

SECTION IV

The Scope and Sequence of a Guidance Curriculum

The Scope of the Guidance Curriculum

As defined in the comprehensive, developmental guidance and counseling program model (Section II), the purpose of the guidance curriculum is to systematically assist students develop the skills they need to enhance their personal, social, educational, and career development. The local guidance curriculum should be designed to help students acquire age-appropriate knowledge and skills within the scope of the following content areas:

- Self-confidence development
- Motivation to achieve
- Decision-making, goal-setting, planning, and problem-solving skills
- Interpersonal effectiveness
- Communication skills
- Cross-cultural effectiveness
- Responsible behavior

Implementing a Guidance Curriculum

Full implementation of a guidance curriculum requires a partnership between counselors and teachers. Guidance may be implemented as a separate subject area as in a specific course, such as “Career Investigation” at the middle/junior high school level or be infused throughout the rest of the instructional disciplines. Many guidance curriculum objectives relate to those already expressed in the “Texas Essential Knowledge and Skills (TEKS),” outlined in Chapters 110-128 of the Texas Administrative Code.

The Sequence of a Guidance Curriculum

Development of a curriculum sequence entails specifying age-appropriate learnings within each of the content areas by identifying the following:

1. learning GOALS within each content area;
2. indicators of age-appropriate COMPETENCY development within each goal for grade-spans or for school levels;
3. EXPECTED RESULTS for student attainment for each grade level; and
4. OBJECTIVES for each guidance instructional activity.

While this section focuses on the guidance curriculum component, each activity in any of the four program components should draw its objective(s) from these content areas.

An illustrative example:

CONTENT AREA:

Responsible behavior.

GOAL:

Students will take responsibility for their own behaviors.

COMPETENCY INDICATOR:

In grades 10-12, students will analyze the consequences of unacceptable/irresponsible behavior.

EXPECTED RESULTS:

Students in grade 10 will identify recurrent irresponsible behaviors prevalent on their campus and the consequences associated with each.

OBJECTIVE:

Each student will list the five irresponsible behaviors that he/ she is most prone to and the specific school-related consequences of each.

For the content areas of the Texas Guidance Curriculum, goals and competency indicators are presented for each of the following grade spans:

Grades Pre-Kindergarten-Kindergarten

Grades 1 - 3

Grades 4 - 6

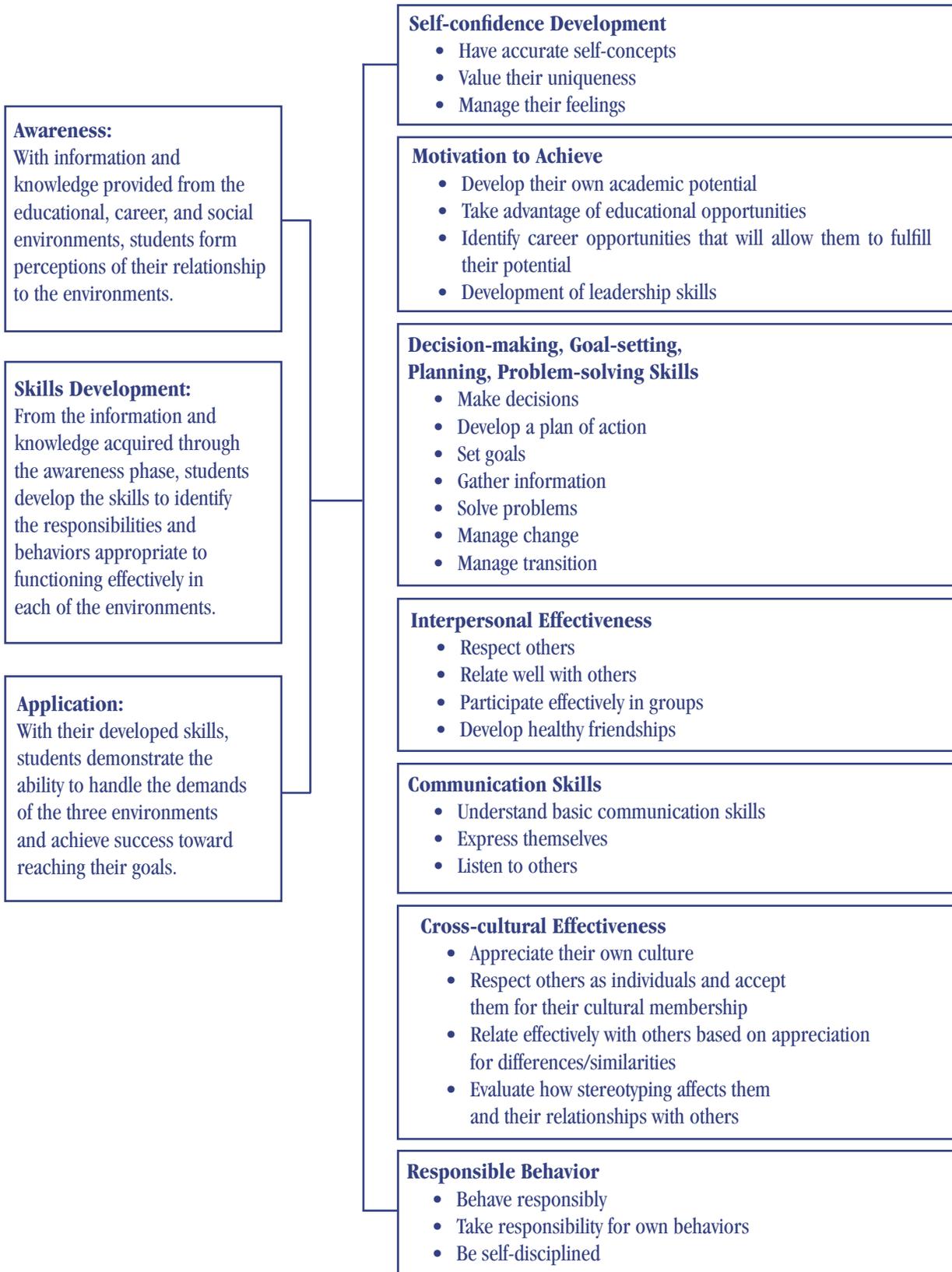
Grades 7 - 9

Grades 10 - 12

The competency indicators are based on developmental theory and counselors' experience, and are geared toward helping students in the grade spans move through various continuum: from knowledge through analysis or evaluation, from awareness through application, from interest to appreciation. If, however, students have mastered a competency prior to the grade span or do not master it during that time, adjustments in the curriculum should be made.

Appropriate grade level EXPECTED RESULTS for campus or district curricula will vary depending on the needs and resources of each setting, as will the OBJECTIVES for specific activities. It is imperative that activities are designed and materials are used that are relevant within the school community served.

FIGURE 3
Guidance Content Areas and Skill Levels



Content Areas and Competency Indicators For Each Grade Span

Grades Pre-Kindergarten - Kindergarten

Self-confidence Development

- Have accurate self-concepts
 - become aware of some of their personal traits
 - describe themselves physically
- Appreciate their uniqueness
 - identify likenesses/differences between themselves and others
 - describe what makes them feel good about themselves
- Manage their feelings
 - identify their feelings
 - become aware of why managing their feelings is important

Motivation to Achieve

- Develop their own academic potential
 - become aware of what learning is and that they are learners
 - become aware of what benefits are derived from learning
 - become aware of their learning interests; describe learning that they enjoy most
 - participate in the school setting in a positive/active way
- Take advantage of the educational opportunities afforded them in elementary and secondary school
 - become aware of the skills and attitudes needed to achieve in school
 - describe the school and the adults who are there to help them
 - participate in school activities
- Recognize careers that will allow them to fulfill their potential
 - describe a job they might want to do “when they grow up”
- Develop their leadership skills
 - take turns as class leaders

Decision-making, Goal-setting, Planning, Problem-solving Skills

- Make decisions
 - become aware of the choices they make
 - realize the difficulty of choosing between two desirable alternatives
- Develop a plan of action
 - participate in daily planning
 - become aware of the need to use time effectively

- Set goals
 - become aware that people set goals
- Gather information
 - become aware of different jobs/workers and their contributions to society
- Solve problems
 - define “problem”
 - identify problems
- Manage change
 - describe how they are different this year
- Manage the transitions from one school level to the next
 - describe how their present school environment differs from the one they were in previously
 - describe how the people who are available can help them when needed

Interpersonal Effectiveness

- Respect others
 - become aware that others have feelings
 - become aware of how others are similar to/different from themselves
 - demonstrate caring for others
- Relate well with others
 - become aware of their own responsibilities in working with others
 - become aware of how they can demonstrate respect and/or caring for others
 - describe their work and play relationships with others
- Maintain their personal integrity while participating in groups
 - express their wants and needs
 - identify when they are part of a group
- Develop healthy friendships
 - describe characteristics in themselves that enable them to be a good friend
 - describe characteristics of others they enjoy being with
- Function effectively as group members
 - become aware of how people in a group work together
 - take part in making group rules
 - become aware of their responsibilities in the family, school, and community

Communication Skills

- Understand basic communication skills
 - recognize that they listen to and speak with a variety of people
- Express themselves
 - verbalize ideas, thoughts and feelings
 - express their feelings appropriately
 - make positive statements to/about others
- Listen to others
 - become aware of the need to be a good listener
 - recognize that others may communicate differently than they do
 - listen to others and repeat their ideas

Cross-cultural Effectiveness

- Appreciate their own culture
 - express pride in their families
- Respect others as individuals and accept them for their cultural membership
 - recognize that there are different languages
- Relate effectively with others based on appreciation for differences/similarities in cultural membership
 - become aware of the meaning of cultural backgrounds
 - become aware that friends may have different/ similar cultural backgrounds
- Realize how stereotyping affects them and their relationships with others
 - become aware of the meaning of stereotyping

Responsible Behavior

- Behave responsibly
 - behave appropriately in the various school settings
 - become aware of school/classroom rules
 - be able to follow rules and directions and complete tasks
 - describe areas in school in which they are self-sufficient and in which they are not
- Take responsibility for their own behaviors
 - identify their own behaviors
 - accept rewards and consequences for their behavior
- Be self-disciplined
 - know and follow the rules

Grades 1-3

Self-confidence Development

- Have accurate self-concepts
 - become aware of the importance of liking themselves
 - describe themselves physically, emotionally and intellectually
 - identify some of their strengths and limitations
 - become aware of their personal traits and characteristics that contribute to the uniqueness of each individual
 - identify their beliefs
- Appreciate their uniqueness
 - analyze how they feel about their own personal characteristics
 - demonstrate a positive attitude about themselves
 - discuss individual rights and privileges
- Manage their feelings
 - recognize their feelings while they experience them
 - describe why it is important to take care of their emotions
 - become aware of how they manage their feelings

Motivation to Achieve

- Develop their own academic potential
 - explain the benefits they derive from learning
 - become aware of the relationship between learning and effort
 - identify the subject they like/dislike and in which they do well/do poorly
 - become aware of how their interests and beliefs help motivate them in the school setting
 - describe what is important/not important to them in school
 - become aware of the various kinds of tests they take and how the test results can help them set educational goals
 - become aware that success and disappointment are a normal part of life and learning (and that we can learn from our mistakes)
- Take advantage of the educational opportunities afforded them in elementary and secondary school
 - explain their likes and dislikes about school
 - become aware of the influence of school on all aspects of their lives
 - feel satisfaction from their school achievement
 - become aware of the school as both a work setting and a place of academic learning and of the relationship between education and work
 - become aware that performance in school related to performance in adult roles
- Recognize careers that will allow them to fulfill their potential
 - recognize a variety of jobs that people do in their school/community
 - describe their responsibilities at home and which tasks they prefer

- Develop their leadership skills
 - describe the responsibilities of identified school/community leaders
 - identify group rules

Decision-making, Goal-setting, Planning, Problem-solving Skills

- Make decisions
 - describe the steps in a decision making process
 - describe the ways they make decisions
 - become aware that some decisions are changeable, some are not
 - become aware that some choices are made for them and some they make for themselves
- Develop a plan of action
 - describe the steps in a planning process
 - describe some of the planning they do
 - develop plans for specific activities
 - explain that achieving goals requires planning
 - understand the importance of planning and preparing for their future careers in the world of work
 - become aware of different methods for using time effectively
- Set goals
 - describe the steps in a goal-setting process
 - state some personal goals
 - identify ways they contribute to class goals
- Gather information
 - become aware of the world of work and its components
 - become aware of the relationship between their personal attributes and the process of choosing a career
 - become aware of quality of life and its components; identify the quality of life components most important to them
- Solve problems
 - identify a problem in an uncomfortable situation and describe how they can contribute possible solutions
 - become aware that to solve problems effectively a systematic process is used/can be used
 - demonstrate understanding of stress and conflict and ways of managing these feelings/ situations
- Manage change
 - summarize what they can/cannot control in their lives
 - identify changes that have occurred in themselves
- Manage the transitions from one school level to the next
 - find strategies for feeling secure in a new class or school group
 - become aware of changes that will occur as they continue through school

Interpersonal Effectiveness

- Respect others
 - identify traits and behaviors admired in others
 - describe how they demonstrate respect for others
 - identify benefits from diversity among people
- Relate well with others
 - acquire skills needed to cooperate, compete, and compromise with others
 - consider and respect others
 - understand “fair play”
 - express positive attitudes toward social involvement
 - become aware of how people help each other feel good about themselves
- Maintain their personal integrity while participating in groups
 - identify sources and effects of peer pressure
 - describe some things that are important to their peers
- Develop healthy friendships
 - describe the processes involved in making and keeping friends
 - identify persons they care about
 - analyze what is important to persons they care about and why it is important to them
- Function effectively as group members
 - become aware of the groups to which they belong and other groups that are available to them
 - become aware that groups have “norms” / expectations of their members
 - identify characteristics of different groups
 - become aware of their abilities and motivations as members of groups
 - become aware of the skills needed for effective participation in a group

Communication Skills

- Understand basic communication skills
 - describe listening and speaking skills that allow them to understand others and others to understand them
 - become aware that good communication skills help people work well together
- Express themselves
 - identify ways individuals express feelings
 - describe ways to express the need for help
 - become aware that independent views can be expressed in an acceptable manner
 - speak appropriately
- Listen to others
 - become aware of and accept/tolerate opinions of others in group discussions
 - listen attentively

Cross-cultural Effectiveness

- Appreciate their own culture
 - become aware that happiness can come from feeling secure in their own family and cultural group
 - feel pride in their own culture
 - recognize the traditions/beliefs of their culture
- Respect others as individuals and accept them for their cultural membership
 - respects others as unique individuals
 - demonstrate awareness of others' cultural membership
 - become aware that others are both individuals and members of cultural groups
 - become aware of customs and expectations of others' cultures
- Relate effectively with others based on appreciation for differences/similarities in cultural membership
 - be aware of the differences/similarities between their own culture and that of others
 - demonstrate appreciation for the culture of others
- Evaluate how stereotyping affects them and their relationships with others
 - become aware of the meaning of stereotypes
 - describe prejudicial actions that they have seen

Responsible Behavior

- Behave responsibly
 - know the school rules
 - understand that school rules are to provide order to enhance the learning environment for everyone
 - become aware of the differences between acceptable and unacceptable social behaviors in the various school settings
 - become aware of their responsibilities in school
 - become aware of their feelings concerning the school rules
 - use knowledge of school rules and expectations when faced with choices which could interfere with learning
- Take responsibility for their own behaviors
 - explain the relationship between rules of conduct and their responsibilities to themselves and others
 - use behaviors which demonstrate respect for the feelings, property, and interests of others
 - describe the relationship between behaviors and good/bad consequences
- Be self-disciplined
 - describe situations where they have no control, some control, or almost total control over themselves

Grades 4-6

Self-confidence Development

- Have accurate self-concepts
 - demonstrate awareness of what contributes to an accurate self-concept
 - describe their strengths and limitations
 - describe the information they receive about themselves from standardized measures of achievement, ability, and/or interest
 - review information and their feelings about themselves and determine whether they think their concept of themselves is accurate
 - demonstrate understanding of how their school performance contributes to their self-concept
 - analyze how their relationships with others have affected/affect their self-concept
 - become aware of some of their beliefs and describe how they contribute to their self-concept
- Appreciate their uniqueness
 - demonstrate understanding that having positive feelings of their self-worth is valuable
 - demonstrate a positive attitude toward themselves as unique and worthy people
 - demonstrate awareness of what contributes to their feelings of self worth
 - describe some of their personal standards
 - demonstrate understanding of how their personal uniqueness is affected by the educational environment
- Manage their feelings
 - demonstrate awareness of their feelings in various situations
 - demonstrate skills for handling emotions
 - express anger appropriately
 - identify the experiences that create strong feelings
 - become aware of the need to have time for themselves
 - understand ways they manage their feelings
 - identify the situations where managing their feelings is difficult

Motivation to Achieve

- Develop their own academic potential
 - explain the benefits they derive from learning
 - relate their learning abilities to the subjects they are studying
 - assume responsibility for their own learning
 - demonstrate understanding of the importance of giving maximum effort in school
 - become aware that success and failure are parts of life and learning
 - identify the subject matter which they like/dislike and in which they do well/do poorly
 - apply methods for using motivation and interest for the purpose of modifying weaknesses and limitations while maintaining and improving strengths
 - express pride in their intellectual accomplishments
 - apply learned study skills successfully
 - understand how using a variety of learning styles can improve their school performance

- Take advantage of the educational opportunities afforded them in elementary and secondary school
 - describe good study skills/habits which contribute to success in school
 - identify ways they may handle sources of school frustration
 - demonstrate awareness of the importance of educational achievement to career opportunities
 - identify educational opportunities available to them in middle/junior high school
 - identify school subject matter as related to potential careers
- Recognize careers that will allow them to fulfill their potential
 - become aware that school is part of the preparation for a potential career
 - identify the importance of all work that contributes to society
 - demonstrate understanding of the traditional work ethic
 - demonstrate awareness of the relationship of leisure time activities, work, and education
 - describe their quality of life and factors that influence those qualities of life
- Develop their leadership skills
 - describe the qualities of people they perceive to be effective leaders
 - recognize their leadership skills and qualities and those of others
 - describe the consequences of taking responsibility

Decision-making, Goal-setting, Planning, Problem-solving Skills

- Make decisions
 - define and explain the importance of each of the steps in the decision-making process
 - analyze their own skills for making personal and educational decisions
 - describe how their beliefs contribute to their decisions
 - describe the skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and tentative career goals
- Develop a plan of action
 - define and explain the importance of each of the steps in the planning process
 - describe how their beliefs contribute to their planning
 - describe how planning enhances their lives
 - identify the need for organization and time management skills
 - understand the importance of planning and preparing for potential careers in the world of work
- Set goals
 - define and explain the importance of each of the steps in the goal-setting process
 - demonstrate understanding of the skills needed for goal-setting; construct some personal goals
 - describe how their beliefs contribute to their goals
 - distinguish between short-, intermediate-, and long-term goals
- Gather information
 - demonstrate understanding of the purpose and nature of work
 - apply relevant information they have about themselves

- Solve problems
 - demonstrate understanding of the use of a problem-solving process
 - demonstrate understanding of their own strategies for problem-solving
 - describe appropriate methods for managing stress
- Manage change
 - analyze ways they have/do not have control over their environment
 - identify ways they have control over themselves and their quality of life
 - demonstrate understanding of changes that have occurred in themselves and in their peers
 - demonstrate understanding of changes that have occurred in their environment
- Manage the transitions from one school level to the next
 - analyze their thoughts and feelings about the transition to middle school/junior high
 - analyze the changes they make in adapting to the makeup of the new educational environment
 - describe how the people who are available can help them when needed

Interpersonal Effectiveness

- Respect others
 - become aware that each individual is unique
 - demonstrate understanding that similarities and differences among people are valuable
 - evaluate traits and behaviors admired in others
 - demonstrate understanding of a variety of ways to solve conflicts with others
 - speak respectfully to adults and peers
 - respect others' ideas/opinions/feelings
- Relate well with others
 - specify characteristics in others they like/dislike, appreciate/do not appreciate
 - recognize how their actions affect others' feelings
 - analyze the importance of helping others/being helped by others
 - become aware of the skills needed for effective functioning in the home, community, and school
 - demonstrate understanding of the importance of cooperation
 - demonstrate understanding of the different ways they interact with peers and adults in different settings
 - analyze the advantages and disadvantages of working together with others in school and at work
 - analyze the similarities and differences between cooperation and competition
 - offer/accept helpful criticism
- Maintain their personal integrity while participating in groups
 - demonstrate the ability to function effectively in groups without loss of personal integrity
 - demonstrate understanding that peer pressure influences them positively/negatively

- Develop healthy friendships
 - choose friends consistent with personal belief standards
 - distinguish between the characteristics of close friends and those persons who are not close friends
 - demonstrate understanding that, as they meet more people, they develop new friendships
 - analyze the skills needed to make and keep friends while maintaining their own standards
- Function effectively as group members
 - describe how people depend on each other to fulfill their needs
 - identify their own needs for group affiliation
 - differentiate between the types of groups of which they are members
 - become aware of the independence and interdependence of the groups of which they are members
 - become aware of their contributions to their groups

Communication Skills

- Understand basic communication skills
 - list and define/describe the basic communication skills
 - analyze how communication skills affect their relationships with others
 - be aware of non-verbal communication
- Express themselves
 - use effective communications skills to manage peer pressure
 - express their feelings clearly and appropriately
 - demonstrate understanding that independent views can be expressed in an acceptable way
 - analyze how what they say affects others' actions and feelings
 - express themselves honestly
 - speak clearly and to the point
 - express feelings and opinions without offending others
- Listen to others
 - become aware of the differences in the way one listens to and speaks with friends as contrasted with those who are not close friends
 - demonstrate concern and respect for the feelings, interests and opinions of others
 - distinguish between thoughts and feelings of others
 - analyze how what others say affects their actions and feelings
 - respect others' opinions

Cross-cultural Effectiveness

- Appreciate their own culture
 - identify the groups to which they belong because of their background, their family, and their heritage
 - identify the cultural practices their families appreciate and how they affect their feelings of self-worth
 - discuss their own culture openly and honestly with others
 - describe their own culture's customs and expectations

- Respect others as individuals and accept them for their cultural membership
 - become aware that cultural heritages and traditions differ
 - respect others' cultures by referring to their culture appropriately
 - become aware that others are both individuals and members of cultural groups
- Relate effectively with others based on appreciation for differences/similarities in cultural membership
 - discuss similarities/differences among various cultural groups
 - be aware of conflicts resulting from culture-related beliefs and biases
 - become aware of how understanding/appreciating differences of heritage help their and others' self-concepts and social relationships
 - discuss how cultural differences among people relate to the uniqueness of individuals and the enrichment of the total group
- Evaluate how stereotyping affects them and their relationships with others
 - be aware that they should develop criteria for when to generalize and when not to
 - become aware of reasons why stereotypes are attached to groups and why this represents faulty logic
 - understand how prejudicial actions that they have seen are hurtful to individuals
 - become aware of stereotypes that are prevalent in society

Responsible Behavior

- Behave responsibly
 - adhere to class and school behavioral expectations
- Take responsibility for their own behaviors
 - demonstrate consideration and respect for the feelings, property, and physical well-being of others
 - become aware that their beliefs affect their behaviors
 - identify personal behavioral beliefs and those of their basic groups
 - identify behaviors that illustrate respect for themselves and for others
 - identify and demonstrate social behaviors which encourage acceptance by others
 - describe how emotions affect their behavior
 - recognize that judgments are made on their behaviors and attitudes
- Be self-disciplined
 - maintain control over themselves
 - demonstrate personal behavior that recognizes human worth and dignity in relating to others
 - become aware of situations that produce a variety of behaviors

Grades 7-9

Self-confidence Development

- Have accurate self-concepts
 - evaluate their progress toward the development of an accurate self-concept
 - use self-appraisal skills
 - describe how the way they manage school/learning is an expression of self concept
 - identify personal learning style
- Appreciate their uniqueness
 - acknowledge, accept, and appreciate uniqueness in themselves
 - analyze what contributes to their feelings of self-worth
 - analyze their personal standards
 - identify their work beliefs
 - describe methods they use in caring for their physical, intellectual, and emotional health
 - distinguish between things that are helpful and those that are harmful to their physical, intellectual, and emotional health
- Manage their feelings
 - describe the benefits of expressing their feelings to an adult
 - describe the benefits they derive from taking time for themselves
 - analyze how they manage their feelings

Motivation to Achieve

- Develop their own academic potential
 - analyze what contributes to their feelings of competence and confidence
 - analyze the impact on their school performance of their preferred learning style, their study skills, and habits
 - analyze the benefits they derive from learning
 - analyze how their current educational performance will enhance/hinder their achieving desired goals
 - express the importance of developing their academic potential
 - understand the attitudes necessary for success in work and learning
- Take advantage of the educational opportunities afforded them in elementary and secondary school
 - identify the school's graduation requirements
 - describe which of the opportunities available to them in the high school is important to them
 - describe the variety of opportunities available to them in the school setting
 - analyze the relationship between educational achievement to potential career opportunities
 - predict how they will use knowledge from certain subjects in future life and work experiences

- Recognize careers that will allow them to fulfill their potential
 - describe the importance of basic skills for achieving desired lifestyle, standard of living, and occupational choices
 - analyze past achievements in relation to possible career choices
 - describe the process of career exploration and planning
 - identify how their personal interests match with/are expressed through hobbies, extracurricular activities, initial work experiences, and career choices
 - analyze society's attitudes and beliefs toward work and their own attitudes and beliefs toward work
- Develop their leadership skills
 - analyze their leadership skills and qualities
 - analyze when they take/do not take responsibility

Decision-making, Goal-setting, Planning, Problem-solving Skills

- Make decisions
 - analyze the importance of each of the steps in the decision-making process
 - evaluate their skills for making decisions
 - analyze how past decisions influence present decisions and project how present decisions will influence future decisions
 - accept responsibility for decisions they have made and analyze the consequences
 - demonstrate understanding of the concept of risk and risk-taking
 - demonstrate having the skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and tentative career goals
- Develop a plan of action
 - analyze the importance of the steps in the planning process
 - evaluate their skills in using a planning process
 - analyze the impact planning/lack of planning has had on their lives
 - assess the results of some previously implemented plans
 - analyze their time management skills and ways to improve them
- Set goals
 - demonstrate the ability to set priorities
 - analyze goals they have previously set
 - analyze the consequences of consistently setting realistic/unrealistic goals
 - describe what they envision as their preferred quality of life
 - set some personal short- and long-term goals
 - describe the importance of integrating their belief system into the goal-setting process

- Gather information
 - analyze the information they have about themselves that is relevant to educational and career decision-making and planning
 - demonstrate having skills for locating, understanding, and using career information
 - research potential careers
 - demonstrate conceptual understanding of the work world
 - demonstrate understanding of factors which constitute the work world
 - identify various education/training routes which lead to the work world
- Solve problems
 - analyze the importance of each of the steps in a problem-solving process
 - expand their capacity to generate alternatives for solving problems
 - analyze how they manage stress
- Manage change
 - analyze how life's roles, settings, and events impact their quality of life
 - identify internal/external factors which have caused their beliefs, interests and capabilities to change
 - explain the interrelatedness of personal and environmental changes
 - demonstrate understanding that the future work world may be much different than the present one
 - demonstrate understanding that a changing world demands life-long learning
- Manage the transitions from one school level to the next
 - analyze/evaluate how changes in the school environment have affected them
 - describe how the people who are available can help them when needed
 - explain how they have adjusted/adapted to the high school without giving up their belief standards
 - analyze how they are managing the transition to high school

Interpersonal Effectiveness

- Respect others
 - appreciate uniqueness in others
 - analyze how differences among people contribute to a richer environment
- Relate well with others
 - understand how to assess relationships
 - demonstrate the ability to get along with a variety of people
 - analyze how people help each other feel good about themselves
 - analyze situations in which they have helped/been helped by others and those in which they have not helped/been helped
 - demonstrate social skills with peers

- Maintain their personal integrity while participating in groups
 - analyze their ability to handle responsibility and conflicts arising from peer group involvement
 - analyze the importance of their participation in various groups
 - develop personal criteria for group affiliation
 - analyze the positive and negative effects of group participation
- Develop healthy friendships
 - distinguish between the characteristics of healthy and unhealthy friendships
 - evaluate the importance of having friendships with peers and adults
 - analyze the skills they have for maintaining friendships
- Function effectively as group members
 - evaluate how and why people organize to satisfy basic social and economic needs
 - analyze their strengths/limitations in functioning in groups
 - identify/list behaviors which help /hinder group cooperation and effectiveness
 - describe the benefits of working with a team to get a job done

Communication Skills

- Understand basic communication skills
 - analyze their use of the basic communication skills
 - use listening and expression skills to manage peer pressure
 - evaluate how listening and expression skills help them to make decisions, set goals, and solve problems
 - analyze how use of communication skills contribute/hinder a group's progress toward task completion
- Express themselves
 - understand the theory behind assertion
 - evaluate the effect of expressing appreciation
 - analyze their skills at interpreting their feelings to others
 - develop skills needed for appropriate expression of opinions, attitudes and beliefs in groups
- Listen to others
 - appreciate the importance of listening in order for communication to occur
 - analyze their own ability to listen
 - manage the emotional reactions of others

Cross-cultural Effectiveness

- Appreciate their own culture
 - identify characteristics of the groups to which they belong because of their background, their family, and their heritage
 - analyze the cultural practices their families appreciate and how they affect their feelings of self-worth

- Respect others as individuals and accept them for their cultural membership
 - respect the rights of others regardless of their heritage
 - analyze what respecting others as individuals and as members of cultural groups means to them
- Relate effectively with others based on appreciation for differences/similarities in cultural membership
 - analyze similarities/differences among various cultural groups
 - analyze conflicts resulting from culture-related beliefs and biases
 - analyze how understanding/appreciating differences of heritage help their and others' self-concepts and social relationships
 - analyze how cultural differences among people enrich the people's individuality and the total group
 - analyze their own comfort in associating with people from cultures different than their own
 - demonstrate consideration and respect for cultural differences
- Evaluate how stereotyping affects them and their relationships with others
 - know criteria for when to generalize and when not to
 - distinguish between valid generalizations and stereotyping
 - analyze how prejudicial actions that they have seen are hurtful to individuals

Responsible Behavior

- Behave responsibly
 - demonstrate understanding that the environment they are in influences their behavior
 - discuss the policies and procedures regarding appropriate behavior in the new environment of the high school
 - demonstrate understanding that the purpose of school rules is to guide their behavior
 - evaluate the ways they contribute to the educational environment
- Take responsibility for their own behaviors
 - analyze the consequences of using appropriate/inappropriate behaviors in various environments
 - analyze how their behaviors affect others' behaviors, emotions and decisions
 - identify how their beliefs affect their attitudes and behaviors
 - behave so as to demonstrate respect for others
- Be self-disciplined
 - analyze when they do/do not control themselves
 - analyze their behaviors that express recognition of human worth and dignity in relating to others
 - analyze how they behave in a variety of situations
 - compare/contrast the consequences that occur when they are/are not self-disciplined

Grades 10-12

Self-confidence Development

- Have accurate self-concepts
 - demonstrate acceptance of themselves, including strengths and limitations; analyze/evaluate their strengths and limitations
 - describe how the way they manage school/career is an expression of self concept
- Appreciate their uniqueness
 - analyze when they take responsibility for themselves and when they do not
 - make decisions and plans based on understanding of their unique qualities
 - evaluate their personal standards
 - respect their rights
 - evaluate the benefits to them of taking time for themselves
 - identify their personal limits and boundaries needed for good self-care
- Manage their feelings
 - evaluate how they manage their feelings

Motivation to Achieve

- Develop their own academic potential
 - evaluate the benefits they derive from learning
 - evaluate ways they presently learn and predict how learning may continue in the future
 - explain what motivates individuals
 - analyze/evaluate what motivates them
 - express positive attitudes toward work and learning
 - evaluate how the use of various learning styles improves their school performance
 - predict how their feelings of competence and confidence will help them in the future
- Take advantage of the educational opportunities afforded them in elementary and secondary school
 - assume responsibility for meeting school's graduation requirements
 - predict how they will use knowledge from school in future life and work
 - explain the relationship between educational achievement and career planning, training, and placement
 - evaluate how they have used the educational opportunities available in school
- Recognize careers that will allow them to fulfill their potential
 - analyze the relationship between career choices and quality of life
 - understand and appreciate the rewarding aspects of their work
 - identify personal reasons for their selection of a career
 - describe how societal needs and functions influence the nature and structure of work
- Develop their leadership skills
 - recognize leadership qualities in others and in themselves
 - demonstrate their ability to handle responsibility

Decision-making, Goal-setting, Planning, Problem-solving Skills

- Make decisions
 - evaluate how well they use the decision-making process when making real-life decisions
 - accept responsibility for decisions they have made
 - evaluate some personal decisions that they have made
 - demonstrate having the skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and career goals
- Develop a plan of action
 - base future education/training/employment plans on analysis of their academic experiences
 - evaluate how well they use a planning process in making real-life plans
 - describe the steps they need to take in order to attain their post-high school education/training/employment goals
 - predict the influence planning will have on their future
 - evaluate their use of time management skills
- Set goals
 - assess their ability to achieve past goals and integrate this knowledge for the future
 - describe the importance of re-using a systematic goal-setting process when revising goals
 - evaluate how well they use a goal-setting process in setting real-life goals
 - evaluate the importance of setting realistic goals and striving toward them
 - evaluate the relationship between goal-setting and planning
 - evaluate the importance of setting high standards and expectations
- Gather information
 - demonstrate skills for locating, evaluating, and interpreting information about career opportunities
 - explain how occupations relate to the needs and functions of society as well as their personal needs
 - analyze the various factors which constitute the work world
 - analyze the multiple career/educational options available to them upon completion of high school
 - summarize the relevant knowledge about themselves
- Solve problems
 - formulate their own process for solving personal, interpersonal, and/or situational problems
 - evaluate their use of a problem-solving process when faced with actual problems
 - evaluate their ability to manage stress
- Manage change
 - analyze their feelings when wanted/unwanted changes occur
 - analyze how their beliefs, interests, and capabilities have changed and are changing
 - analyze how career concerns change as situations and roles change
 - assess the interactive effects of life roles, settings, and events and how these make-up their quality of life
 - assess the effects of important events, both those that can and cannot be controlled, upon quality of life
 - demonstrate understanding of the need for personal and occupational flexibility in an ever changing world
 - explain how a changing world demands life-long learning

- Manage the transitions from one school level to the next
 - predict how they will manage the change in their lives that will occur after leaving high school
 - anticipate the changes they will experience as they enter post-high school education/ training/ employment
 - summarize how planning will help them make the transition

Interpersonal Effectiveness

- Respect others
 - relate experiences that demonstrate their ability to empathize with others
 - evaluate their ability to respect others' uniqueness
 - respect others' individual rights
 - respect others' rights in group interactions
 - evaluate how individual differences contribute to a richer environment
- Relate well with others
 - evaluate how people help each other feel good about themselves
 - identify their social behaviors which allow them to function effectively with others
 - analyze cooperative and competitive relationships/situations
 - evaluate their behaviors toward others and decide which are effective in interpersonal relationships and which need improvement
 - predict the role(s) of relationships in their adult lives
- Maintain their personal integrity while participating in groups
 - demonstrate their ability to manage conflicts arising from peer group involvement
- Develop healthy friendships
 - evaluate the effectiveness of their friendships
 - explain (1) why they appreciate friendships, (2) how effective friendships are maintained
 - predict how friendships will contribute to their life in the future
- Function effectively as group members
 - evaluate their basic group affiliations
 - analyze the role(s) they play in various groups
 - evaluate group dynamics

Communication Skills

- Understand basic communication skills
 - analyze how beliefs affect interpersonal communication
 - develop the communication skills needed for participating effectively within group settings
 - analyze how they use communication skills to improve their mental health
 - evaluate their and others' use of communication skills in problem situations

- Express themselves
 - have a variety of ways to express themselves
 - interpret their feelings
 - use assertion skills
- Listen to others
 - understand and communicate their understanding of what another person has said
 - use reflective listening skills
 - interpret feelings shared by friends

Cross-cultural Effectiveness

- Appreciate their own culture
 - evaluate their participation in groups to which they belong because of their background, their family, and their heritage
 - evaluate their culture's practices and how they affect their feelings of self worth
- Respect others as individuals and accept them for their cultural membership
 - assess their beliefs regarding the rights of others regardless of their heritage
 - evaluate how respecting others as individuals and as members of cultural groups enhances interpersonal relationships
- Relate effectively with others based on appreciation for differences/similarities in cultural membership
 - manage conflicts resulting from culture-related beliefs and biases
 - evaluate their own role in conflicts resulting from culture-related beliefs and biases
 - evaluate how appreciating their own heritage enhances their self-concept and social relationships
 - analyze their own comfort in associating with people from cultures different than their own
- Evaluate how stereotyping affects them and their relationships with others
 - evaluate their own culture-descriptive generalizations about themselves and others
 - evaluate the impact of stereotyping
 - evaluate stereotypes they still hold; describe former stereotypes and how they have changed
 - evaluate how prejudicial actions that they have seen are hurtful to individuals

Responsible Behavior

- Take responsibility for their own behaviors
 - assess how taking responsibility for their own actions enhances their lives
 - analyze the consequences of unacceptable/irresponsible behavior
 - understand the tendency toward reciprocity of behavior between individuals
 - articulate a personal theory of why people behave the way they do
 - accept responsibility for adhering to the goals of the basic group
- Be self-disciplined
 - evaluate the benefits of being self-disciplined
 - maintain self-discipline and rational behavior in dealing with emotional conflicts and stress

