

Grade K	Standard 1: Self-awareness and self-management				
	Wellness (PK-4) 2520.55	Social Studies 2520.4	Guidance and Counseling 2315	Learning Skills and Technology Tools 2520.14	Early Learning Standards Framework (PK-K) 2520.15
Objectives	Students will:				
<p>K.1.01</p> <p>Recognize and accurately label emotions and how they are linked to behavior.</p>	<ul style="list-style-type: none"> WE.K.1.06 label/identify feelings. 	<p>SS.O.K.01.01</p> <ul style="list-style-type: none"> demonstrate an understanding that a good citizen takes turns and shares, takes responsibility for doing daily chores, cares for personal belongings and shows respect for what belongs to others. 	<p>7.3.1.</p> <ul style="list-style-type: none"> e. Students will identify and express feelings. f. Students will distinguish between appropriate and inappropriate behaviors. 	<p>21C.O.PK-2.3.LS.4</p> <ul style="list-style-type: none"> Student knows the difference between right and wrong, is accepting of others in work and play groups, and shows regard for peers and adults within the school by keeping work, play and public areas clean and organized. 	<ul style="list-style-type: none"> SE 1.1. Describe self by using several basic characteristics.
<p>K.1.01</p> <p>Demonstrate control of impulsive behavior.</p>		<p>SS.O.K.03.02 discuss the basic needs of people (shelter, food, and clothing) and give examples of each.</p> <p>SS.O.K.03.03 discuss and give examples of economic concepts:</p> <ul style="list-style-type: none"> needs and wants exchange of money for goods and 	<p>7.3.1.</p> <p>h. Students will understand the need for self-control and how to practice it.</p>	<p>21C.O.PK-2.3.LS.1</p> <p>Student manages negative emotions, aligns his/her goals to the goals of others, and works cooperatively and productively with others in small groups.</p>	<ul style="list-style-type: none"> SE 2.1 Develops positive relationships with children and adults. SE 2.2 Shows empathy and caring for others. SE 2.3 Demonstrates increasing capacity to follow rules and routines

		<p>services</p> <ul style="list-style-type: none"> • saving for the future 			<p>and use materials purposefully, safely, and respectfully.</p> <ul style="list-style-type: none"> • SE 2.4 Shows progress in developing and sustaining friendship with peers. • SE 2.5. Manages transitions and begins to adapt to change in routines
<p>K.1.03</p> <p>Identify likes and dislikes, needs and wants, strengths and challenges.</p>		<p>SS.O.K.01.03 identify, discuss and demonstrate the need for rules and the consequences for breaking rules and how to resolve disagreements peacefully.</p>	<p>7.3.1.</p> <p>a. Students will develop a positive attitude toward self as a unique and worthy person.</p> <p>b. Students will identify personal values, attitudes and beliefs.</p> <p>7.1.1.</p> <p>1. Students will develop a broad range of interests and abilities.</p>		<ul style="list-style-type: none"> • SE 1.4. Demonstrates progress in expressing needs, wants and feelings appropriately. • SE 1.5. Acts out roles by imitating typical actions associated with the roles.
<p>K.1.04</p> <p>Identify goals for</p>	<ul style="list-style-type: none"> • WE.K.4.01 display appropriate communication and 		<p>7.1.2</p> <p>h. Students will establish challenging</p>	<p>21C.O.PK-2.3.LS.6</p> <p>Student focuses on a</p>	<ul style="list-style-type: none"> • SE 4.5. Demonstrates increasing ability

academic success and classroom behavior.	<p>decision making skills (e.g. follow class rules, safety practices).</p> <ul style="list-style-type: none"> • WE.K.4.02 demonstrate appropriate interactions with others (e.g. partners, small groups and large groups) 		<p>academic goals in elementary, middle/junior high, and high school.</p>	<p>project goal, and with teacher guidance, frames appropriate questions related to the goal, considers possible courses of action, selects a plan of action and completes the project.</p>	<p>to set goals and develop and follow through on plans.</p>
Grade 1	Standard 1: Self-awareness and self-management				
	Wellness (PK-4) 2520.55	Social Studies 2520.4	Guidance and Counseling 2315	Learning Skills and Technology Tools 2520.14	Early Learning Standards Framework (PK-K) 2520.15
Objectives	Students will:				
1.1.01 Recognize and accurately label emotions and how they are linked to behavior.	<ul style="list-style-type: none"> • WE.1.4.05 identify a variety of feelings and recognize the verbal and non-verbal cues associated with each. 	<p>SS.O.01.01.04 demonstrate respect and responsibility for self and others' materials and belongings.</p>	<p>7.3.1. e. Students will identify and express feelings. f. Students will distinguish between appropriate and inappropriate behaviors.</p>	<p>21C.O.PK-2.3.LS.4</p> <p>Student knows the difference between right and wrong, is accepting of others in work and play groups, and shows regard for peers and adults within the school by keeping work, play and public areas clean and organized.</p>	
1.1.02	<ul style="list-style-type: none"> • WE.1.3.03 demonstrate healthy 	<p>SS.O.01.03.01 recognize that all</p>	<p>7.3.1. h. Students will</p>	<p>21C.O.PK-2.3.LS.1</p>	

<p>Demonstrate control of impulsive behavior.</p>	<p>ways to act on feelings and stressful situations(e.g. coping skills)</p>	<p>people share the same basic needs and choose from among needs and wants and predict the consequences of those choices.</p>	<p>understand the need for self-control and how to practice it.</p>	<p>Student manages negative emotions, aligns his/her goals to the goals of others, and works cooperatively and productively with others in small groups.</p>	
<p>1.1.03</p> <p>Identify likes and dislikes, needs and wants, strengths and challenges.</p>		<p>SS.O.01.01.03 participate in developing classroom rules and discussing the consequences of breaking rules</p>	<p>7.3.1.</p> <p>a. Students will develop a positive attitude toward self as a unique and worthy person.</p> <p>b. Students will identify personal values, attitudes and beliefs.</p> <p>7.1.1.</p> <p>1. Students will develop a broad range of interests and abilities.</p>		
<p>1.1.04</p> <p>Identify goals for academic success and classroom behavior.</p>			<p>7.1.2</p> <p>h. Students will establish challenging academic goals in elementary, middle/junior high, and high school.</p>	<p>21C.O.PK-2.3.LS.6</p> <p>Student focuses on a project goal, and with teacher guidance, frames appropriate questions related to the goal, considers</p>	

				possible courses of action, selects a plan of action and completes the project.	
Grade 2	Standard 1: Self-awareness and self-management				
	Wellness (PK-4) 2520.55	Social Studies 2520.4	Guidance and Counseling 2315	Learning Skills and Technology Tools 2520.14	Early Learning Standards Framework (PK-K) 2520.15
Objectives	Students will:				
2.1.01 Describe a range of emotions and the situations that cause them.	<ul style="list-style-type: none"> WE.2.1.04 identify situations (e.g., being excluded from a group, being insulted) that promote specific feelings of hurt and develop skills to overcome those feelings. 	SS.O.02.01.02 examine examples of honesty, trustworthiness, compassion and empathy in daily life experiences.	7.3.1. e. Students will identify and express feelings. f. Students will distinguish between appropriate and inappropriate behaviors.		
2.1.02 Describe and demonstrate ways to express emotions in a socially acceptable manner.	<ul style="list-style-type: none"> WE.2.1.04 identify situations (e.g., being excluded from a group, being insulted) that promote specific feelings of hurt and develop skills to overcome those feelings. 		7.3.1. h. Students will understand the need for self-control and how to practice it.	21C.O.PK-2.3.LS.4 Student knows the difference between right and wrong, is accepting of others in work and play groups, and shows regard for peers and adults within the school by keeping work, play and public areas clean and organized.	

<p>2.1.03</p> <p>Describe personal skills and interests that one wants to develop.</p>			<p>7.3.1.</p> <p>a. Students will develop a positive attitude toward self as a unique and worthy person.</p> <p>b. Students will identify personal values, attitudes and beliefs.</p> <p>7.1.1.</p> <p>l. Students will develop a broad range of interests and abilities.</p>		
<p>2.1.04</p> <p>Describe the steps in setting and working toward goal achievement.</p>			<p>7.1.2</p> <p>h. Students will establish challenging academic goals in elementary, middle/junior high, and high school.</p> <p>j. Students will develop and implement an annual plan of study to maximize academic ability and achievement.</p> <p>l. Students will use</p>	<p>21C.O.PK-2.3.LS.6</p> <p>Student focuses on a project goal, and with teacher guidance, frames appropriate questions related to the goal, considers possible courses of action, selects a plan of action and completes the project.</p>	

			problem-solving and decision-making skills to assess progress toward educational goals.		
2.1.05 Describe and demonstrate ways that healthy habits contribute to goal achievement.			7.1.1. e. Students will identify attitudes and behaviors that lead to successful learning. 7.1.2 m. Students will understand the relationship between classroom performance and success in school. 7.1.3. a. Students will demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life.		
Grade 3	Standard 1: Self-awareness and self-management				
	Wellness (PK-4) 2520.55	Social Studies 2520.4	Guidance and Counseling 2315	Learning Skills and Technology Tools 2520.14	Early Learning Standards Framework (PK-K) 2520.15
Objectives	Students will:				
3.1.01			7.3.1.	21C.O.3-4.3.LS.1	

<p>Describe a range of emotions and the situations that cause them.</p>			<p>e. Students will identify and express feelings. f. Students will distinguish between appropriate and inappropriate behaviors.</p>	<p>Student manages and preempts negative emotions before they escalate, exercises self-restraint without assistance, and works productively in a variety of group settings.</p>	
<p>3.1.02</p> <p>Describe and demonstrate ways to express emotions in a socially acceptable manner.</p>			<p>7.3.1. h. Students will understand the need for self-control and how to practice it.</p>	<p>21C.O.3-4.3.LS.1</p> <p>Student manages and preempts negative emotions before they escalate, exercises self-restraint without assistance, and works productively in a variety of group settings.</p>	
<p>3.1.03</p> <p>Describe personal skills and interests that one wants to develop.</p>	<ul style="list-style-type: none"> • WE.3.3.02 discuss and practice personal responsibility for one's own hygiene (deodorant, bathing, change of clothes). 	<p>SS.O.03.01.01 identify and practice principles of honesty, fairness and justice in experiences at home, school and in the community.</p>	<p>7.1.1. l. Students will develop a broad range of interests and abilities.</p>	<p>21C.O.3-4.3.LS.3</p> <p>Student engages in the goal setting process, and with guidance, demonstrates ability to change focus and direction or use different strategies, while using instructional rubrics and other tools to</p>	

				monitor and evaluate his/her performance.	
<p>3.1.04</p> <p>Describe the steps in setting and working toward goal achievement.</p>		<p>SS.O.03.01.02 describe and model the personal and civic responsibilities of good citizenship in the classroom, school and community.</p>	<p>7.1.2</p> <p>h. Students will establish challenging academic goals in elementary, middle/junior high, and high school.</p> <p>j. Students will develop and implement an annual plan of study to maximize academic ability and achievement.</p> <p>l. Students will use problem-solving and decision-making skills to assess progress toward educational goals.</p>	<p>21C.O.3-4.3.LS.6</p> <p>Student focuses on the larger goal of a project, frames appropriate questions related to the goal, develops and initiates a plan of action with specific tasks and appropriate benchmarks, and completes the project on time.</p>	
<p>3.1.05</p> <p>Describe and demonstrate ways that healthy habits contribute to goal achievement.</p>	<ul style="list-style-type: none"> • WE.3.3.04 model ways to reduce stress. 		<p>7.1.1.</p> <p>e. Students will identify attitudes and behaviors that lead to successful learning.</p> <p>7.1.2</p> <p>m. Students will understand the relationship between</p>		

			classroom performance and success in school. 7.1.3. a. Students will demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life.		
Grade 4	Standard 1: Self-awareness and self-management				
	Wellness (PK-4) 2520.55	Social Studies 2520.4	Guidance and Counseling 2315	Learning Skills and Technology Tools 2520.14	Early Learning Standards Framework (PK-K) 2520.15
Objectives	Students will:				
4.1.01 Describe a range of emotions and the situations that cause them.			7.3.1. e. Students will identify and express feelings. f. Students will distinguish between appropriate and inappropriate behaviors.	21C.O.3-4.3.LS.1 Student manages and preempts negative emotions before they escalate, exercises self-restraint without assistance, and works productively in a variety of group settings.	
4.1.02 Describe and demonstrate ways	• WE.4.3.09 work cooperatively, productively and safely with a partner		7.3.1. h. Students will understand the need for self-control and	21C.O.3-4.3.LS.1 Student manages and preempts negative	

<p>to express emotions in a socially acceptable manner.</p>	<p>or small group.</p>		<p>how to practice it</p> <p>7.2.3 i. Students will learn how to use conflict management skills with peers and adults.</p> <p>7.3.2 d. Students will develop effective coping skills for dealing with problems.</p> <p>f. Students will know how to apply conflict resolution skills.</p>	<p>emotions before they escalate, exercises self-restraint without assistance, and works productively in a variety of group settings.</p>	
<p>4.1.03</p> <p>Describe personal skills and interests that one wants to develop.</p>	<ul style="list-style-type: none"> • WE.4.3.06 identify the characteristics of activities needed to maintain health-related fitness. • WE.4.3.08 develop and practice a personal hygiene plan. 		<p>7.1.1.</p> <p>l. Students will develop a broad range of interests and abilities.</p>	<p>21C.O.3-4.3.LS.3</p> <p>Student engages in the goal setting process, and with guidance, demonstrates ability to change focus and direction or use different strategies, while using instructional rubrics and other tools to monitor and evaluate</p>	

				his/her performance.	
<p>4.1.04</p> <p>Describe the steps in setting and working toward goal achievement.</p>	<ul style="list-style-type: none"> • WE.4.3.08 develop and practice a personal hygiene plan. 		<p>7.1.2</p> <p>h. Students will establish challenging academic goals in elementary, middle/junior high, and high school.</p> <p>j. Students will develop and implement an annual plan of study to maximize academic ability and achievement.</p> <p>l. Students will use problem-solving and decision-making skills to assess progress toward educational goals.</p>	<p>21C.O.3-4.3.LS.6</p> <p>Student focuses on the larger goal of a project, frames appropriate questions related to the goal, develops and initiates a plan of action with specific tasks and appropriate benchmarks, and completes the project on time.</p>	
<p>4.1.05</p> <p>Describe and demonstrate ways that healthy habits contribute to goal achievement.</p>	<ul style="list-style-type: none"> • WE.4.3.08 develop and practice a personal hygiene plan. 		<p>7.1.1.</p> <p>e. Students will identify attitudes and behaviors that lead to successful learning.</p> <p>7.1.2</p> <p>m. Students will understand the relationship between classroom</p>		

			performance and success in school. 7.1.3. a. Students will demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life.		
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Grade 5	Standard 1: Self-awareness and self-management					
	Health Education (5-12) 2520.5	Physical Education (5-12) 2520.6	Social Studies 2520.4	Guidance and Counseling 2315	Advisor/Advisee (5-12) 2520.19	Learning Skills and Technology Tools 2520.14
Objectives	Students will:					
5.1.01 Analyze factors that create stress or motivate successful performance.		<ul style="list-style-type: none"> PE.5.3.02 describe healthful benefits resulting from regular participation in physical activity. 		7.3.3 j. Students will learn techniques for managing stress and conflict.	AA.A.5.2.01 Discuss motivation and its impact on individual potential. AA.A.5.2.02 Identify critical thinking skills. AA.A.5.2.03 Identify the study skills necessary for academic success at each level.	21C.O.5-8.3.LS.5 Student exhibits interpersonal and problem-solving skills when in the role of leader. He/she helps others stay focused on the goal, monitors progress of the group, and successfully moves the group toward the goal.
5.1.02 Apply strategies to manage stress and to motivate successful performance.	<ul style="list-style-type: none"> HE.5.7.03 demonstrate techniques for managing stress (e.g., exercising, meditation). 	<ul style="list-style-type: none"> PE.5.3.03 implement lifestyle behaviors to increase physical activity (e.g., taking stairs instead of elevator, bicycle riding, roller blading). 		7.3.3 j. Students will learn techniques for managing stress and conflict. 7.1.3. a. Students will demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family	AA.A.5.1.03 Identify ways to work independently and cooperatively with other students. AA.A.5.1.04 Demonstrate effective organizational skills. AA.A.5.1.05 Demonstrate academic honesty.	21C.O.5-8.3.LS.5 Student exhibits interpersonal and problem-solving skills when in the role of leader. He/she helps others stay focused on the goal, monitors progress of the group, and successfully moves

				life.	AA.A.5.1.06 Recognize opportunities for academic growth. AA.A.5.1.07 Identify useful study skills. AA.A.5.1.08 Develop effective communication skills. AA.A.5.1.09 Develop effective test-taking skills. AA.A.5.1.10 Use the internet as a resource and learning tool. AA.A.5.1.11 Develop a time management plan. AA.A.5.2.01 Discuss motivation and its impact on individual potential. AA.A.5.2.02 Identify critical thinking skills. AA.A.5.2.03 Identify the study skills necessary for academic success at each level.	the group toward the goal.
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<p>5.1.03</p> <p>Analyze how personal qualities influence choices and successes.</p>				<p>7.2.3 h. Students will demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.</p>	<p>AA.A.5.3.05 Learn an effective decision-making model. AA.A.5.3.06 Utilize decision-making model to prioritize options. AA.C.5.4.10 Develop a positive attitude toward work and learning. AA.C.5.4.11 Learn effective decision-making skills.</p>	<p>21C.O.5-8.3.LS.1</p> <p>Student manages emotions and behaviors, engages in collaborative work assignments requiring compromise, and demonstrates flexibility by assuming different roles and responsibilities within various team structures.</p>
<p>5.1.04</p> <p>Set a short-term goal and make a plan for achieving it.</p>	<ul style="list-style-type: none"> • HE.5.6.03 set a personal health goal, identify resources to assist in achieving the goal, and track progress toward its achievement. 	<ul style="list-style-type: none"> • PE.5.3.05 participate in cooperative team building physical activities. 		<p>7.2.1 f. Students will learn how to set goals.</p> <p>k. Students will develop an action plan to set and achieve realistic goals</p> <p>7.3.2 h. Students will identify long- and short-term goals.</p>	<p>AA.A.5.2.04 Identify types of academic information relevant to future planning. AA.A.5.2.05 Set challenging short and long-term academic goals. AA.A.5.2.06 Examine assessment results in the educational planning process. AA.A.5.2.07</p>	<p>21C.O.5-8.3.LS.3</p> <p>Student sets challenging goals and strategically plans to reach those goals, monitors performance and adjusts effort and strategies, seeks assistance when needed, and demonstrates focused commitment to reaching the</p>

					<p>Explore how attitudes relate to goal setting. AA.A.5.2.08 Identify post-secondary options consistent with interests, achievement, aptitude and abilities. AA.A.5.2.09 Prepare for middle school experience. AA.A.5.3.09 Review and update student portfolio. AA.A.5.3.02 Discover that school success is the preparation to make the transition from student to community member. AA.A.5.3.03 Recognize how school success and academic achievement enhance future career and life</p>	<p>established goals.</p>
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					<p>opportunities.</p> <p>AA.C.5.5.01 Explore decision-making skills to career planning.</p> <p>AA.C.5.5.02 Identify personal skills, interests, and abilities and relate them to career choices.</p> <p>AA.C.5.5.03 Develop the career planning process.</p> <p>AA.C.5.5.04 Learn to use the internet to access career planning information.</p> <p>AA.C.5.5.05 Develop awareness of the education and training needed to achieve career goals.</p> <p>AA.C.5.5.06 Understand the value of the cumulative school record and maintain a portfolio.</p>	
5.1.05	• HE.5.6.03 set a personal health	• PE.5.3.05 participate in		7.1.2 1. Students will use	AA.A.5.2.04 Identify types of	21C.O.5-8.3.TT.8

<p>Analyze why one achieved or did not achieve a goal.</p>	<p>goal, identify resources to assist in achieving the goal, and track progress toward its achievement.</p>	<p>cooperative team building physical activities.</p> <ul style="list-style-type: none"> • PE.5.3.06 explain the importance of teaming skills. 		<p>problem-solving and decision-making skills to assess progress toward educational goals.</p>	<p>academic information relevant to future planning.</p> <p>AA.A.5.2.05 Set challenging short and long-term academic goals.</p> <p>AA.A.5.2.06 Examine assessment results in the educational planning process.</p> <p>AA.A.5.2.07 Explore how attitudes relate to goal setting.</p> <p>AA.A.5.2.08 Identify post-secondary options consistent with interests, achievement, aptitude and abilities.</p> <p>AA.A.5.2.09 Prepare for middle school experience.</p> <p>AA.C.5.5.01 Explore decision-making skills to career planning.</p> <p>AA.C.5.5.02</p>	<p>Student recognizes personal limits in his/her knowledge and develops strategies and skills for using technology to seek information.</p>
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					<p>Identify personal skills, interests, and abilities and relate them to career choices.</p> <p>AA.C.5.5.03 Develop the career planning process.</p> <p>AA.C.5.5.04 Learn to use the internet to access career planning information.</p> <p>AA.C.5.5.05 Develop awareness of the education and training needed to achieve career goals.</p> <p>AA.C.5.5.06 Understand the value of the cumulative school record and maintain a portfolio.</p> <p>AA.C 5.6.02 Identify the personal preferences and interests that influence career choices and success.</p>	
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					AA.C 5.6.03 Discuss how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.	
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Grade 6	Standard 1: Self-awareness and self-management					
	Health Education (5-12) 2520.5	Physical Education (5-12) 2520.6	Social Studies 2520.4	Guidance and Counseling 2315	Advisor/Advisee (5-12) 2520.19	Learning Skills and Technology Tools 2520.14
Objectives	Students will:					
6.1.01 Analyze factors that create stress or motivate successful performance.	<ul style="list-style-type: none"> HE.6.7.04 identify signs and strategies that can be used to reduce stress, anxiety and depression 	<ul style="list-style-type: none"> PE.6.3.03 identify lifestyle behaviors to increase physical activity (e.g., taking stairs, walk/ride bike to school). 		7.3.3 j. Students will learn techniques for managing stress and conflict.	AA.A.6.3.01 Understand the relationship between learning and work. AA.A.6.3.02 Understand that school success is the preparation to make the transition from student to community member. AA.A.6.3.03 Understand how school success and academic achievement enhance future career and life opportunities. AA.A.6.3.04 Review progress and modify academic goals where indicated. AA.C.6.6.01 Relate the connection	21C.O.5-8.3.LS.5 Student exhibits interpersonal and problem-solving skills when in the role of leader. He/she helps others stay focused on the goal, monitors progress of the group, and successfully moves the group toward the goal.

					<p>between educational achievement and career success AA.C.6.6.02 Identify his/her personal preferences and interests that influence career choices and success</p>	
<p>6.1.02 Apply strategies to manage stress and to motivate successful performance.</p>	<ul style="list-style-type: none"> • HE.6.7.04 identify signs and strategies that can be used to reduce stress, anxiety and depression. 	<ul style="list-style-type: none"> • PE.6.3.03 identify lifestyle behaviors to increase physical activity (e.g., taking stairs, walk/ride bike to school). 		<p>7.3.3 j. Students will learn techniques for managing stress and conflict. 7.1.3. a. Students will demonstrate the ability to balance school, studies, extra-curricular activities, leisure time and family life. 7.1.2 a. Students will demonstrate the motivation to achieve individual potential.</p>	<p>AA.A.6.3.05 Document goals for the academic year. AA.A.6.3.06 Apply effective decision-making strategies. AA.C.6.4.03 Describe personal abilities, skills, interests, and motivations. AA.PSD.6.7.11 Identify personal strengths and weaknesses. AA.PSD.6.9.03 Review effective problem-solving and decision-making skills to make safe and healthy choices.</p>	<p>21C.O.5-8.3.LS.5 Student exhibits interpersonal and problem-solving skills when in the role of leader. He/she helps others stay focused on the goal, monitors progress of the group, and successfully moves the group toward the goal.</p>

					AA.PSD.6.9.04 Identify techniques to cope with peer pressure. AA.PSD.6.9.05 Define techniques for managing stress and conflict. AA.PSD.6.9.06 Recognize coping skills for managing life events. AA.PSD.6.9.07 Evaluate healthy relationships. AA.PSD.6.9.08 Learn and apply appropriate anger management skills. AA.PSD.6.9.09 Utilize proper internet etiquette.	
6.1.03 Analyze how personal qualities influence choices and successes.	<ul style="list-style-type: none"> • HE.6.4.05 give examples of communication skills to build and maintain healthy relationships (e.g., friendships, parents, teachers, classmates). 			7.2.3 h. Students will demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.	AA.C.6.4.03 Describe personal abilities, skills, interests, and motivations. AA.C.6.4.07 Identify job readiness skills to seek employment opportunities AA.PSD.6.7.16	1C.O.5-8.3.LS.1 Student manages emotions and behaviors, engages in collaborative work assignments requiring compromise, and demonstrates flexibility by

					<p>Understand how self-esteem impacts social success. AA.PSD.6.8.02 Articulate consequences of decisions and choices. AA.PSD.6.9.03 Review effective problem-solving and decision-making skills to make safe and healthy choices. AA.PSD.6.9.04 Identify techniques to cope with peer pressure.</p>	<p>assuming different roles and responsibilities within various team structures.</p>
<p>6.1.04 Set a short-term goal and make a plan for achieving it.</p>	<ul style="list-style-type: none"> • HE.6.6.03 select a personal health goal and track it's progress toward achievement (e.g., nutritional goals, fitness goals). 	<ul style="list-style-type: none"> • PE.6.5.01 work cooperatively and productively in a group to accomplish a set goal/task. 		<p>7.2.1 f. Students will learn how to set goals.</p> <p>k. Students will develop an action plan to set and achieve realistic goals</p> <p>7.3.2 h. Students will identify long- and short-term goals.</p>	<p>AA.A.6.3.08 Revise organizational plan to achieve academic goals. AA.C.6.4.07 Identify job readiness skills to seek employment opportunities AA.C.6.6.03 Demonstrate how interests, abilities, and achievement</p>	<p>21C.O.5-8.3.LS.3</p> <p>Student sets challenging goals and strategically plans to reach those goals, monitors performance and adjusts effort and strategies, seeks assistance when needed, and demonstrates focused</p>

					relate to achieving personal, social, educational, and career goals	commitment to reaching the established goals.
6.1.05 Analyze why one achieved or did not achieve a goal.	<ul style="list-style-type: none"> HE.6.6.03 select a personal health goal and track it's progress toward achievement (e.g., nutritional goals, fitness goals). HE.6.6.04 describe how personal health goals and practices can change (i.e., maturity, peer influences, environment). 	<ul style="list-style-type: none"> PE.6.5.01 work cooperatively and productively in a group to accomplish a set goal/task. 		7.1.2 l. Students will use problem-solving and decision-making skills to assess progress toward educational goals.	AA.A.6.3.08 Revise organizational plan to achieve academic goals. AA.C.6.4.07 Identify job readiness skills to seek employment opportunities AA.C.6.6.03 Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals	21C.O.5-8.3.TT.8 Student recognizes personal limits in his/her knowledge and develops strategies and skills for using technology to seek information.
Grade 7	Standard 1: Self-awareness and self-management					
	Health Education (5-12) 2520.5	Physical Education (5-12) 2520.6	Social Studies 2520.4	Guidance and Counseling 2315	Advisor/Advisee (5-12) 2520.19	Learning Skills and Technology Tools 2520.14
Objectives	Students will:					
7.1.01 Analyze factors that create stress or	HE.7.7.04 identify strategies to reduce stress, anxiety and depression.			7.3.3 j. Students will learn techniques for managing stress and conflict.	AA.A.7.1.07 Understand and apply critical thinking skills to academic and non-	21C.O.5-8.3.LS.5 Student exhibits interpersonal and problem-solving

<p>motivate successful performance.</p>					<p>academic tasks. AA.PSD.7.9.01 Develop a list of personal information that should not be shared. AA.PSD.7.9.03 Demonstrate effective problem-solving and decision-making skills to ensure safe and healthy choices. AA.PSD.7.9.04 Explain how to cope with peer pressure. AA.PSD.7.9.05 Develop techniques for managing stress and conflict.</p>	<p>skills when in the role of leader. He/she helps others stay focused on the goal, monitors progress of the group, and successfully moves the group toward the goal.</p>
<p>7.1.02 Apply strategies to manage stress and to motivate successful performance.</p>	<p>• HE.7.7.04 identify strategies to reduce stress, anxiety and depression.</p>	<p>• PE.7.3.03 participate in physical activities both in and outside of school (e.g., physical education class, intramurals, recreation leagues).</p>		<p>7.1.3. a. Students will demonstrate the ability to balance school, studies, extra-curricular activities, leisure time and family life. 7.1.2</p>	<p>AA.A.7.1.02 Apply knowledge and learning styles to positively influence individual school performance. AA.A.7.1.03 Practice working independently and cooperatively with</p>	<p>21C.O.5-8.3.LS.5 Student exhibits interpersonal and problem-solving skills when in the role of leader. He/she helps others stay focused on the goal, monitors</p>

				a. Students will demonstrate the motivation to achieve individual potential.	<p>other students.</p> <p>AA.A.7.1.04 Demonstrate effective study skills.</p> <p>AA.A.7.1.05 Explore and practice leadership skills.</p> <p>AA.A.7.2.03 Apply the study skills necessary for academic success at each level.</p> <p>AA.A.7.2.04 Organize and update academic information including report cards and test scores.</p> <p>AA.A.7.2.14 Review and revise time management plan.</p> <p>AA.PSD.7.8.10 Examine how personal choices will impact socio-economic status in the future.</p>	progress of the group, and successfully moves the group toward the goal.
7.1.03	• HE.7.6.02 explain how the	• PE.7.4.03 Identify personal		7.2.3 h. Students will	AA.A.7.3.01 Articulate the	21C.O.5-8.3.LS.1

<p>Analyze how personal qualities influence choices and successes.</p>	<p>goal setting process is important when planning future events (e.g., college, marriage, job).</p>	<p>fitness needs and participate in physical activities to improve specified fitness components (e.g., strength, flexibility and body composition).</p>		<p>demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.</p>	<p>relationship between learning and work. AA.A.7.3.02 Illustrate that school success is the preparation to make the transition from student to community member AA.A.7.3.03 Explain how school success and academic achievement enhance future career and life opportunities AA.C.7.4.03 Assess his/her awareness of personal abilities, skills, interests, and motivations AA.C.7.5.06 Identify personal strengths and weaknesses. AA.C.7.6.01 Correlate the relationship between educational</p>	<p>Student manages emotions and behaviors, engages in collaborative work assignments requiring compromise, and demonstrates flexibility by assuming different roles and responsibilities within various team structures.</p>
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					<p>achievement and career success AA.C.7.6.02 Understand the impact of personal preferences and interests on career choices and success AA.C.7.6.03 Evaluate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals AA.PSD.7.7.13 Assess personal strengths and weaknesses. AA.PSD.7.8.10 Examine how personal choices will impact socio-economic status in the future.</p>	
<p>7.1.04 Set a short-term goal and make a plan for achieving it.</p>	<p>• HE.7.6.01 develop a personal health plan to address strengths, weaknesses and health risks.(e.g., diet, exercise,</p>	<p>• PE.7.4.03 Identify personal fitness needs and participate in physical activities to improve specified fitness</p>		<p>7.2.1 f. Students will learn how to set goals. k. Students will develop an action</p>	<p>AA.C.7.4.03 Assess his/her awareness of personal abilities, skills, interests, and motivations AA.C.7.4.04</p>	<p>21C.O.5-8.3.LS.3 Student sets challenging goals and strategically plans to reach those goals, monitors</p>

	<p>sleep, relationships).</p> <ul style="list-style-type: none"> • HE.7.6.03 create and develop a personal health goal. 	<p>components (e.g., strength, flexibility and body composition).</p>		<p>plan to set and achieve realistic goals</p> <p>7.3.2 h. Students will identify long- and short-term goals.</p>	<p>Review and revise academic goals and their relationship to career plans. AA.C.7.4.05 Understand the importance and benefits of planning AA.PSD.7.7.02 Apply goal-setting strategies for developing positive interpersonal relationships. AA.PSD.7.8.05 Research an action plan to set and achieve realistic goals.</p>	<p>performance and adjusts effort and strategies, seeks assistance when needed, and demonstrates focused commitment to reaching the established goals.</p>
<p>7.1.05 Analyze why one achieved or did not achieve a goal.</p>	<ul style="list-style-type: none"> • HE.7.6.01 develop a personal health plan to address strengths, weaknesses and health risks.(e.g., diet, exercise, sleep, relationships). 	<ul style="list-style-type: none"> • PE.7.4.03 Identify personal fitness needs and participate in physical activities to improve specified fitness components (e.g., strength, flexibility and body composition). 		<p>7.1.2 l. Students will use problem-solving and decision-making skills to assess progress toward educational goals.</p>	<p>AA.A.7.3.05 Review and revise organizational plan. AA.A.7.3.09 Review and update student portfolio. AA.C.7.4.07 Refine employability skills such as working on a team, problem-solving, and organizational skills AA.C.7.5.05 Review and update</p>	<p>21C.O.5-8.3.TT.8 Student recognizes personal limits in his/her knowledge and develops strategies and skills for using technology to seek information.</p>

						the portfolio reflecting most recent academic, career, and social accomplishments.
Grade 8	Standard 1: Self-awareness and self-management					
	Health Education (5-12) 2520.5	Physical Education (5-12) 2520.6	Social Studies 2520.4	Guidance and Counseling 2315	Advisor/Advisee (5-12) 2520.19	Learning Skills and Technology Tools 2520.14
Objectives	Students will:					
8.1.01 Analyze factors that create stress or motivate successful performance.	<ul style="list-style-type: none"> HE.8.7.03 explain protective behaviors used to avoid and reduce threatening situations (e.g., anger, bullying, harassment, gang membership, eating disorders). 	<ul style="list-style-type: none"> PE.8.3.01 explain the benefits of physical activity (e.g., heart health, weight control). 	SS.O.08.05.13 assess the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how those tensions were resolved.	7.3.3 j. Students will learn techniques for managing stress and conflict.	AA.A.8.1.01 Demonstrate attitudes and behaviors that lead to successful learning. AA.A.8.1.02 Evaluate how his/her learning style influences strategies to improve performance. AA.A.8.1.03 Demonstrate the ability to work independently and cooperatively with other students. AA.A.8.1.04 Establish and maintain a time management plan.	21C.O.5-8.3.LS.5 Student exhibits interpersonal and problem-solving skills when in the role of leader. He/she helps others stay focused on the goal, monitors progress of the group, and successfully moves the group toward the goal.

					<p>AA.PSD.8.9.01 Decipher personal information and determine what is confidential.</p> <p>AA.PSD.8.9.02 Compare and contrast the differences between appropriate and inappropriate physical contact</p> <p>AA.PSD.8.9.03 Apply effective problem-solving and decision-making skills to make safe and healthy choices</p> <p>AA.PSD.8.9.07 Differentiate between the internal and external locus of control.</p>	
<p>8.1.02 Apply strategies to manage stress and to motivate successful performance.</p>	<p>• HE.8.7.04 design strategies to reduce stress, anxiety and depression.</p>	<p>• PE.8.3.02 develop and implement a personal physical activity plan (e.g., where, when, cost, equipment, procedures).</p>		<p>7.1.3. a. Students will demonstrate the ability to balance school, studies, extra-curricular activities, leisure time and family</p>	<p>AA.A.8.1.05 Apply effective study skills to academic work.</p> <p>AA.A.8.1.07 Individualize effective test-taking skills.</p>	<p>21C.O.5-8.3.LS.5</p> <p>Student exhibits interpersonal and problem-solving skills when in the role of leader. He/she helps others</p>

				<p>life.</p> <p>7.1.2</p> <p>a. Students will demonstrate the motivation to achieve individual potential.</p>	<p>AA.A.8.1.08 Develop positive relationships with peers and adults.</p> <p>AA.A.8.1.09 Exhibit leadership skills when working collaboratively with others.</p> <p>AA.A.8.2.04 Organize and apply academic information from variety of sources.</p> <p>AA.A.8.3.08 Demonstrate effective organizational skills.</p> <p>AA.A.8.3.09 Identify and apply strategies to improve writing skills.</p> <p>AA.A.8.3.10 Demonstrate ability to apply self-knowledge to creation</p> <p>AA.PSD.8.9.05 Reinforce techniques for</p>	<p>stay focused on the goal, monitors progress of the group, and successfully moves the group toward the goal.</p>
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					managing stress and conflict	
<p>8.1.03</p> <p>Analyze how personal qualities influence choices and successes.</p>	<ul style="list-style-type: none"> • HE.8.7.05 create good health practices to improve personal and family health (e.g., hygiene, nutrition, food preparation, family time). 	<ul style="list-style-type: none"> • PE.8.4.03 assess personal fitness related to the five components of fitness (e.g., cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility) and participate in activities to improve specific fitness components. 	<p>SS.O.08.01.06 examine the strategies designed to strengthen the common good, which include a range of options for citizen action.</p>	<p>7.2.3</p> <p>h. Students will demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.</p>	<p>AA.A.8.1.01 Demonstrate attitudes and behaviors that lead to successful learning.</p> <p>AA.A.8.1.02 Evaluate how his/her learning style influences strategies to improve performance.</p> <p>AA.C.8.4.04 Evaluate progress toward achieving short term and long term goals.</p> <p>AA.C.8.4.05 Understand the importance of the five-year plan.</p> <p>AA.C.8.5.01 Analyze the relationship between decision-making skills and career planning.</p> <p>AA.C.8.5.02 Compare and contrast personal</p>	<p>21C.O.5-8.3.LS.5</p> <p>Student exhibits interpersonal and problem-solving skills when in the role of leader. He/she helps others stay focused on the goal, monitors progress of the group, and successfully moves the group toward the goal.</p>

					<p>skills, interests, and abilities and relate them to career choices.</p> <p>AA.C.8.6.01 Differentiate between educational achievement and career success</p> <p>AA.C.8.6.02 Identify personal preferences and interests that influence career choices and success</p>	
<p>8.1.04</p> <p>Set a short-term goal and make a plan for achieving it.</p>	<ul style="list-style-type: none"> HE.8.6.03 design a personal health goal and track progress toward its achievement (e.g., exercise, weight control, dental care). 	<ul style="list-style-type: none"> PE.8.3.02 develop and implement a personal physical activity plan (e.g., where, when, cost, equipment, procedures). 	<p>SS.O.08.01.09 outline and utilize a process to express opinion, resolve problems and/or seek assistance.</p>	<p>7.2.1 f. Students will learn how to set goals.</p> <p>k. Students will develop an action plan to set and achieve realistic goals</p> <p>7.3.2. h. Students will identify long- and short-term goals.</p>	<p>AA.A.8.2.01 Evaluate and set goals to increase motivation to achieve individual potential.</p> <p>AA.A.8.2.09 Assess and improve aptitudes for setting challenging goals.</p> <p>AA.A.8.2.16 Develop an academic career plan.</p> <p>AA.A.8.2.08 Develop an annual academic plan –</p>	<p>21C.O.5-8.3.LS.3</p> <p>Student sets challenging goals and strategically plans to reach those goals, monitors performance and adjusts effort and strategies, seeks assistance when needed, and demonstrates focused commitment to reaching the established goals.</p>

					Individual Student Transition Plan (ISTP). .A.8.2.16 Develop an academic career plan.	
8.1.05 Analyze why one achieved or did not achieve a goal.	<ul style="list-style-type: none"> • HE.8.6.03 design a personal health goal and track progress toward its achievement (e.g., exercise, weight control, dental care). • HE.8.6.04 determine how personal health goals and practices can vary as priorities change (e.g., family illness, death of close friend, personal tragedy, maturity) 	<ul style="list-style-type: none"> • PE.8.4.03 assess personal fitness related to the five components of fitness (e.g., cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility) and participate in activities to improve specific fitness components. 		7.1.2 1. Students will use problem-solving and decision-making skills to assess progress toward educational goals.	AA.A.8.2.01 Evaluate and set goals to increase motivation to achieve individual potential. AA.A.8.2.06 Review, assess, and refine short and long-term academic goals. AA.A.8.3.01 Analyze the relationship between learning and work. AA.C.8.5.05 Examine the education and training needed to achieve career goals. AA.PSD.8.7.10 Compare and contrast the results of effective vs. ineffective	21C.O.5-8.3.TT.8 Student recognizes personal limits in his/her knowledge and develops strategies and skills for using technology to seek information.

					communication. AA.PSD.8.7.11 Understand grade level expectations. AA.PSD.8.8.02 Assess consequences of decisions and choices AA.PSD.8.8.03 Justify alternative solutions to a problem	
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Grades 9-12	Standard 1: Self-awareness and self-management					
	Health Education (5-12) 2520.5	Physical Education (5-12) 2520.6	Social Studies 2520.4	Guidance and Counseling 2315	Advisor/Advisee (5-12) 2520.19	Learning Skills and Technology Tools 2520.14
Objectives	Students will:					
<p>9-12.1.01</p> <p>Analyze how thoughts and emotions affect decision making and responsible behavior.</p>	<ul style="list-style-type: none"> HE.HS.7.04 identify signs of stress (e.g., physical, mental/emotional, social) and common stressors (e.g., personal, environmental) and develop effective stress management techniques. 		<p>SS.O.11.01.03 analyze the changing nature of civic responsibility.</p>	<p>7.3.2. a. Students will use a decision-making and a problem-solving model. 7.3.1. f. Students will distinguish between appropriate and inappropriate behaviors</p>	<p>AA.A.9.1.01 identify attitudes and behaviors that lead to successful learning, personal development, and working cooperatively with others in the LINKS program. AA.A.9.1.02 display a positive interest in learning. AA.A.9.1.04 identify sources for extra help available to students needing academic support. AA.C.9.4.01 learn how to make decisions. AA.PSD.9.8.02 use a decision-making and a problem-solving model. AA.PSD.10.7.01 identify personal strengths and assets. AA.PSD.10.7.08 implement skills necessary to exhibit and</p>	<p>21C.O.9-12.3.LS.4</p> <p>Student demonstrates ethical behavior and works responsibly and collaboratively with others in the context of the school and the larger community, and he/she demonstrates civic responsibility through engagement in public discourse and participation in service learning.</p>

					<p>maintain a positive self-concept and effective self-control.</p> <p>AA.PSD.10.8.04 use problem-solving and decision-making skill to make safe healthy choices.</p> <p>AA.PSD.11.7.01 develop respect for diversity and increase acceptance for differences.</p> <p>AA.PSD.11.7.02 build upon activities and experiences that help the individual student become a contributing member of a global community.</p> <p>AA.C.12.6.13 evaluate the ability to balance school, studies, extracurricular activities, and family life.</p> <p>AA.C.12.6.14 explain how work can help to achieve personal success and satisfaction</p> <p>AA.PSD.12.8.04 apply effective problem-solving and decision-making skills that show respect for self and others.</p>	
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					AA.PSD.12.8.05 use a decision-making and a problem-solving model. AA.PSD.12.8.06 understand the consequences of decisions and solutions.	
9-12.1.02 Evaluate how expressing one's emotions in different situation affects others.	<ul style="list-style-type: none"> • HE.HS.7.04 identify signs of stress (e.g., physical, mental/emotional, social) and common stressors (e.g., personal, environmental) and develop effective stress management techniques. • HE.HS.7.05 identify causes, warning signs (e.g., physical, mental/emotional) and prevention strategies for depression and suicide (e.g., counselors, hotlines, outreach 	PE.HS.5.01 examine potential dangers of physical activity and determine how to minimize associated risks.	SS.O.10.04.05 interpret how people express attachment to places and regions (e.g., by reference to essays, novels, poems, short stories, feature films, traditional musical compositions such as “God Bless America” and “America the Beautiful”).	<p>7.3.1 f. Students will distinguish between appropriate and inappropriate Behaviors</p> <p>h. Students will understand the need for self-control and how to practice it.</p>	<p>AA.PSD.9.7.09 understand the influence of a positive self-concept. AA.PSD.9.7.10 develop skills to interact positively with others. AA.PSD.10.7.06 understand why leadership is important, evaluate leadership roles, examine their own potential for leadership and learn to appreciate the value of leadership and those who choose to take the lead. AA.PSD.10.7.08 implement skills necessary to exhibit and maintain a positive self-concept and effective self-control. AA.A.11.1.10 identify attitudes and behaviors</p>	21C.O.9-12.3.LS.1 Student remains composed and focused, even under stress, willingly aligns his/her personal goals to the goals of others when appropriate, approaches conflict from win-win perspective, and derives personal satisfaction from achieving group goals.

	programs).				that lead to successful learning.AA.C.12.4.03 demonstrate attitudes, skills, and knowledge gained from the high school experience. AA.PSD.11.7.07 learn how to work and interact with others. AA.PSD.11.9.01 identify stressors common to young adults and describe appropriate stress management techniques. AA PSD.11.9.02 identify appropriate ways to communicate their personal feelings AA.PSD.12.7.01 evaluate their communication style and begin using effective communication skills.	
9-12.1.03 Generate ways to develop more positive attitudes and evaluate how expressing positive attitudes influences	<ul style="list-style-type: none"> • HE.HS.7.06 identify ways to develop good character and improve self-esteem (e.g., self-efficacy, role playing). 	PE.HS.5.04 explain the influence of peer pressure on physical activity participation and performance.		7.3.1. Standard 7: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	AA.PSD.9.7.09 understand the influence of a positive self-concept. AA.PSD.9.7.10 develop skills to interact positively with others. AA.PSD.10.8.03 identify rights and responsibilities to self and others. AA PSD.10.9.03 demonstrate positive	21C.O.9-12.3.LS.5 Student exhibits positive leadership through interpersonal and problem-solving skills that contribute to achieving the

<p>others.</p>				<p>b. Students will identify personal values, attitudes and beliefs.</p>	<p>coping skills for managing life's events. AA.PSD.10.9.04 identify and use positive techniques for managing stress and conflict. AA.A.11.3.01 understand the importance of responsibility, dependability, punctuality, integrity, and effort in school. AA.PSD.11.9.01 identify stressors common to young adults and describe appropriate stress management techniques. AA PSD.11.9.02 identify appropriate ways to communicate their personal feelings. AA.C.12.4.03 demonstrate attitudes, skills, and knowledge gained from the high school experience. AA.C.12.4.03 demonstrate attitudes, skills, and knowledge gained from the high school experience.</p>	<p>goal. He/she helps others stay focused, distributes tasks and responsibilities effectively, and monitors group progress toward the goal without undermining the efforts of others.</p>
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<p>9-12.1.04</p> <p>Set priorities and monitor progress for self-improvement that builds on one's strengths.</p>	<ul style="list-style-type: none"> • HE.HS.7.01 complete a personal health assessment and detail behavioral changes and strategies needed to enhance health and reduce risk (e.g., personal risk assessment, wellness inventory). 	<p>PE.HS.5.02 utilize responsible/considerate personal behaviors in physical activity settings.</p>	<p>SS.C.O.12.03.05 calculate income and expenses, construct, analyze and monitor a personal budget, recognize the personal, local, national and global causes and implications of bankruptcy, and formulate a personal plan to prevent it.</p>	<p>7.1.2</p> <p>l. Students will use problem-solving and decision-making skills to assess progress toward educational goals.</p> <p>7.2.2.</p> <p>j. Students will assess and modify their educational plans to support career goals.</p> <p>7.3.1.</p> <p>j. Students will identify personal strengths and assets.</p>	<p>AA.A.9.1.05 analyze the most recent test results to identify strengths and challenges.</p> <p>AA.A.9.1.03 review and build upon educational skills necessary to progress toward life-long learning goals.</p> <p>AA.C.9.6.04 identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community.</p> <p>AA.C.9.4.02 develop an awareness of personal abilities, skills, interests, and motivations.</p> <p>AA.A.10.1.01 apply time management and task management and learn to balance school, studies, extra-curricular activities, leisure time, and family life.</p> <p>AA.A.10.1.05 analyze the most recent standardized test results to identify strengths and challenges.</p> <p>AA.A.10.2.04 establish challenging academic goals and review progress toward choosing a</p>	<p>21C.O.9-12.3.LS.1</p> <p>Student remains composed and focused, even under stress, willingly aligns his/her personal goals to the goals of others when appropriate, approaches conflict from win-win perspective, and derives personal satisfaction from achieving group goals.</p>
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					<p>concentration.</p> <p>AAA.A.10.1.01 apply time management and task management and learn to balance school, studies, extra-curricular activities, leisure time, and family life.</p> <p>A.C.10.6.03 identify how intellectual strengths can lead to future career success.</p> <p>AA.PSD.10.8.05 evaluate the ability to balance school, studies, extracurricular activities and family life.</p> <p>AA.C.10.6.05 define multiple intelligences, self-access and identify strengths and weaknesses as it relates to course and career planning.</p> <p>AA.PSD.10.7.01 identify personal strengths and assets.</p> <p>AA.A.11.1.11 analyze their most recent standardized test results to identify strengths and</p>	
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					<p>challenges.</p> <p>AA.A.11.1.06 utilize educational skills necessary to progress toward individual life-long learning goals.</p> <p>AA.A.11.3.01 understand the importance of responsibility, dependability, punctuality, integrity, and effort in school.</p> <p>AA.C.11.4.03 understand how values and personal needs affect career choice.</p> <p>AA.PSD.10.9.05 utilize the “lessons learned” of advanced learners to problem solve, set goals and make choices that lead to improved success.</p> <p>AA.C.12.5.11 maintain portfolio and evaluate progress towards academic and career goals.</p>	
<p>9-12.1.05</p> <p>Analyze how positive adult role models and support</p>	<ul style="list-style-type: none"> • HE.HS.8.04 identify school support staff (e.g., counselors, nurses, professionals) and community health 			<p>7.3.3.</p> <p>e. Students will differentiate between situations requiring peer</p>	<p>AA.A.9.1.04 identify sources for extra help available to students needing academic support.</p> <p>AA.A.9.3.02 understand</p>	

<p>systems contribute to school and life success.</p>	<p>services (e.g., Big Brothers, mental health facilities, ministerial counseling) and describe the impact this service has on individual school and community health.</p>			<p>support and situations requiring adult professional help.</p>	<p>that school success is the preparation to make the transition from student to community member. AA.A.10.1.13 apply knowledge gained from shared experiences of seniors and other mentors to increase successes and overcome challenges to success in school. AA.A.10.3.03 identify barriers to personal academic success. AA.PSD.10.8.02 identify personal attributes and behavior that demonstrate professionalism and good work ethic. AA.PSD.10.8.03 identify rights and responsibilities to self and others. AA.PSD.10.9.05 utilize the “lessons learned” of advanced learners to problem solve, set goals and make choices that lead to improved success. AA.A.11.1.02 demonstrate ability to work independently and cooperatively with others.</p>	
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					<p>AA.A.11.3.02 identify resource people in the school and community and know how to seek their help.</p> <p>AA.A.11.3.03 seek co-curricular and community opportunities to enhance the school experience.</p> <p>AA.C.11.4.02 analyze and evaluate school and community contributions as they relate to life career goals.</p> <p>AA.PSD.12.9.01 learn techniques for managing conflict to make safe, emotionally healthy choices.</p> <p>AA PSD.12.9.02 learn techniques to manage stress and conflict related to life after high school.</p> <p>AA PSD.12.9.03 explore ways to transition from high school to college by integrating new friends while keeping positive support systems.</p>	
<p>9-12.1.06</p> <p>Evaluate how one's interests,</p>	<ul style="list-style-type: none"> • HE.HS.8.05 demonstrate that he/she is a responsible and 		<p>SS.O.09.01.02 assess the nature of civic responsibility in</p>	<p>7.2.1</p> <p>c. Students will develop an awareness of</p>	<p>AA.A.9.1.02 display a positive interest in learning.</p> <p>AA.A.9.1.03 review and</p>	<p>21C.O.9-12.3.LS.4</p> <p>Student demonstrates</p>

<p>roles and responsibilities contribute to school and life success.</p>	<p>productive citizen who helps ensure the health, safety and security of the community (e.g., community service, school organizations, community organizations).</p>		<p>various cultures including the level of involvement of the different stratifications of society.</p>	<p>personal abilities, skills, interests, and motivations.</p> <p>7.1.2. k. Students will apply knowledge of aptitudes and interests to goal setting.</p> <p>n. Students will identify post-secondary options consistent with interests, achievement, aptitude and abilities.</p> <p>7.2.2 b. Students will identify personal skills, interests, and abilities and relate them to current career choices.</p> <p>l. Students will select</p>	<p>build upon educational skills necessary to progress toward life-long learning goals.</p> <p>AA.A.10.1.02 identify attitudes and behaviors that lead to successful learning.</p> <p>AA.A.10.1.03 accept mistakes as essential to the learning process.</p> <p>AA.PSD.11.7.03 describe the obligations young adults have to their family, community and society.</p> <p>AA.PSD.11.7.04 describe the unique rights and responsibilities students have as young adults.</p> <p>AA.PSD.11.7.05 learn about the relationships between rules, laws, safety, and the protections of individual rights and the rights of others and the responsibilities to contribute to a successful school year.</p> <p>AA.C.12.4.09 understand the importance of responsibility,</p>	<p>ethical behavior and works responsibly and collaboratively with others in the context of the school and the larger community, and he/she demonstrates civic responsibility through engagement in public discourse and participation in service learning.</p>
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				<p>coursework that is related to career interests.</p> <p>7.2.3. c. Students will identify personal preferences and interests that influence career choices and success</p> <p>h. Students will demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.</p>	<p>dependability, punctuality, integrity and effort in the workplace. AA.PSD.10.7.06 understand why leadership is important, evaluate leadership roles, examine their own potential for leadership and learn to appreciate the value of leadership and those who choose to take the lead.</p> <p>AA.A.9.1.03 review and build upon educational skills necessary to progress toward life-long learning goals.</p> <p>AA.A.11.2.05 evaluate and revise their educational plan for life-long learning.</p> <p>AA.C.11.4.01 analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with their own.</p>	
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					<p>AA.C.11.4.02 analyze and evaluate school and community contributions as they relate to life career goals.</p> <p>AA.C.11.4.03 understand how values and personal needs affect career choice.</p> <p>AA.C.12.6.11 identify personal preferences and interests that influence career choices and success.</p> <p>AA.C.12.6.13 evaluate the ability to balance school, studies, extracurricular activities, and family life.</p>	
<p>9-12.1.07</p> <p>Identify and make use of resources to overcome obstacles and achieve goals.</p>	<p>• HE.HS.5.03 analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on family, community and self (alcohol,</p>		<p>SS.O.09.05.05 explain the interaction of early humans with their environment and evaluate their decisions (e.g., hunting,</p>	<p>7.1.1. h. Students will use communication skills to know when and how to ask for help when needed.</p>	<p>AA.A.9.3.01 understand how school success and academic achievement enhance future career and vocational opportunities. AA.A.9.3.02 understand that school success is the preparation to make the transition from student to</p>	<p>21C.O.9-12.2.TT.3</p> <p>Student uses multiple electronic sources of information and multiple technology tools</p>

	<p>tobacco, and other drug use, STD transmission, pregnancy prevention, teen parenting).</p> <ul style="list-style-type: none"> • HE.HS.5.04 formulate alternatives to health-related issues or problems (e.g., defense/coping mechanisms). 		<p>migration, shelter, food, clothing).</p>	<p>7.3.3. e. Students will differentiate between situations requiring peer support and situations requiring adult professional help.</p> <p>f. Students will identify resource people in the school and community and know how to seek their help.</p> <p>7.3.2. e. Students will demonstrate when, where, and how to seek help for solving problems and making decisions.</p> <p>7.2.2. e. Students will use research and</p>	<p>community member. AA.A.9.3.03 discuss annually the current relationship between their flexible career plans, postsecondary education goals, five-year high school course plans, report card grades, standardized test scores, and academic improvement plans, and revise each as appropriate.AA.A.10.1.01 apply time management and task management and learn to balance school, studies, extra-curricular activities, leisure time, and family life. AA.A.10.3.01 identify resource people in the school and community and know how to seek their help. AA.A.11.1.09 analyze their time-use and time-wasters and apply time management and tasking skills. AA.A.11.2.01 discuss the current relationship</p>	<p>and resources tools (e.g., digital cameras, graphing calculators, probes, mp3 players, handheld devices, other emerging technologies, simulations, models, browsers, word processing, authoring tools, spreadsheets, databases) to collaborate with others, to formulate a hypothesis, to solve problems, make decisions, and present and justify the solutions.</p>
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				information resources to obtain career information.	between flexible career plans, postsecondary goals, five-year high school course plans, report card grades, standardized test scores, and academic improvement plans, and revise each as appropriate. AA.PSD.11.8.03 identify short-term and long-term goals. AA.A.12.1.04 identify attitudes and behaviors that lead to successful learning. AA.A.12.1.06 identify resource people in the community and learn how to give and seek help and make connections. AA.C.12.5.08 demonstrate preparedness for postsecondary success. AA.PSD.12.7.07 identify alternative ways of achieving goals. AA.PSD.12.7.02 learn how to manage personal finances while meeting career plan.	
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					<p>AA.A.11.3.02 identify resource people in the school and community and know how to seek their help.</p> <p>AA.PSD.9.9.01 identify and utilize resources available that address personal safety issues.</p> <p>AA.PSD.9.9.04 identify appropriate resources available to young adults to help them address stressors and conflicts common to young adults (e.g. parents, crisis hotlines, school counselors).</p> <p>AA.A.10.1.12 learn to evaluate reliability of websites and other resources that may be used to increase learning</p> <p>AA.A.10.2.05 know where to find resources, seek information and support from faculty, staff, family, peers, and the community.</p> <p>AA.A.10.3.01 identify resource people in the school and community and know how to seek</p>	
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					<p>their help. AA.A.11.3.02 identify resource people in the school and community and know how to seek their help. AA PSD.11.9.05 identify resource people in the school and community and know how to seek their help.</p>	
<p>9-12.1.08</p> <p>Set post-secondary goals with action steps, timeframes and criteria for evaluating achievement.</p>	<ul style="list-style-type: none"> • HE.HS.7.06 identify ways to develop good character and improve self-esteem (e.g., self-efficacy, role playing). 		<p>SS.C.O.12.03.02 create a rubric to evaluate career choices as realistic factors influencing income and lifestyle</p>	<p>7.1.2. n. Students will identify post-secondary options consistent with interests, achievement, aptitude and abilities. j. Students will develop and implement an annual plan of study to maximize academic ability and achievement. 7.3.2 k. Students will develop an action plan to set</p>	<p>AA.A.9.3.05 develop goals which reflect a connection between academic performance and career goals AA.A.10.1.10 assess and apply information to expand awareness of the relationship between high school choices and postsecondary options. AA.A.11.2.03 develop a postsecondary transition plan including campus/workplace exploration, the admissions and/or application process, financial aid sources and process and personal timeline. AA.A.12.1.01</p>	<p>21C.O.9-12.3.TT.6 Student evaluates and applies technology tools for research, information analysis, problem solving, content learning, decision making, and lifelong learning.</p>

				<p>and achieve realistic goals.</p> <p>7.2.2.</p> <p>a. Students will apply decision-making skills to career planning, course selection, and career transitions.</p> <p>c. Students will demonstrate knowledge of the career planning process.</p> <p>f. Students will learn to use the Internet to access career planning information.</p> <p>j. Students will assess and modify their educational plans to support career goals.</p> <p>m. Students will maintain a career planning portfolio.</p>	<p>apply analytical thinking and problem solving to evaluate successes and challenges related to range of obtainment of academic/personal high school goals.</p> <p>AA.A.12.2.02 understand assessment results and implications for postsecondary plans.</p> <p>AA.A.12.3.01 evaluate how the K-12 education has prepared them for the future.</p> <p>AA.A.12.3.02 evaluate the lessons learned from co-curricular and community experiences and their impact on future goals.</p> <p>AA.A.12.3.03 evaluate career opportunities available based on academic preparation in high school</p> <p>AA.C.12.4.06 develop skills to locate, evaluate, interpret, and complete necessary career tools to obtain postsecondary goals.</p> <p>AA.C.12.5.14 articulate</p>	
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					<p>final postsecondary plans. AA.PSD.12.8.01 use persistence and perseverance to achieve academic and career goals. AA.A.9.1.06 Make annual revisions as appropriate to their academic improvement plan based on their most recent classroom work, high school grades, standardized test scores, teacher comments, and life experiences. AA.A.9.2.03 revise their Individual Student Transition Plans as appropriate to reflect changes in interests, career and postsecondary plans, standardized test scores, report card grades, and life experiences. AA.A.9.3.03 discuss annually the current relationship between their flexible career plans, postsecondary education goals, five-year high</p>	
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					<p>school course plans, report card grades, standardized test scores, and academic improvement plans, and revise each as appropriate.</p> <p>AA.C.9.4.08 articulate – verbally and in writing – future plans.</p> <p>AA.PSD.9.8.03 develop an action plan to set and achieve realistic goals.</p> <p>AA.C.10.5.04 develop educational plans to support career goals.</p> <p>AA.C.11.4.08 Identify and utilize reputable resources to complete self assessments, relate personal qualities to the world of work and locate appropriate career and post-secondary options.</p> <p>AA.A.11.2.01 discuss the current relationship between flexible career plans, postsecondary goals, five-year high school course plans, report card, grades, standardized test scores, and academic</p>	
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					<p>improvement plans, and revise each as appropriate.</p> <p>AA.C.12.5.02 complete senior checklist and develop a senior plan to obtain postsecondary goals.</p> <p>AA.A.11.2.03 develop a postsecondary transition plan including campus/workplace exploration, the admissions and/or application process, financial aid sources and process and personal timeline.</p> <p>AA.A.11.2.07 evaluate and revise educational plan for postsecondary success.</p> <p>AA.C.11.4.05 revise postsecondary education goals as appropriate to reflect changes in their career plans.</p> <p>AA.PSD.12.7.06 identify the affects of personal priorities on spending, saving on decision-making and planning for postsecondary education.</p>	
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