

<p>National Standard I.C</p>	<p>GC.A.2.2.2* understands the value of practicing a skill.</p> <p>GC.A.2.2.3* understands how good study skills and habits are related to other aspects of life.</p> <p>GC.A.2.2.4* knows the value and importance of working with and without supervision.</p> <p>GC.A.2.2.5* exhibits an interest in taking responsibility for independent learning.</p> <p>GC.A.2.2.6* understands that mistakes are an important part of the learning process.</p>	<p>GC.A.2.2.2.a identifies a nonacademic skill that took practice to master and then describes how this experience is related to learning an academic skill.</p> <p>GC.A.2.2.3.a matches skills and habits with those related to success in the world of work from a list of occupations and work habits.</p> <p>GC.A.2.2.4.a defines, during a group discussion, the meaning of close and distant supervision and relates examples of instances when one is preferred over the other.</p> <p>GC.A.2.2.5.a demonstrates initiative to choose and complete a project with minimal supervision.</p> <p>GC.A.2.2.6.a describes a time when he or she tried something new and was unsuccessful, and identifies the impact of the experience on the learning process.</p>
<p>National Standard I.A</p>	<p>Standard 3: The student develops effective time management skills.</p>	
<p>National Standard III.B HE.3.B.4 HE.4.B.4 HE.5.B.4</p>	<p>GC.A.3.2.1* understands the importance of scheduling academic, extracurricular, and personal activities.</p> <p>GC.A.3.2.2* understands the value of goal setting and monitoring personal deadlines.</p> <p>GC.A.3.2.3* evaluates time management skills related to school success.</p>	<p>GC.A.3.2.1.a develops a weekly agenda.</p> <p>GC.A.3.2.2.a describes the value of setting and monitoring goals and establishing time management priorities.</p> <p>GC.A.3.2.3.a evaluates, after following a self-designed, time management plan, its effectiveness in terms of productivity and academic performance.</p>

<p>HE.3.B.4 HE.4.B.4 HE.5.B.4</p>	<p>Standard 4: The student develops effective stress management skills.</p>	
<p>HE.3.P.1 HE.4.P.1 HE.5.P.1</p>	<p>GC.A.4.2.1* identifies events and situations that are stressful for children in third through fifth grade.</p> <p>GC.A.4.2.2* understands that stress and anxiety are natural aspects of life and the importance of developing stress management skills.</p> <p>GC.A.4.2.3* learns techniques to relieve test anxiety.</p> <p>GC.A.4.2.4* identifies barriers to success at school, and identifies strategies to counter those barriers.</p>	<p>GC.A.4.2.1.a lists stressful events and situations and then rates these situations in terms of intensity.</p> <p>GC.A.4.2.2.a discusses stress at all stages in life, and lists reasons for developing stress management skills.</p> <p>GC.A.4.2.3.a lists basic coping skills related to test anxiety and other school related stresses.</p> <p>GC.A.4.2.4.a lists barriers that deter student learning, rates their intensity, and cites coping skills.</p>
	<p>Standard 5: The student understands attitudes and behaviors related to academic achievement.</p> <p>GC.A.5.2.1* understands positive and negative peer pressures in terms of school success.</p> <p>GC.A.5.2.2* knows the difference between intrinsic and extrinsic influences.</p> <p>GC.A.5.2.3* recognizes how positive thinking is related to success.</p>	<p>GC.A.5.2.1.a discusses the power of peer pressure in terms of school success.</p> <p>GC.A.5.2.2.a demonstrates a knowledge of intrinsic and extrinsic pressures and rewards.</p> <p>GC.A.5.2.3.a demonstrates an awareness of how positive thinking increases the likelihood of success.</p> <p>GC.A.5.2.3.b relates experiences of having negative thoughts while trying to complete a task and how those thoughts can influence task completion.</p>

<p>LA.3.5.2 LA.4.5.2 LA.5.5.2</p>	<p>Standard 6: The student develops interpersonal and communication skills for successful learning.</p> <p>GC.A.6.2.1* understands the importance of positive feedback related to academic performance.</p> <p>GC.A.6.2.2* understands the importance of attentive listening in academic activities.</p>	<p>GC.A.6.2.1.a compliments a classmate on academic achievement.</p> <p>GC.A.6.2.1.b describes to a classmate what he or she did positively to affect the learning atmosphere of the class.</p> <p>GC.A.6.2.2.a rates self on participation in terms of listening, asking questions, and encouraging others to share ideas.</p>
<p>National Standard I.A</p> <p>LA.3.5.2 LA.4.5.2 LA.5.5.2</p>	<p>Standard 7: The student assesses self and school success skills.</p> <p>GC.A.7.2.1* develops classroom learning behaviors that raise achievement.</p> <p>GC.A.7.2.2* identifies personal learning behaviors that need improvement.</p> <p>GC.A.7.2.3* evaluates peer relationships in terms of their effect on academic achievement.</p> <p>GC.A.7.2.4* identifies personal attitudes about school.</p> <p>GC.A.7.2.5* identifies personal interests and skills that promote academic achievement.</p>	<p>GC.A.7.2.1.a lists learning behaviors related to achievement and rates himself or herself on each behavior.</p> <p>GC.A.7.2.2.a identifies two strengths and two that need to be improved from a list of effective classroom learning behaviors.</p> <p>GC.A.7.2.3.a lists qualities of peer relationships and their effect on academic achievement.</p> <p>GC.A.7.2.4.a makes a list of words that represent positive and negative attitudes. Marks those that apply to him or her and discusses the implications.</p> <p>GC.A.7.2.5.a completes an interest inventory that identifies a core of interests and discusses those that are related to academic success.</p>

<p>National Standards I.B III.B</p>	<p>Standard 8: The student sets academic goals and makes decisions that help attain those goals.</p> <p>GC.A.8.2.1* identifies both short-term and long-term academic goals.</p>	<p>GC.A.8.2.1.a identifies short-term academic goals, and develops a time frame (e.g., week, grading period, semester, year). GC.A.8.2.1.b identifies long-term academic goals in terms of grades, graduation, and desired career track.</p>
<p>Strand B: Personal and Social Development</p> <p>National Standard III.C</p>  <p>National Standard III.A</p> 	<p>Standard 1: The student develops personal responsibility for his or her own behavior.</p> <p>GC.B.1.2.1* identifies and understands school and classroom rules.</p> <p>GC.B.1.2.2* understands the rewards and consequences associated with following or violating school or classroom rules.</p> <p>GC.B.1.2.3* discriminates between acceptable and unacceptable behavior as part of personal RESPONSIBILITY.</p> <p>GC.B.1.2.4* understands the reciprocal connection between his or her behavior and that of peers and authority figures. (Treats others with RESPECT.)</p>	<p>GC.B.1.2.1a discusses school and classroom rules, and provides a rationale for each rule.</p> <p>GC.B.1.2.2.a identifies the rewards associated with following the rules. GC.B.1.2.2.b identifies the consequences associated with violating school and classroom rules.</p> <p>GC.B.1.2.3.a identifies acceptable school and classroom behaviors and provides a rationale for acceptability. GC.B.1.2.3.b identifies unacceptable school and classroom behaviors and provides a rationale for unacceptability.</p> <p>GC.B.1.2.4.a identifies three personal behaviors that result in predictable reaction from peers and authority figures. GC.B.1.2.4.b identifies three behaviors of peers and authority figures that result in</p>

LA.3.5.2
LA.4.5.2
LA.5.5.2

National
Standard
I.A



GC.B.1.2.5*
understands that compliance with rules is a skill that can be developed

Standard 2: The student develops a positive appraisal of his or her personal qualities and traits.

GC.B.2.2.1*
identifies the various dimensions of self-concept.

GC.B.2.2.2*
identifies physical, personal, and social qualities of self.

GC.B.2.2.3*
describes characteristics of self that make one special and unique.

GC.B.2.2.4*
explains how personal traits such as self-reliance, responsibility, resilience, **TRUSTWORTHINESS**, punctuality, and citizenship are related to success in life.

GC.B.2.2.5*
accepts and value one's own differences from others as positive.

GC.B.2.2.6*
recognizes positive feelings about oneself.

predictable reactions from self.

GC.B.1.2.5.a
identifies aspects of his or her own personality that contribute to rule compliance and explains how one can develop a habit of rule compliance.

GC.B.2.2.1.a
lists at least three dimensions of self-concept (e.g., personal, social, academic).

GC.B.2.2.2.a
lists examples of physical qualities, examples of social qualities, and examples of academic qualities.

GC.B.2.2.3.a
describes unique personal, physical, social, and academic qualities.

GC.B.2.2.3.b
explains how these qualities make him or her special.

GC.B.2.2.4.a
gives three examples each behavior that demonstrates the qualities of responsibility, kindness, punctuality, and citizenship.

GC.B.2.2.4.b
describes the consequences of behaviors that demonstrate these qualities.

GC.B.2.2.4.c
explains why these traits are related to success.

GC.B.2.2.5a
identifies three personal qualities that are different from the qualities of other people and explains how these differences are positive.

GC.B.2.2.6.a
expresses to someone else three positive feelings about self.

	<p>GC.B.2.2.7* identifies discrepancies between real self (how I am) and ideal self (how I would like to be).</p>	<p>GC.B.2.2.7.a lists five qualities of self (how I am). GC.B.2.2.7.b lists five qualities of ideal self (how I would like to be). GC.B.2.2.7.c explains what makes the two lists different.</p>
<p>HE.3.B.2 HE.4.B.2 HE.5.B.2</p> <p>LA.3.5.2 LA.4.5.2 LA.5.5.2</p>	<p>Standard 3: The student masters effective communication skills.</p> <p>GC.B.3.2.1* knows effective verbal and nonverbal attending skills (e.g., eye contact, posture, and verbal following).</p> <p>GC.B.3.2.2* knows how to paraphrase the content of another’s communication.</p> <p>GC.B.3.2.3* discriminates between open and closed-ended questions.</p> <p>GC.B.3.2.4* labels and reflects accurately the feelings of another.</p> <p>GC.B.3.2.5* demonstrates an attitude of respect and nonjudgment toward the feelings and beliefs of others.</p> <p>GC.B.3.2.6* demonstrates appropriate self-</p>	<p>GC.B.3.2.1.a demonstrates the effective use of verbal and nonverbal attending skills.</p> <p>GC.B.3.2.2.a paraphrases accurately the other speaker in conversation. GC.B.3.2.2.b gives a rationale for paraphrasing.</p> <p>GC.B.3.2.3.a explains the differences between open-ended questions and closed-ended questions. GC.B.3.2.3.b gives an example of both types of questions.</p> <p>GC.B.3.2.4.a labels accurately the emotions of characters from movies or television. GC.B.3.2.4.b writes a statement that accurately reflects these feelings.</p> <p>GC.B.3.2.5.a explains what it means to be respectful and nonjudgmental of others’ beliefs and feelings. GC.B.3.2.5.b gives an example of how to respond in a respectful manner when others have different feelings.</p> <p>GC.B.3.2.6.a describes the difference between</p>

	<p>disclosure in an interpersonal interaction.</p> <p>GC.B.3.2.7* knows how to respond to inappropriate comments.</p> <p>GC.B.3.2.8* learns to summarize the content and feelings of another in an interpersonal interaction.</p> <p>GC.B.3.2.9* learns to give and follow directions.</p>	<p>appropriate and inappropriate self-disclosure. GC.B.3.2.6.b gives two examples each of appropriate and inappropriate self-disclosure. GC.B.3.2.6.c demonstrates in a simulated conversation appropriate self-disclosure.</p> <p>GC.B.3.2.7.a gives examples of appropriate and inappropriate comments. GC.B.3.2.7.b demonstrates in a simulated interaction the ability to respond appropriately to inappropriate comments.</p> <p>GC.B.3.2.8.a identifies examples of appropriate and inappropriate summarization after hearing simulated conversations. GC.B.3.2.8.b demonstrates in a simulated conversation the ability to summarize the content and feelings of another.</p> <p>GC.B.3.2.9.a gives examples of how to give directions. GC.B.3.2.9.b demonstrates the ability to give directions in a conversation.</p>
<p>National Standard II.A</p> <p>PE.3.R.1 PE.4.R.1 PE.5.R.1</p> <p>LA.3.5.2 LA.4.5.2 LA.5.5.2</p>	<p>Standard 4: The student masters social and interpersonal skills.</p> <p>GC.B.4.2.1* understands the importance of taking turns, sharing, and cooperating in the service of accomplishing group goals.</p>	<p>GC.B.4.2.1.a identifies three behaviors that represent a cooperative relationship between people. GC.B.4.2.1.b demonstrates three cooperation skills (e.g., taking turns, offering help, sharing).</p>



HE.3.B.2
HE.4.B.2
HE.5.B.2



PE.3.R.1
PE.4.R.1
PE.5.R.1

GC.B.4.2.2*
learns to express empathy and compassion for the feelings of others in a kind and **CARING** manner.

GC.B.4.2.3*
explains the difference between assertive and aggressive interpersonal behavior.

GC.B.4.2.4*
learns to respond assertively to negative and/or provocative statements from others (conflict resolution/violence prevention).

GC.B.4.2.5*
explains the meaning of **FAIRNESS** in social/peer relationships.

GC.B.4.2.6*
understands the rules of personal safety that pertain to abuse and neglect.

GC.B.4.2.1.c
explains the consequences of cooperation on group behavior.

GC.B.4.2.2.a
explains what it means to express empathy for the feelings of others.

GC.B.4.2.2.b
identifies accurately examples of compassion after reviewing simulated interpersonal interactions.

GC.B.4.2.2.c
demonstrates expressions of empathy and compassion for the feelings of another in a conversation.

GC.B.4.2.3.a
defines assertive behavior and aggressive behavior.

GC.B.4.2.3.b
identifies correctly whether behavior was assertive or aggressive after viewing interpersonal interactions.

GC.B.4.2.3.c
explains the beneficial consequences of choosing assertive behavior over aggressive behavior.

GC.B.4.2.4.a
gives examples of how to respond assertively to negative and provocative statements from others. after viewing simulated interpersonal interactions.

GC.B.4.2.4.b
responds assertively to negative statements in simulated conversations.

GC.B.4.2.5.a
explains the differences between fair play and foul play.

GC.B.4.2.5.b
identifies the consequences of violating the fair play norm.

GC.B.4.2.6.a
names the rules that guide personal safety.

GC.B.4.2.6.b
gives reasons why it is important to follow these rules.

**National
Standard
III.C**

**HE.3.B.2
HE.4.B.2
HE.5.B.2**

***Standard 5: The student develops
constructive strategies and skills
for managing personal and social
conflict.***

GC.B.5.2.1*

identifies sources of conflict in interpersonal situations.

GC.B.5.2.2*

describes the connection between frustration and aggression in interpersonal conflict.

GC.B.5.2.3*

demonstrates impulse control during conflict.

GC.B.5.2.4*

discriminates between problems that belong to oneself and problems that belong to others.

GC.B.5.2.5*

demonstrates the ability to apply a problem-solving strategy.

GC.B.5.2.6*

understands the need for negotiation and compromise in personal conflicts.

GC.B.5.2.1.a

names three sources of interpersonal conflict.

GC.B.5.2.1.b

identifies accurately the sources of the conflicts from stories with conflicts.

GC.B.5.2.2.a

gives examples of how frustration and aggression lead to conflict in his or her life.

GC.B.5.2.2.b

explains how frustration and aggression are connected to conflict.

GC.B.5.2.3.a

gives examples of impulsive reactions during conflicts.

GC.B.5.2.3.b

identifies impulsive behaviors, and suggest alternatives in simulated conflict situations.

GC.B.5.2.4.a

describes the conditions under which a problem belongs to himself or herself and when it belongs to "others."

GC.B.5.2.5.a

names two courses of action that will probably defuse conflict.

GC.B.5.2.5.b

identifies an effective strategy for resolving the problem after reading a story with a problem.

GC.B.5.2.5.c

explains how he or she applied a problem-solving strategy in resolving a personal conflict.

GC.B.5.2.6.a

identifies opportunities for compromise from simulated conflict situations.

	<p>GC.B.5.2.7* applies a meditation strategy to help resolve conflicts between others.</p>	<p>GC.B.5.2.6.b suggests a course of action that leads to compromise after reading about a conflict.</p> <p>GC.B.5.2.7.a names two situations in which mediation could be beneficial.</p> <p>GC.B.5.2.7.b describes how to apply a mediation strategy to resolve the conflict from a simulated conflict situation.</p>
<p>HE.3.C.2 HE.4.C.2 HE.5.C.2</p> <p>WL.K12.6.3 WL.K12.6.4</p> <p>TH.3.H.1 TH.4.H.1 TH.5.H.1</p> <p>TH.3.H.2 TH.4.H.2 TH.5.H.2</p> <p>PE.3.R.1 PE.4.R.1 PE.5.R.1</p>	<p>Standard 6: The student develops a respect for cultural and human diversity and an appreciation for different customs and expectations (Multicultural Education).</p> <p>GC.B.6.2.1* identifies the customs and expectations of his or her culture.</p> <p>GC.B.6.2.2* identifies customs and expectations of another culture.</p> <p>GC.B.6.2.3* expresses pride in his or her family and cultural traditions.</p> <p>GC.B.6.2.4* understands and respects differences in heritage.</p> <p>GC.B.6.2.5* understands how individual and cultural differences among people can contribute to the enrichment of the whole group.</p>	<p>GC.B.6.2.1.a names customs of his or her culture.</p> <p>GC.B.6.2.1.b names expectations of his or her culture.</p> <p>GC.B.6.2.2.a names three cultures other than own.</p> <p>GC.B.6.2.2.b names three customs and three expectations for each culture.</p> <p>GC.B.6.2.3.a lists family and/or cultural traditions.</p> <p>GC.B.6.2.4.a explains why it is important to understand differences in heritage and how it relates to social relations.</p> <p>GC.B.6.2.4.b explains how appreciating differences can lead to the development of positive self-concepts.</p> <p>GC.B.6.2.5.a names ways that cultural differences among people contribute to the enrichment of the whole group.</p>

	<p>GC.B.6.2.6* demonstrates an awareness of biases and prejudices.</p> <p>GC.B.6.2.7* understands that conflicts result from biases and prejudices.</p> <p>GC.B.6.2.8* understands that prejudicial actions can be hurtful to others.</p>	<p>GC.B.6.2.6.a discusses negative effects of bias and prejudice.</p> <p>GC.B.6.2.7.a lists conflicts that result from biased and prejudiced beliefs.</p> <p>GC.B.6.2.8.a discusses prejudicial actions one has observed towards others.</p> <p>GC.B.6.2.8.b describes the hurtful results of these behaviors.</p>
<p>HE.3.B.3 HE.4.B.3 HE.5.B.3</p>	<p>Standard 7: Acquire effective problem solving and decision making skills for resolving personal and social dilemmas.</p> <p>GC.B.7.2.1* identifies personal and interpersonal problems in his or her life.</p> <p>GC.B.7.2.2* develops a series of alternate courses of action in response to an identified problem.</p> <p>GC.B.7.2.3* identifies the consequences associated with alternative responses to a problem.</p> <p>GC.B.7.2.4* selects an effective course of action from two or more alternatives to a problem.</p> <p>GC.B.7.2.5* evaluates the effectiveness of a selected course of action in response to an identified problem.</p>	<p>GC.B.7.2.1.a names personal and social problems experienced.</p> <p>GC.B.7.2.2.a identifies the problem and develops three courses of action in response after viewing a simulated interpersonal dilemma.</p> <p>GC.B.7.2.3.a lists at least two consequences for each course of action.</p> <p>GC.B.7.2.4.a explains the rationale for choosing a course of action as the most effective.</p> <p>GC.B.7.2.5.a rates the effectiveness of the preferred course of action on a ten-point scale.</p>
<p>HE.3.B.1. HE.4.B.1 HE.5.B.1</p>	<p>Standard 8: The student develops healthy lives and communities.</p> <p>GC.B.8.2.1* identifies common health problems in society.</p>	<p>GC.B.8.2.1.a generates a list of common health problems in society, and identifies those</p>

<p>HE.3.B.2 HE.4.B.2 HE.5.B.2</p>		<p>that are the most serious threats to people in his or her community.</p>
<p>HE.3.B.3 HE.4.B.3 HE.5.B.3</p>	<p>GC.B.8.2.2* recognizes positive effects of living a healthy life on self and society.</p>	<p>GC.B.8.2.2.a lists and discusses the positive aspects of living a healthy life on self and society.</p>
<p>HE.3.B.4 HE.4.B.4 HE.5.B.4</p>	<p>GC.B.8.2.3* knows how exercise, nutrition, and habits can affect one’s life and community.</p>	<p>GC.B.8.2.3.a discusses healthy and unhealthy lifestyles.</p>
<p>HE.3.C.1 HE.4.C.1 HE.5.C.1</p>	<p>GC.B.8.2.4* recognizes high-risk behaviors that contribute to unhealthy lifestyles.</p>	<p>GC.B.8.2.4.a identifies high-risk behaviors that contribute to unhealthy lifestyles from a list of activities.</p>
<p>HE.3.C.2 HE.4.C.2 HE.5.C.2</p>	<p>GC.B.8.2.5* understands how prevention strategies contribute to wellness.</p>	<p>GC.B.8.2.5.a describes the value of wellness and cites prevention strategies related to the threats against health.</p>
<p>HE.3.P.1 HE.4.P.1 HE.5.P.1</p>	<p>GC.B.8.2.6* knows the long-range consequences of abusive behaviors.</p>	<p>GC.B.8.2.6.a describes the long-range consequences of abusive behaviors.</p>
<p>HE.3.P.2 HE.4.P.2 HE.5.P.2</p>	<p>GC.B.8.2.7* understands prevention strategies for substance abuse.</p>	<p>GC.B.8.2.7.a identifies prevention strategies related to problems of abuse.</p>
<p>Strand C: Career Development</p> <p>National Standards II.A II.B II.C</p>	<p><i>Standard 1: The student understands that characteristics of good workers develop throughout their school career.</i></p> <p>GC.C.1.2.1* understands the concepts of competence and integrity, and how they contribute to effective leadership.</p> <p>GC.C.1.2.2* identifies his or her personal interests, abilities, values, and beliefs</p>	<p>GC.C.1.2.1.a discusses competence and integrity and gives examples of leaders who have demonstrated competence and integrity.</p> <p>GC.C.1.2.2.a identifies those that are consistent with his or her interest to perform in that area</p>

	<p>related to career choice.</p> <p>GC.C.1.2.3* understands how individual characteristics relate to achieving personal, social, educational, and career goals.</p>	<p>from a list of occupations.</p> <p>GC.C.1.2.3.a describes how a relative or neighbor's personal characteristics have affected achieving personal, social, educational, and career goals.</p>
	<p>Standard 2: The student develops skills to understand and use career information.</p> <p>GC.C.2.2.1* identifies occupations according to data, people, and things.</p>	<p>GC.C.2.2.1.a describes jobs that are present in the local community.</p>
<p>SS.3.E.1 SS.4.E.1 SS.5.E.1</p>	<p>Standard 3: The student understands how work relates to the needs and functions of society.</p> <p>GC.C.3.2.1 describes ways in which work can help overcome social and economic problems and satisfy personal needs.</p>	<p>GC.C.3.2.1.a shares about the significance of different occupations.</p>
	<p>Standard 4: The student is aware of different occupations and changing male/female roles.</p> <p>GC.C.4.2.1* describes traditional and nontraditional roles for males and females</p>	<p>GC.C.4.2.1.a discusses choosing nontraditional employment for both men and women.</p>
<p>Strand D: Community Involvement</p> <p>SC.3.L.17 SC.4.L.17 SC.5.L.17</p> <p>SS.3.C.2 SS.4.C.2 SS.5.C.2</p>	<p>Standard 1: The student understands and enhances the community.</p> <p>GC.D.1.2.1* develops positive attitudes toward community.</p> <p>GC.D.1.2.2* understands characteristics of a responsible and productive community member.</p>	<p>GC.D.1.2.1.a demonstrates positive attitudes toward community.</p> <p>GC.D.1.2.2.a describes responsible and productive community members.</p>



SS.3.C.2
SS.4.C.2
SS.5.C.2

GC.D.1.2.3*
 takes part in activities that build a sense of pride in his or her community.

GC.D.1.2.4*
*knows and identifies concepts and skills related to good **CITIZENSHIP**.*

GC.D.1.2.3.a
 participates in activities that build a sense of pride in community.

GC.D.1.2.4.a
 discusses concepts and skills related to good citizenship.

Standard 2: The student develops and participates in community volunteer service projects.

GC.D.2.2.1*
 understands the value and benefit of volunteering for community service.

GC.D.2.2.2*
 knows ways in which young people can help make their schools, neighborhoods, and communities a better place to live and work.

GC.D.2.2.3*
 understands the personal and social benefits of participating in volunteer opportunities.

GC.D.2.2.1.a
 describes the value and benefit of volunteering for community service.

GC.D.2.2.2.a
 discusses ways in which young people can help make the schools, neighborhoods, and community a better place to be.

GC.D.2.2.3.a
 participates in volunteer service projects, and describes the benefits to self and community.