

1. Utilize and employ active listening skills.
2. Demonstrate the ability to work cooperatively in a group.
6. Take pride in work and in achievement
7. Demonstrate behaviors that lead to successful learning in school.
8. Identify and apply effective organizational and study strategies.
9. Explore the impact of a positive attitude on school success.
10. State the importance of learning.
11. Demonstrate how effort and persistence positively affect learning.
12. Provide opportunities to explore and develop a broad range of interests and abilities.
13. Identify and explore strategies to balance academic assignments, extracurricular activities and family life.

**II. Personal/Social Development**

*Take responsibility for actions and decisions and understand consequences. Develop communication skills to self-advocate and solve problems. Demonstrate respect, understanding and tolerance of others.*

1. Recognize and respond appropriately to nonverbal communication.
2. Distinguish between appropriate and inappropriate physical contact.
3. Develop and demonstrate effective communication.
4. Appropriately identify and express feelings
5. Illustrate forms of nonverbal communication.
6. Discuss ways to solve problems with others.
7. Recognize similarities and differences in self and others.
8. Explore communication and the role it plays in getting along with others.
9. Demonstrate effective listening skills.
10. Share feelings and listen to others.
11. Learn the conflict resolution process
12. Demonstrate skills for getting along with others.
13. Demonstrate an understanding of the impact that actions and words have on others.
14. Recognize personal boundaries.
15. Identify acts of meanness.
22. Demonstrate self-control in the classroom, school and community.
24. Recognize how decisions affect themselves and others around them.
25. Demonstrate when, where and how to seek help for solving problems.
26. Identify resources available in school and community for support.
27. Identify and illustrate positive characteristics of themselves.
28. Identify the various forms of peer influence and its impact on friendships and decisions.
29. Set a short- and long-term goal.
30. Demonstrate that effective communication involves speaking, listening and nonverbal behavior.



**Guidance Curriculum: Grade Level Expectations**  
**Grade 4 (continued)**

**II. Personal/Social Development (continued)**

31. Summarize positive ways to respond to negative comments.
32. Understand the importance of goal setting and follow-through.
33. Understand qualities that are helpful in making good friends.
34. Accept responsibility for decisions.
35. Understand and respect self and others.
36. Use conflict resolution skills to resolve issues.
37. Describe acts of meanness/harassment and its implications and consequences.
38. Understand and respect privacy rights of self and others.
39. Demonstrate respect for alternative points of view.
40. Demonstrate respect, understanding and tolerance of individual and/or group differences.
41. Apply effective problem solving and decision making skills to make safe and healthy choices.
42. Apply communication skills to conflict situations.
43. Describe how their attitudes and behaviors can positively or negatively effect goal setting and accomplishment.
44. Recognize and demonstrate effective ways to deal with negative peer pressure.
45. Recognize and understand positive peer influence and its implications for decision making.
46. Demonstrate skills to effectively express opinions, attitudes and beliefs in a group situation.
47. Identify and describe causes of stress and conflicts.
48. Identify a goal and steps in the decision-making process to achieve it.
49. Demonstrate effective decision-making skills that lead to positive interpersonal relationships and socialization.
50. Develop effective coping skills for dealing with problems.
51. Demonstrate an awareness of the negative aspects of cliques.
52. Describe aspects of a safe environment.
53. Demonstrate an understanding of the steps in the decision making process.
54. Explain how personal attitudes and beliefs influence behavior.
55. Demonstrate healthy ways of dealing with conflicts.

**III. Career Development**

*Explore, develop and implement a plan for success.*

1. Develop and maintain a positive attitude toward learning and work.
2. Understand the importance of responsibility and good work habits.
3. List reasons why people work.
4. Develop an awareness of the dignity in all forms of work.
5. Discuss responsibilities they have at school and in the home.

**Guidance Curriculum: Grade Level Expectations**  
**Grade 5**

**I. Academic Development**

*Become a self-directed, independent learner.*

1. Utilize and employ active listening skills.
2. Demonstrate the ability to work cooperatively in a group.
6. Take pride in work and in achievement
8. Identify and apply effective organizational and study strategies.
9. Explore the impact of a positive attitude on school success.
10. State the importance of learning.
11. Demonstrate how effort and persistence positively affect learning.
12. Provide opportunities to explore and develop a broad range of interests and abilities.
13. Identify and explore strategies to balance academic assignments, extracurricular activities and family life.
14. Explain the relationship between learning in school and future goals.
15. Identify behaviors, attitudes and beliefs that lead to successful learning and living.

**II. Personal/Social Development**

*Take responsibility for actions and decisions and understand consequences. Develop communication skills to self-advocate and solve problems. Demonstrate respect, understanding and tolerance of others.*

1. Recognize and respond appropriately to nonverbal communication.
2. Distinguish between appropriate and inappropriate physical contact.
3. Develop and demonstrate effective communication.
4. Appropriately identify and express feelings
5. Illustrate forms of nonverbal communication.
6. Discuss ways to solve problems with others.
7. Recognize similarities and differences in self and others.
8. Explore communication and the role it plays in getting along with others.
9. Demonstrate effective listening skills.
10. Share feelings and listen to others.
11. Learn the conflict resolution process.
12. Demonstrate skills for getting along with others.
13. Demonstrate an understanding of the impact that actions and words have on others.
14. Recognize personal boundaries.
22. Demonstrate self-control in the classroom, school and community.
24. Recognize how decisions affect themselves and others around them.
25. Demonstrate when, where and how to seek help for solving problems.
26. Identify resources available in school and community for support.
27. Identify and illustrate positive characteristics of themselves.
28. Identify the various forms of peer influence and its impact on friendships and decisions.
29. Set a short- and long-term goal.
30. Demonstrate that effective communication involves speaking, listening and nonverbal behavior.

**Guidance Curriculum: Grade Level Expectations**  
**Grade 5 (continued)**

**II. Personal/Social Development (continued)**

31. Summarize positive ways to respond to negative comments.
32. Understand the importance of goal setting and follow-through.
33. Understand qualities that are helpful in making good friends.
34. Accept responsibility for decisions.
35. Understand and respect self and others.
36. Use conflict resolution skills to resolve issues.
37. Describe acts of meanness/harassment and its implications and consequences.
38. Understand and respect privacy rights of self and others.
39. Demonstrate respect for alternative points of view.
40. Demonstrate respect, understanding and tolerance of individual and/or group differences.
41. Apply effective problem solving and decision making skills to make safe and healthy choices.
42. Apply communication skills to conflict situations.
43. Describe how their attitudes and behaviors can positively or negatively effect goal setting and accomplishment.
44. Recognize and demonstrate effective ways to deal with negative peer pressure.
45. Recognize and understand positive peer influence and its implications for decision making.
46. Demonstrate skills to effectively express opinions, attitudes and beliefs in a group situation.
47. Identify and describe causes of stress and conflicts.
48. Identify a goal and steps in the decision-making process to achieve it.
49. Demonstrate effective decision-making skills that lead to positive interpersonal relationships and socialization.
50. Develop effective coping skills for dealing with problems.
51. Demonstrate an awareness of the negative aspects of cliques.
52. Describe aspects of a safe environment.
53. Demonstrate an understanding of the steps in the decision making process.
54. Explain how personal attitudes and beliefs influence behavior.
55. Demonstrate healthy ways of dealing with conflicts.

**III. Career Development**

*Explore, develop and implement a plan for success.*

1. Develop and maintain a positive attitude toward learning and work.
2. Understand the importance of responsibility and good work habits.
3. List reasons why people work.
4. Develop an awareness of the dignity in all forms of work.
5. Discuss responsibilities they have at school and in the home.

**Guidance Curriculum: Grade Level Expectations**  
**Grade 6**

**I. Academic Development**

*Become a self-directed, independent learner.*

1. Utilize and employ active listening skills.
2. Demonstrate the ability to work cooperatively in a group.
6. Take pride in work and in achievement
8. Identify and apply effective organizational and study strategies.
9. Explore the impact of a positive attitude on school success.
10. State the importance of learning.
11. Demonstrate how effort and persistence positively affect learning.
12. Provide opportunities to explore and develop a broad range of interests and abilities.
13. Identify and explore strategies to balance academic assignments, extracurricular activities and family life.
14. Explain the relationship between learning in school and future goals.
15. Identify behaviors, attitudes and beliefs that lead to successful learning and living.
16. Understand the relationship between learning and work.
17. Relate personal attributes to realistic educational goals.
18. Understand the reasons for deadlines and consequences for not meeting them.
19. Implement effective speaking, listening and inquiry skills.
20. Elect to participate in school and community activities that match goals and future interests.
21. Recognize their personal style of learning.
22. Investigate and utilize resources to help improve academic performance.
23. Identify and analyze their academic strengths and weaknesses.
24. Explore interests as they relate to school subjects.

**II. Personal/Social Development**

*Take responsibility for actions and decisions and understand consequences. Develop communication skills to self-advocate and solve problems. Demonstrate respect, understanding and tolerance of others.*

1. Recognize and respond appropriately to nonverbal communication.
2. Distinguish between appropriate and inappropriate physical contact.
3. Develop and demonstrate effective communication.
4. Appropriately identify and express feelings
5. Illustrate forms of nonverbal communication.
6. Discuss ways to solve problems with others.
22. Demonstrate self-control in the classroom, school and community.
24. Recognize how decisions affect themselves and others around them.
25. Demonstrate when, where and how to seek help for solving problems.
26. Identify resources available in school and community for support.
27. Identify and illustrate positive characteristics of themselves.
28. Identify the various forms of peer influence and its impact on friendships and decisions.

**Guidance Curriculum: Grade Level Expectations**  
**Grade 6 (continued)**

**II. Personal/Social Development (continued)**

30. Demonstrate that effective communication involves speaking, listening and nonverbal behavior.
31. Summarize positive ways to respond to negative comments.
32. Understand the importance of goal setting and follow-through.
33. Understand qualities that are helpful in making good friends.
34. Accept responsibility for decisions.
35. Understand and respect self and others.
36. Use conflict resolution skills to resolve issues.
37. Describe acts of meanness/harassment and its implications and consequences.
38. Understand and respect privacy rights of self and others.
39. Demonstrate respect for alternative points of view.
40. Demonstrate respect, understanding and tolerance of individual and/or group differences.
41. Apply effective problem solving and decision making skills to make safe and healthy choices.
42. Apply communication skills to conflict situations.
43. Describe how their attitudes and behaviors can positively or negatively effect goal setting and accomplishment.
44. Recognize and demonstrate effective ways to deal with negative peer pressure.
45. Recognize and understand positive peer influence and its implications for decision making.
46. Demonstrate skills to effectively express opinions, attitudes and beliefs in a group situation.
47. Identify and describe causes of stress and conflicts.
48. Identify a goal and steps in the decision-making process to achieve it.
49. Demonstrate effective decision-making skills that lead to positive interpersonal relationships and socialization.
50. Develop effective coping skills for dealing with problems.
51. Demonstrate an awareness of the negative aspects of cliques.
52. Describe aspects of a safe environment.
53. Demonstrate an understanding of the steps in the decision making process.
54. Explain how personal attitudes and beliefs influence behavior.
55. Demonstrate healthy ways of dealing with conflicts.
56. Describe how personal, social, education and career goals are interrelated.
57. Identify referral options for self and others.
58. Develop an enhanced awareness of self and independence in decision making and problem solving.
59. Demonstrate the importance of setting priorities to goal achievement.
60. Understand and analyze the possible alternatives and consequences of decisions to self and others.
61. Differentiate between situations requiring peer support and those requiring adult professional help.

**Guidance Curriculum: Grade Level Expectations**  
**Grade 6 (continued)**

**III. Career Development**

*Explore, develop and implement a plan for success.*

1. Develop and maintain a positive attitude toward learning and work.
2. Understand the importance of responsibility and good work habits.
3. List reasons why people work.
4. Develop an awareness of the dignity in all forms of work.
5. Discuss responsibilities they have at school and in the home.
6. Acquire employability skills such as working on a team, problem-solving and organizational skills.
7. Review and modify the Student Success Plan and Junior Exhibition Portfolio to reflect changing interests and goals.

**I. Academic Development**

*Become a self-directed, independent learner.*

1. Utilize and employ active listening skills.
2. Demonstrate the ability to work cooperatively in a group.
6. Take pride in work and in achievement
7. Demonstrate behaviors that lead to successful learning in school.
8. Identify and apply effective organizational and study strategies.
9. Explore the impact of a positive attitude on school success.
11. Demonstrate how effort and persistence positively affect learning.
12. Provide opportunities to explore and develop a broad range of interests and abilities.
13. Identify and explore strategies to balance academic assignments, extracurricular activities and family life.
14. Explain the relationship between learning in school and future goals.
15. Identify behaviors, attitudes and beliefs that lead to successful learning and living.
16. Understand the relationship between learning and work.
17. Relate personal attributes to realistic educational goals.
18. Understand the reasons for deadlines and consequences for not meeting them.
19. Implement effective speaking, listening and inquiry skills.
20. Elect to participate in school and community activities that match goals and future interests.
21. Recognize their personal style of learning.
22. Investigate and utilize resources to help improve academic performance.
23. Identify and analyze their academic strengths and weaknesses.
24. Explore interests as they relate to school subjects.
25. Become self-directed, independent learners.
26. Understand how school success and academic achievement enhance future career and vocational opportunities.
27. Describe the benefits of completing high school and education beyond graduation.
28. Demonstrate knowledge of academic and vocational programs offered in high school.

**II. Personal/Social Development**

*Take responsibility for actions and decisions and understand consequences. Develop communication skills to self-advocate and solve problems. Demonstrate respect, understanding and tolerance of others.*

1. Recognize and respond appropriately to nonverbal communication.
2. Distinguish between appropriate and inappropriate physical contact.
3. Develop and demonstrate effective communication.
4. Appropriately identify and express feelings
22. Demonstrate self-control in the classroom, school and community.
25. Demonstrate when, where and how to seek help for solving problems.
26. Identify resources available in school and community for support.
27. Identify and illustrate positive characteristics of themselves.

**Guidance Curriculum: Grade Level Expectations**  
**Grade 7 (continued)**

**II. Personal/Social Development (continued)**

29. Set a short- and long-term goal.
30. Demonstrate that effective communication involves speaking, listening and nonverbal behavior.
31. Summarize positive ways to respond to negative comments.
32. Understand the importance of goal setting and follow-through.
34. Accept responsibility for decisions.
35. Understand and respect self and others.
36. Use conflict resolution skills to resolve issues.
37. Describe acts of meanness/harassment and its implications and consequences.
38. Understand and respect privacy rights of self and others.
39. Demonstrate respect for alternative points of view.
40. Demonstrate respect, understanding and tolerance of individual and/or group differences.
41. Apply effective problem solving and decision making skills to make safe and healthy choices.
42. Apply communication skills to conflict situations.
43. Describe how their attitudes and behaviors can positively or negatively effect goal setting and accomplishment.
44. Recognize and demonstrate effective ways to deal with negative peer pressure.
45. Recognize and understand positive peer influence and its implications for decision making.
46. Demonstrate skills to effectively express opinions, attitudes and beliefs in a group situation.
47. Identify and describe causes of stress and conflicts.
48. Identify a goal and steps in the decision-making process to achieve it.
49. Demonstrate effective decision-making skills that lead to positive interpersonal relationships and socialization.
50. Develop effective coping skills for dealing with problems.
51. Demonstrate an awareness of the negative aspects of cliques.
52. Describe aspects of a safe environment.
53. Demonstrate an understanding of the steps in the decision making process.
54. Explain how personal attitudes and beliefs influence behavior.
55. Demonstrate healthy ways of dealing with conflicts.
56. Describe how personal, social, education and career goals are interrelated.
57. Identify referral options for self and others.
58. Develop an enhanced awareness of self and independence in decision making and problem solving.
59. Demonstrate the importance of setting priorities to goal achievement.
60. Understand and analyze the possible alternatives and consequences of decisions to self and others.
61. Differentiate between situations requiring peer support and those requiring adult professional help.
62. Identify and implement the steps necessary to accomplish personal, social, educational and career goals.
63. Demonstrate ways of handling stress and conflicts.



**Guidance Curriculum: Grade Level Expectations**  
**Grade 7 (continued)**

**III. Career Development**

*Explore, develop and implement a plan for success.*

1. Develop and maintain a positive attitude toward learning and work.
2. Understand the importance of responsibility and good work habits.
3. List reasons why people work.
4. Develop an awareness of the dignity in all forms of work.
5. Discuss responsibilities they have at school and in the home.
6. Acquire employability skills such as working on a team, problem-solving and organizational skills.
7. Review and modify the Student Success Plan and Junior Exhibition Portfolio to reflect changing interests and goals.
8. Identify factors important in career choice.
9. Demonstrate awareness of the education and training needed to achieve career goals.
10. Discuss “wants” vs. “needs” as related to work and income.

**Guidance Curriculum: Grade Level Expectations**  
**Grade 8**

**I. Academic Development**

*Become a self-directed, independent learner.*

1. Utilize and employ active listening skills.
2. Demonstrate the ability to work cooperatively in a group.
6. Take pride in work and in achievement
7. Demonstrate behaviors that lead to successful learning in school.
8. Identify and apply effective organizational and study strategies.
9. Explore the impact of a positive attitude on school success.
11. Demonstrate how effort and persistence positively affect learning.
12. Provide opportunities to explore and develop a broad range of interests and abilities.
13. Identify and explore strategies to balance academic assignments, extracurricular activities and family life.
14. Explain the relationship between learning in school and future goals.
15. Identify behaviors, attitudes and beliefs that lead to successful learning and living.
16. Understand the relationship between learning and work.
17. Relate personal attributes to realistic educational goals.
18. Understand the reasons for deadlines and consequences for not meeting them.
19. Implement effective speaking, listening and inquiry skills.
20. Elect to participate in school and community activities that match goals and future interests.
21. Recognize their personal style of learning.
22. Investigate and utilize resources to help improve academic performance.
23. Identify and analyze their academic strengths and weaknesses.
24. Explore interests as they relate to school subjects.
25. Become self-directed, independent learners.
26. Understand how school success and academic achievement enhance future career and vocational opportunities.
27. Describe the benefits of completing high school and education beyond graduation.
28. Demonstrate knowledge of academic and vocational programs offered in high school.
29. Identify postsecondary options consistent with goals, abilities and achievements.
30. Identify personal responsibilities for planning future goals
31. Set academic, career and personal goals and develop a plan.
32. Select high school courses that reflect abilities, goals and graduation requirements.

**II. Personal/Social Development**

*Take responsibility for actions and decisions and understand consequences. Develop communication skills to self-advocate and solve problems. Demonstrate respect, understanding and tolerance of others.*

1. Recognize and respond appropriately to nonverbal communication.
2. Distinguish between appropriate and inappropriate physical contact.
3. Develop and demonstrate effective communication.
4. Appropriately identify and express feelings

**Guidance Curriculum: Grade Level Expectations**  
**Grade 8 (continued)**

**II. Personal/Social Development (continued)**

22. Demonstrate self-control in the classroom, school and community.
25. Demonstrate when, where and how to seek help for solving problems.
26. Identify resources available in school and community for support.
27. Identify and illustrate positive characteristics of themselves.
29. Set a short- and long-term goal.
30. Demonstrate that effective communication involves speaking, listening and nonverbal behavior.
31. Summarize positive ways to respond to negative comments.
32. Understand the importance of goal setting and follow-through.
34. Accept responsibility for decisions.
35. Understand and respect self and others.
36. Use conflict resolution skills to resolve issues.
37. Describe acts of meanness/harassment and its implications and consequences.
38. Understand and respect privacy rights of self and others.
39. Demonstrate respect for alternative points of view.
40. Demonstrate respect, understanding and tolerance of individual and/or group differences.
41. Apply effective problem solving and decision making skills to make safe and healthy choices.
42. Apply communication skills to conflict situations.
43. Describe how their attitudes and behaviors can positively or negatively effect goal setting and accomplishment.
44. Recognize and demonstrate effective ways to deal with negative peer pressure.
45. Recognize and understand positive peer influence and its implications for decision making.
46. Demonstrate skills to effectively express opinions, attitudes and beliefs in a group situation.
47. Identify and describe causes of stress and conflicts.
48. Identify a goal and steps in the decision-making process to achieve it.
49. Demonstrate effective decision-making skills that lead to positive interpersonal relationships and socialization.
50. Develop effective coping skills for dealing with problems.
51. Demonstrate an awareness of the negative aspects of cliques
52. Describe aspects of a safe environment.
53. Demonstrate an understanding of the steps in the decision making process.
54. Explain how personal attitudes and beliefs influence behavior.
56. Describe how personal, social, education and career goals are interrelated.
57. Identify referral options for self and others.
58. Develop an enhanced awareness of self and independence in decision making and problem solving.
59. Demonstrate the importance of setting priorities to goal achievement.
60. Understand and analyze the possible alternatives and consequences of decisions to self and others.
61. Differentiate between situations requiring peer support and those requiring adult professional help.
62. Identify and implement the steps necessary to accomplish personal, social, educational and career goals.

**Guidance Curriculum: Grade Level Expectations**  
**Grade 8 (continued)**

**II. Personal/Social Development (continued)**

- 63. Demonstrate ways of handling stress and conflicts.
- 64. Interpret their feelings to others

**III. Career Development**

*Explore, develop and implement a plan for success.*

- 1. Develop and maintain a positive attitude toward learning and work.
- 2. Understand the importance of responsibility and good work habits.
- 3. List reasons why people work.
- 4. Develop an awareness of the dignity in all forms of work.
- 5. Discuss responsibilities they have at school and in the home.
- 6. Acquire employability skills such as working on a team, problem-solving and organizational skills.
- 7. Review and modify the Student Success Plan and Junior Exhibition Portfolio to reflect changing interests and goals.
- 8. Identify factors important in career choice.
- 9. Demonstrate awareness of the education and training needed to achieve career goals.
- 10. Discuss “wants” vs. “needs” as related to work and income.
- 11. Describe the relationship between career interests, high school course selection and post-secondary education options.
- 12. Demonstrate skills to complete a quality application.
- 13. Discuss reasons why employers reject job applicants.
- 14. Demonstrate skills in using school, community and technology resources to learn about careers.
- 15. Explore skills, talents and education needed for jobs/careers.
- 16. Distinguish the difference among the terms job, career and occupation.
- 17. Define personality and its influence in work/career choice.
- 18. Understand that work can be an important and satisfying means of personal expression.
- 19. Learn about traditional and non-traditional careers.
- 20. Investigate the implications of sex role stereotyping in career planning.

# Guidance Curriculum: Grade Level Expectations

## Grade 9

### I. Academic Development

*Become a self-directed, independent learner.*

6. Take pride in work and in achievement
7. Demonstrate behaviors that lead to successful learning in school.
8. Identify and apply effective organizational and study strategies.
11. Demonstrate how effort and persistence positively affect learning.
12. Provide opportunities to explore and develop a broad range of interests and abilities.
13. Identify and explore strategies to balance academic assignments, extracurricular activities and family life.
14. Explain the relationship between learning in school and future goals.
15. Identify behaviors, attitudes and beliefs that lead to successful learning and living.
16. Understand the relationship between learning and work.
17. Relate personal attributes to realistic educational goals.
18. Understand the reasons for deadlines and consequences for not meeting them.
19. Implement effective speaking, listening and inquiry skills.
20. Elect to participate in school and community activities that match goals and future interests.
21. Recognize their personal style of learning.
22. Investigate and utilize resources to help improve academic performance.
23. Identify and analyze their academic strengths and weaknesses.
24. Explore interests as they relate to school subjects.
25. Become self-directed, independent learners.
26. Understand how school success and academic achievement enhance future career and vocational opportunities.
27. Describe the benefits of completing high school and education beyond graduation.
29. Identify postsecondary options consistent with goals, abilities and achievements.
30. Identify personal responsibilities for planning future goals
31. Set academic, career and personal goals and develop a plan.
32. Select high school courses that reflect abilities, goals and graduation requirements.
33. Apply strategies to fulfill education and career goals outlined in their individual learning plan.
34. Use assessment results in educational planning.

### II. Personal/Social Development

*Take responsibility for actions and decisions and understand consequences. Develop communication skills to self-advocate and solve problems. Demonstrate respect, understanding and tolerance of others.*

1. Recognize and respond appropriately to nonverbal communication.
2. Distinguish between appropriate and inappropriate physical contact.
25. Demonstrate when, where and how to seek help for solving problems.
26. Identify resources available in school and community for support.
29. Set a short- and long-term goal.
30. Demonstrate that effective communication involves speaking, listening and nonverbal behavior.
31. Summarize positive ways to respond to negative comments.

**Guidance Curriculum: Grade Level Expectations**  
**Grade 9 (continued)**

**II. Personal/Social Development (continued)**

34. Accept responsibility for decisions.
35. Understand and respect self and others.
36. Use conflict resolution skills to resolve issues.
37. Describe acts of meanness/harassment and its implications and consequences.
38. Understand and respect privacy rights of self and others.
39. Demonstrate respect for alternative points of view.
40. Demonstrate respect, understanding and tolerance of individual and/or group differences.
41. Apply effective problem solving and decision making skills to make safe and healthy choices.
42. Apply communication skills to conflict situations.
43. Describe how their attitudes and behaviors can positively or negatively effect goal setting and accomplishment.
44. Recognize and demonstrate effective ways to deal with negative peer pressure.
45. Recognize and understand positive peer influence and its implications for decision making.
46. Demonstrate skills to effectively express opinions, attitudes and beliefs in a group situation.
47. Identify and describe causes of stress and conflicts.
48. Identify a goal and steps in the decision-making process to achieve it.
49. Demonstrate effective decision-making skills that lead to positive interpersonal relationships and socialization.
50. Develop effective coping skills for dealing with problems.
51. Demonstrate an awareness of the negative aspects of cliques.
52. Describe aspects of a safe environment.
56. Describe how personal, social, education and career goals are interrelated.
57. Identify referral options for self and others.
58. Develop an enhanced awareness of self and independence in decision making and problem solving.
59. Demonstrate the importance of setting priorities to goal achievement.
60. Understand and analyze the possible alternatives and consequences of decisions to self and others.
61. Differentiate between situations requiring peer support and those requiring adult professional help.
62. Identify and implement the steps necessary to accomplish personal, social, educational and career goals.
63. Demonstrate ways of handling stress and conflicts.
64. Interpret their feelings to others.
65. Analyze the impact of individual similarities and differences on interpersonal relationships.

**III. Career Development**

*Explore, develop and implement a plan for success.*

1. Develop and maintain a positive attitude toward learning and work.
2. Understand the importance of responsibility and good work habits.
6. Acquire employability skills such as working on a team, problem-solving and organizational skills.

**Guidance Curriculum: Grade Level Expectations**  
**Grade 9 (continued)**

**III. Career Development (continued)**

7. Review and modify the Student Success Plan and Junior Exhibition Portfolio to reflect changing interests and goals.
8. Identify factors important in career choice.
9. Demonstrate awareness of the education and training needed to achieve career goals.
10. Discuss “wants” vs. “needs” as related to work and income.
11. Describe the relationship between career interests, high school course selection and post-secondary education options.
12. Demonstrate skills to complete a quality application.
13. Discuss reasons why employers reject job applicants.
14. Demonstrate skills in using school, community and technology resources to learn about careers.
15. Explore skills, talents and education needed for jobs/careers.
16. Distinguish the difference among the terms job, career and occupation.
17. Define personality and its influence in work/career choice.
18. Understand that work can be an important and satisfying means of personal expression.
21. Explore high school opportunities for future career preparation.
22. Complete required steps toward transition from high to entry into post-secondary education, training programs at work.
23. Learn to write a resume.
24. Demonstrate skills and attitudes essential for an interview.
25. Incorporate the results of standardized testing and other assessments in personal planning.
26. Take a career interest inventory and analyze the results.
27. Research a number of career options based on a career interest survey.
28. Investigate a career option by interviewing a worker in the selected career field.
29. Describe how the expectations of others affect career planning.
30. Research career of choice.

**Guidance Curriculum: Grade Level Expectations**  
**Grade 10**

**I. Academic Development**

*Become a self-directed, independent learner.*

6. Take pride in work and in achievement
8. Identify and apply effective organizational and study strategies.
11. Demonstrate how effort and persistence positively affect learning.
12. Provide opportunities to explore and develop a broad range of interests and abilities.
13. Identify and explore strategies to balance academic assignments, extracurricular activities and family life.
14. Explain the relationship between learning in school and future goals.
15. Identify behaviors, attitudes and beliefs that lead to successful learning and living.
16. Understand the relationship between learning and work.
17. Relate personal attributes to realistic educational goals.
18. Understand the reasons for deadlines and consequences for not meeting them.
19. Implement effective speaking, listening and inquiry skills.
20. Elect to participate in school and community activities that match goals and future interests.
21. Recognize their personal style of learning.
22. Investigate and utilize resources to help improve academic performance.
23. Identify and analyze their academic strengths and weaknesses.
25. Become self-directed, independent learners.
26. Understand how school success and academic achievement enhance future career and vocational opportunities.
27. Describe the benefits of completing high school and education beyond graduation.
29. Identify postsecondary options consistent with goals, abilities and achievements.
30. Identify personal responsibilities for planning future goals
31. Set academic, career and personal goals and develop a plan.
32. Select high school courses that reflect abilities, goals and graduation requirements.
33. Apply strategies to fulfill education and career goals outlined in their individual learning plan.
34. Use assessment results in educational planning.
35. Identify skills, abilities, accomplishments and personal qualities as preparation for completing a college application and/or interview.
36. Identify and access resources to pursue postsecondary goals.
37. Demonstrate personal responsibility for researching postsecondary schools and careers.
38. Analyze their education/career plan and make necessary modifications.

**II. Personal/Social Development**

*Take responsibility for actions and decisions and understand consequences. Develop communication skills to self-advocate and solve problems. Demonstrate respect, understanding and tolerance of others.*

25. Demonstrate when, where and how to seek help for solving problems.
29. Set a short- and long-term goal.
30. Demonstrate that effective communication involves speaking, listening and nonverbal behavior.



**Guidance Curriculum: Grade Level Expectations**  
**Grade 10 (continued)**

**II. Personal/Social Development (continued)**

34. Accept responsibility for decisions.
35. Understand and respect self and others.
36. Use conflict resolution skills to resolve issues.
37. Describe acts of meanness/harassment and its implications and consequences.
38. Understand and respect privacy rights of self and others.
39. Demonstrate respect for alternative points of view.
40. Demonstrate respect, understanding and tolerance of individual and/or group differences.
41. Apply effective problem solving and decision making skills to make safe and healthy choices.
42. Apply communication skills to conflict situations.
43. Describe how their attitudes and behaviors can positively or negatively effect goal setting and accomplishment.
44. Recognize and demonstrate effective ways to deal with negative peer pressure.
45. Recognize and understand positive peer influence and its implications for decision making.
46. Demonstrate skills to effectively express opinions, attitudes and beliefs in a group situation.
47. Identify and describe causes of stress and conflicts.
56. Describe how personal, social, education and career goals are interrelated.
57. Identify referral options for self and others.
58. Develop an enhanced awareness of self and independence in decision making and problem solving.
59. Demonstrate the importance of setting priorities to goal achievement.
60. Understand and analyze the possible alternatives and consequences of decisions to self and others.
61. Differentiate between situations requiring peer support and those requiring adult professional help.
62. Identify and implement the steps necessary to accomplish personal, social, educational and career goals.
63. Demonstrate ways of handling stress and conflicts.
64. Interpret their feelings to others.
65. Analyze the impact of individual similarities and differences on interpersonal relationships.

**III. Career Development**

*Explore, develop and implement a plan for success.*

1. Develop and maintain a positive attitude toward learning and work.
2. Understand the importance of responsibility and good work habits.
6. Acquire employability skills such as working on a team, problem-solving and organizational skills.
7. Review and modify the Student Success Plan and Junior Exhibition Portfolio to reflect changing interests and goals.
8. Identify factors important in career choice.
9. Demonstrate awareness of the education and training needed to achieve career goals.
10. Discuss “wants” vs. “needs” as related to work and income.

**Guidance Curriculum: Grade Level Expectations**  
**Grade 10 (continued)**

**III. Career Development (continued)**

11. Describe the relationship between career interests, high school course selection and post-secondary education options.
12. Demonstrate skills to complete a quality application.
13. Discuss reasons why employers reject job applicants.
14. Demonstrate skills in using school, community and technology resources to learn about careers.
15. Explore skills, talents and education needed for jobs/careers.
16. Distinguish the difference among the terms job, career and occupation.
17. Define personality and its influence in work/career choice.
21. Explore high school opportunities for future career preparation.
22. Complete required steps toward transition from high to entry into post-secondary education, training programs at work.
23. Learn to write a resume.
24. Demonstrate skills and attitudes essential for an interview.
25. Incorporate the results of standardized testing and other assessments in personal planning.
26. Take a career interest inventory and analyze the results.
27. Research a number of career options based on a career interest survey.
28. Investigate a career option by interviewing a worker in the selected career field.
29. Describe how the expectations of others affect career planning.
31. Demonstrate knowledge of how careers/jobs are clustered.

**Guidance Curriculum: Grade Level Expectations**  
**Grade 11**

**I. Academic Development**

*Become a self-directed, independent learner.*

6. Take pride in work and in achievement
8. Identify and apply effective organizational and study strategies.
11. Demonstrate how effort and persistence positively affect learning.
12. Provide opportunities to explore and develop a broad range of interests and abilities.
13. Identify and explore strategies to balance academic assignments, extracurricular activities and family life.
14. Explain the relationship between learning in school and future goals.
16. Understand the relationship between learning and work.
17. Relate personal attributes to realistic educational goals.
18. Understand the reasons for deadlines and consequences for not meeting them.
19. Implement effective speaking, listening and inquiry skills.
20. Elect to participate in school and community activities that match goals and future interests.
25. Become self-directed, independent learners.
26. Understand how school success and academic achievement enhance future career and vocational opportunities.
29. Identify postsecondary options consistent with goals, abilities and achievements.
30. Identify personal responsibilities for planning future goals
31. Set academic, career and personal goals and develop a plan.
32. Select high school courses that reflect abilities, goals and graduation requirements.
33. Apply strategies to fulfill education and career goals outlined in their individual learning plan.
34. Use assessment results in educational planning.
35. Identify skills, abilities, accomplishments and personal qualities as preparation for completing a college application and/or interview.
36. Identify and access resources to pursue postsecondary goals.
37. Demonstrate personal responsibility for researching postsecondary schools and careers.
39. Explore the characteristics and expectations of a college environment especially as it differs from high school.
40. Identify advantages and disadvantages of various post-secondary programs for attainment of career goals.
41. Identify the requirements for postsecondary education programs of interest.
42. Understand how to investigate and apply for postsecondary funding sources.

**II. Personal/Social Development**

*Take responsibility for actions and decisions and understand consequences. Develop communication skills to self-advocate and solve problems. Demonstrate respect, understanding and tolerance of others.*

30. Demonstrate that effective communication involves speaking, listening and nonverbal behavior.
34. Accept responsibility for decisions.
35. Understand and respect self and others.
36. Use conflict resolution skills to resolve issues.

**Guidance Curriculum: Grade Level Expectations**  
**Grade 11 (continued)**

**II. Personal/Social Development (continued)**

37. Describe acts of meanness/harassment and its implications and consequences.
38. Understand and respect privacy rights of self and others.
39. Demonstrate respect for alternative points of view.
40. Demonstrate respect, understanding and tolerance of individual and/or group differences.
41. Apply effective problem solving and decision making skills to make safe and healthy choices.
42. Apply communication skills to conflict situations.
56. Describe how personal, social, education and career goals are interrelated.
57. Identify referral options for self and others.
58. Develop an enhanced awareness of self and independence in decision making and problem solving.
62. Identify and implement the steps necessary to accomplish personal, social, educational and career goals.
64. Interpret their feelings to others.
65. Analyze the impact of individual similarities and differences on interpersonal relationships.

**III. Career Development**

*Explore, develop and implement a plan for success.*

1. Develop and maintain a positive attitude toward learning and work.
6. Acquire employability skills such as working on a team, problem-solving and organizational skills.
7. Review and modify the Student Success Plan and Junior Exhibition Portfolio to reflect changing interests and goals.
8. Identify factors important in career choice.
9. Demonstrate awareness of the education and training needed to achieve career goals.
10. Discuss “wants” vs. “needs” as related to work and income.
11. Describe the relationship between career interests, high school course selection and post-secondary education options.
12. Demonstrate skills to complete a quality application.
13. Discuss reasons why employers reject job applicants.
14. Demonstrate skills in using school, community and technology resources to learn about careers.
21. Explore high school opportunities for future career preparation.
22. Complete required steps toward transition from high to entry into post-secondary education, training programs at work.
23. Learn to write a resume.
24. Demonstrate skills and attitudes essential for an interview.
25. Incorporate the results of standardized testing and other assessments in personal planning.
32. Reflect, assess and reevaluate personal skills, interests, abilities and achievement.

**Guidance Curriculum: Grade Level Expectations**  
**Grade 12**

**I. Academic Development**

*Become a self-directed, independent learner.*

6. Take pride in work and in achievement
8. Identify and apply effective organizational and study strategies.
11. Demonstrate how effort and persistence positively affect learning.
12. Provide opportunities to explore and develop a broad range of interests and abilities.
13. Identify and explore strategies to balance academic assignments, extracurricular activities and family life.
14. Explain the relationship between learning in school and future goals.
16. Understand the relationship between learning and work.
17. Relate personal attributes to realistic educational goals.
18. Understand the reasons for deadlines and consequences for not meeting them.
25. Become self-directed, independent learners.
26. Understand how school success and academic achievement enhance future career and vocational opportunities.
29. Identify postsecondary options consistent with goals, abilities and achievements.
30. Identify personal responsibilities for planning future goals
31. Set academic, career and personal goals and develop a plan.
33. Apply strategies to fulfill education and career goals outlined in their individual learning plan.
34. Use assessment results in educational planning.
35. Identify skills, abilities, accomplishments and personal qualities as preparation for completing a college application and/or interview.
36. Identify and access resources to pursue postsecondary goals.
37. Demonstrate personal responsibility for researching postsecondary schools and careers.
39. Explore the characteristics and expectations of a college environment especially as it differs from high school.
40. Identify advantages and disadvantages of various post-secondary programs for attainment of career goals.
41. Identify the requirements for postsecondary education programs of interest.
42. Understand how to investigate and apply for postsecondary funding sources.

**II. Personal/Social Development**

*Take responsibility for actions and decisions and understand consequences. Develop communication skills to self-advocate and solve problems. Demonstrate respect, understanding and tolerance of others.*

30. Demonstrate that effective communication involves speaking, listening and nonverbal behavior.
34. Accept responsibility for decisions.
35. Understand and respect self and others.
36. Use conflict resolution skills to resolve issues.
37. Describe acts of meanness/harassment and its implications and consequences.
38. Understand and respect privacy rights of self and others.

**Guidance Curriculum: Grade Level Expectations**  
**Grade 12 (continued)**

**II. Personal/Social Development (continued)**

- 39. Demonstrate respect for alternative points of view.
- 40. Demonstrate respect, understanding and tolerance of individual and/or group differences.
- 56. Describe how personal, social, education and career goals are interrelated.
- 57. Identify referral options for self and others.
- 62. Identify and implement the steps necessary to accomplish personal, social, educational and career goals.
- 65. Analyze the impact of individual similarities and differences on interpersonal relationships.

**III. Career Development**

*Explore, develop and implement a plan for success.*

- 1. Develop and maintain a positive attitude toward learning and work.
- 6. Acquire employability skills such as working on a team, problem-solving and organizational skills.
- 7. Review and modify the Student Success Plan and Junior Exhibition Portfolio to reflect changing interests and goals.
- 8. Identify factors important in career choice.
- 9. Demonstrate awareness of the education and training needed to achieve career goals.
- 11. Describe the relationship between career interests, high school course selection and post-secondary education options.
- 12. Demonstrate skills to complete a quality application.
- 13. Discuss reasons why employers reject job applicants.
- 21. Explore high school opportunities for future career preparation.
- 22. Complete required steps toward transition from high to entry into post-secondary education, training programs at work.
- 23. Learn to write a resume.
- 24. Demonstrate skills and attitudes essential for an interview.
- 32. Reflect, assess and reevaluate personal skills, interests, abilities and achievement.

# **INSTRUCTIONAL SUPPORT**

# **ASSESSMENT**



# **APPENDIX**

