SANTA ROSA DISTRICT SCHOOLS
STUDENT DEVELOPMENT PLAN
Grades 6 - 8

Strand	Benchmark *By the end of grade 8,*	Sample Performance Description *Achievement of the benchmarks may be demonstrated when the student will be able to:*
Strand A: **Academic** **Achievement** **National** **Standard** **I.A** **LA.6.5.2** **LA.7.5.2** **LA.8.5.2**	*Standard 1: The student understands and participates in a school environment.* *GC.A.1.3.1** knows school procedures and regulations in order to cooperate and take part in a shared learning environment.	*GC.A.1.3.1.a* answers correctly questions regarding school procedures and regulations. *GC.A.1.3.1.b* earns the description of a cooperative learner who participates in class activities on teacher progress reports. *GC.A.1.3.1.c* demonstrates that he or she has no (or a decrease in) records of discipline referrals related to student/teacher conflict.
	GC.A.1.3.2* demonstrates a positive transition from one academic level to another and between schools.	*GC.A.1.3.2.a* provides a written statement that indicates a positive or negative experience of transition between grades or schools. *GC.A.1.3.2.b* cites examples of activities and people who helped him or her have a smooth and positive adjustment between grades or schools. *GC.A.1.3.2.c* provides a favorable report, given an evaluation form related to activities and experiences with an orientation program.
	GC.A.1.3.3* demonstrates behavior that reflects positive working relationships with teachers and classmates.	*GC.A.1.3.3.a* writes words and phrases that reflect his or her working relationships with teachers.

National Standards I.A I.C	Standard 2: The student develops effective study skills.	
LA.6.2.1 LA.7.2.1 LA.8.2.1	GC.A.2.3.1* identifies common study skills and habits that contribute to school success.	GC.A.2.3.1.a identifies correctly in an assessment instrument those study skills and habits that are commonly recognized as highly related to school success.
LA.6.2.2 LA.7.2.2 LA.8.2.2 LA.6.1.7 LA.7.1.7 LA.8.1.7	GC.A.2.3.2* identifies and evaluates his or her study skills used in school and out of school, examining strengths, and areas that need improvement.	GC.A.2.3.2.a describes in a presentation his or her most effective study skills and one or two areas that need improvement. GC.A.2.3.2.b cites three effective study skills related to school success for each academic class.
	GC.A.2.3.3* describes the value of practicing a skill and its relationship to successful performance of a task.	GC.A.2.3.3.a describes in a written essay or group discussion a time when a study skill or habit led to success in an academic subject. GC.A.2.3.3.b identifies a nonacademic skill that took practice to master and then describes how this experience is related to learning an academic study skill or attitude.
	GC.A.2.3.4* lists and describes how study skills and habits for school success are related to other aspects of life.	GC.A.2.3.4.a matches school study skills and habits with those related to success in the world of work from a list of occupations and work habits.
	GC.A.2.3.5* demonstrates an awareness and interest in taking responsibility for his or her learning.	GC.A.2.3.5.a demonstrates an understanding and appreciation for self reliance and responsibility by discriminating between people who blame others, look for excuses, or deny responsibilities and those who accept responsibilities with a set of written scenarios.

	GC.A.2.3.6* discerns and accepts mistakes as an important part of the learning progress.	**GC.A.2.3.6.a** describes in a written or oral statement a time when he or she tried something new and was unsuccessful. **GC.B.2.3.6.b** identifies the impact of this experience and applies it to the learning process. **GC.A.2.3.6.c** takes turns in a group discussion describing times when he or she felt unsuccessful or made a mistake and recovered.
	GC.A.2.3.7* recognizes and describes the personal satisfaction and value of completing a task.	**GC.A.2.3.7.a** tells in a written or oral statement about a time when he or she felt personal satisfaction in completing a task.
National Standard I.A **LA.6.3.1** **LA.7.3.1** **LA.8.3.1**	**Standard 3: The student develops effective time management skills.** **GC.A.3.3.1*** identifies and cites times of the day and week when his or her academic tasks and assignments might best be completed.	**GC.A.3.3.1.a** identifies and cites times of the day and week when his or her academic tasks and assignments might best be completed and places these on a weekly schedule of events.
	GC.A.3.3.2* outlines in writing a weekly planning schedule that indicates periods of time marked for study and completion of homework assignments.	**GC.A.3.3.2.a** writes a weekly planning schedule that indicates periods of time marked for study and completion of homework assignments.
	GC.A.3.3.3* lists common or routine duties and tasks other than school assignments and marks them on a weekly planning schedule.	**GC.A.3.3.3.a** identifies and lists common or routine duties and tasks other than school assignments and marks them on a weekly planning schedule.
National Standard III.B **HE.6.B.4** **HE.7.B.4** **HE.8.B.4**	**GC.A.3.3.4*** acknowledges and describes the value of setting and monitoring goals and establishing time management priorities.	**GC.A.3.3.4.a** describes in writing or discussion the value of setting and monitoring goals and establishing time management priorities.
	GC.A.3.3.5* evaluates time management skills related to school success.	**GC.A.3.3.5.a** Evaluates, after following a self-designed, time management plan, its effectiveness in terms of productivity and academic performance

	Standard 4: The student develops effective stress management skills.	
HE.6.B.4 **HE.7.B.4** **HE.8.B.4**	*GC.A.4.3.1** identifies and lists typical events and situations that are stressful in a school.	*GC.A.4.3.1.a* lists stressful school events and situations and then rates these situations in terms of intensity levels and ability to manage the stress levels.
HE.6.P.1 **HE.7.P.1** **HE.8.P.1**	*GC.A.4.3.2** accepts stress and anxiety as a natural aspect of life and cites reasons for developing stress management skills.	*GC.A.4.3.2.a* reaches an acceptable performance level on a test of knowledge about the nature of anxiety. *GC.A.4.3.2.b* expresses orally or in writing reasons for developing stress management skills.
	GC.A.4.3.3* cites basic skills related to and methods of coping with test anxiety and other school-related stresses.	*GC.A.4.3.3.a* names and explains basic coping skills related to test anxiety and other school related stresses.
	GC.A.4.3.4* identifies barriers to his or her success at school.	*GC.A.4.3.4.a* identifies those that apply, rates them in terms of intensity, and cites at least one coping skill that can be used to reduce or counter the barrier from a list of typical barriers that deter student learning.
	GC.A.4.3.5* identifies strategies to counter barriers to school success.	*GC.A.4.3.5.a* lists and discusses a set of strategies that can be used to counter barriers to school success.
	Standard 5: The student understands attitudes and behaviors related to academic achievement.	
	GC.A.5.3.1* understands the power of peer relationships and peer support and identifies desirable and undesirable peer pressures in terms of school success.	*GC.A.5.3.1.a* describes the power and undesirable peer pressures in terms of school success in a written paper or group discussion.

	Standard 6: The student develops interpersonal and communication skills for successful learning.	
LA.6.5.2 **LA.7.5.2** **LA.8.5.2**	*GC.A.6.3.1** identifies and demonstrates interpersonal skills related to building positive working relationships with others	*GC.A.6.3.1.a* identifies from a list of high and low facilitative responses those that are most effective in facilitating individual and group participation.
National Standard **I.A**	*Standard 7: The student assesses self and school success skills.*	
LA.6.5.2 **LA.7.5.2** **LA.8.5.2**	*GC.A.7.3.1** lists and describes classroom learning behaviors related to achievement.	*GC.A.7.3.1.a* cites classroom learning behaviors related to achievement and uses a rating scale to describe himself or herself in terms of each behavior.
	GC.A.7.3.2* identifies his or her classroom and learning behaviors that need improvement.	*GC.A.7.3.2.a* identifies two strengths and two that need to be improved from a list of ten effective classroom learning behaviors.
	GC.A.7.3.3* assesses his or her personal attitudes about school.	*GC.A.7.3.3.a* marks from a list of words that are representative of positive and negative attitudes those that apply to him or her, totals the negative and positive words, and discusses the implications in a written paper or group discussion. (Teachers will be asked to mark the same list of words to describe the student's attitude for comparison.)
	GC.A.7.3.4* identifies and cites his or her special interests, abilities, and skills in academic achievement and opportunities to excel in academic areas.	*GC.A.7.3.4.a* completes an interest inventory that identifies a core of interests. *GC.A.7.3.4.b* completes an aptitude that helps them identify personal abilities and skills. *GC.A.7.3.4.c* writes or gives an oral summary of interests and aptitudes related to academic achievement.
National Standards **I.B** **III.B**	*Standard 8: The student sets academic goals and makes decisions that help attain those goals.*	

	GC.A.8.3.1* identifies both short-term and long-term academic goals.	*GC.A.8.3.1.a* identifies short-term academic goals, and develops a time frame (e.g., week, grading period, semester, year). *GC.A.8.3.1.b* identifies long-term academic goals in terms of grades, graduation, and desired career track**.**
Strand B: Personal and Social development		
National Standard III.C	*Standard 1: The student develops personal responsibility for his or her own behavior.*	
LA.6.5.2 LA.7.5.2 LA.8.5.2	*GC.B.1.3.1** identifies and understands school and classroom rules.	*GC.B.1.3.1.a* lists at least five major school rules and at least five major rules in each class.
	GC.B.1.3.2* understands the rewards and consequences associated with following or violating school or classroom rules.	*GC.B.1.3.2.a* identifies the rewards (personal and group) associated with following the rules. *GC.B.1.3.2.b* identifies the consequences (personal and group) associated with violating school and classroom rules.
	GC.B.1.3.3* discriminates between acceptable and unacceptable behavior as part of personal **RESPONSIBILITY**.	*GC.B.1.3.3.a* identifies five acceptable school and classroom behaviors and provides a rationale for acceptability. *GC.B.1.3.3.b* identifies five unacceptable school and classroom behaviors and provides a rationale for unacceptability.
National Standard III.A	*GC.B.1.3.4** understands and explains the reciprocal connection between his or her behavior and that of peers and authority figures (e.g., treats others with **RESPECT**).	*GC.B.1.3.4.a* identifies three personal behaviors that result in a predictable reaction from (a) peers and (b) authority figures. *GC.B.1.3.4.b* identifies three behaviors of (a) peers and (b) authority figures that result in predictable reactions from self.

		GC.B.1.3.4.c explains, orally or in writing, the reciprocal nature of human relations that result in these predictable reactions.
National Standard I.A	***Standard 2: The student develops a positive appraisal of his or her personal qualities and traits.***	
	GC.B.2.3.1* identifies the various dimensions of self-concept.	**GC.B.2.3.1.a** lists at least three dimensions of self-concept (e.g., personal, social, academic).
	GC.B.2.3.2* identifies physical, personal, and social qualities of self.	**GC.B.2.3.2.a** lists at least five examples of physical qualities, five examples of social qualities, and five examples of academic qualities.
PreK.III.B.1	**GC.B.2.3.3*** describes characteristics of self that make one special and unique.	**GC.B.2.3.3.a** describes three unique personal, physical, social, and academic qualities. **GC.B.2.3.3.b** explains, orally or in writing, how these qualities make him or her special.
	GC.B.2.3.4* explains how personal traits such as self-reliance, responsibility, resilience, **TRUSTWORTHINESS**, punctuality, and citizenship are related to success in life.	**GC.B.2.3.4.a** gives three examples each of behaviors that demonstrate the qualities of responsibility, kindness, punctuality, and citizenship. **GC.B.2.3.4.b** describes the consequences of behaviors that demonstrate these qualities. **GC.B.2.3.4.c** explains why these traits are related to success.
	GC.B.2.3.5* accepts and values one's own differences from others as positive.	**GC.B.2.3.5.a** identifies three personal qualities that are different from the qualities of other people. **GC.B.2.3.5.b** explains how these differences are positive.

	GC.B.2.3.6* expresses positive feelings about oneself.	*GC.B.2.3.6.a* expresses, orally or in writing, positive feelings about self.
	GC.B.2.3.7* describes the relationship between positive behaviors such as performance in physical, personal, and social tasks and positive self-esteem.	*GC.B.2.3.7.a* makes inferences about the character's self esteem from a story about a student demonstrating positive behavior (in physical, social, academic, and/or work tasks). *GC.B.2.3.7.b* names three possible reasons for such positive self-esteem from statements about a student with positive self-concept.
	GC.B.2.3.8* identifies strengths and weaknesses in the physical, personal, and social areas of life.	*GC.B.2.3.8.a* names at least three personal strengths for each of the following areas: physical, social, academic, and work. *GC.B.2.3.8.b* names at least three personal weaknesses in the same areas.
	GC.B.2.3.9* identifies and implements a strategy designed to correct personal weaknesses and enhance strengths in the physical, personal, and social areas of life.	*GC.B.2.3.9.a* describes a strategy to correct identified weaknesses in the four areas and explains how to implement it. *GC.B.2.3.9.b* describes a strategy to enhance identified strengths in the four areas and explains how to implement it.
HE.6.B.2 **HE.7.B.2** **HE.8.B.2**	*Standard 3: The student masters effective communication skills.*	
LA.6.5.2 **LA.7.5.2** **LA.8.5.2**	*GC.B.3.3.1** demonstrates effective verbal and nonverbal attending skills such as eye contact, posture, and verbal following.	*GC.B.3.3.1.a* demonstrates in a conversation an effective use of verbal attending skills (e.g., open-ended questions, verbal following). *GC.B.3.3.1.b* demonstrates in a conversation an effective use of nonverbal skills (e.g., eye contact, and posture).
	GC.B.3.3.2* discriminates between open and closed questions.	*GC.B.3.3.2.a* explains the differences between open-ended questions and closed-ended

		questions, including their effects on another's communication. ***GC.B.3.3.2.b*** gives an example of both types of questions.
	GC.B.3.3.3* demonstrates an attitude of respect and nonjudgment toward the feelings and beliefs of others.	***GC.B.3.3.3.a*** explains what it means to be respectful and nonjudgmental of others' beliefs and feelings. ***GC.B.3.3.3.b*** gives an example of how to respond in a respectful manner when others have different feelings.
	GC.B.3.3.4* demonstrates appropriate self-disclosure in an interpersonal interaction.	***GC.B.3.3.4.a*** describes the difference between appropriate and inappropriate self-disclosure. ***GC.B.3.3.4.b*** gives two examples each of appropriate and inappropriate self-disclosure. ***GC.B.3.3.4.c*** demonstrates appropriate self-disclosure in a simulated conversation.
	GC.B.3.3.5* confronts and challenges an interpersonal interaction.	***GC.B.3.3.5.a*** identifies examples of appropriate and inappropriate confrontation after viewing simulated conversations. ***GC.B.3.3.5.b*** demonstrates the ability to confront and challenge in a simulated interpersonal interaction.
	GC.B.3.3.6* gives and follows directions.	***GC.B.3.3.6.a*** gives one example each of how to appropriately and inappropriately give directions. ***GC.B.3.3.6.b*** demonstrates in a conversation the ability to give directions.
National Standard II.A 	***Standard 4: The student masters social and interpersonal skills.*** ***GC.B.4.3.1**** expresses empathy and compassion for the feelings of others in a kind and **CARING** manner**.**	***GC.B.4.3.1.a*** explains what it means to express empathy for the feelings of others.

LA.6.5.2 **LA.7.5.2** **LA.8.5.2** **PE.6.R.1** **PE.7.R.1** **PE.8.R.1**		*GC.B.4.3.1.b* identifies accurately examples of compassion after viewing simulated interpersonal interactions. *GC.B.4.3.1.c* demonstrates expressions of empathy and compassion for the feelings of another in a conversation.
	GC.B.4.3.2* explains the difference between assertive and aggressive interpersonal behavior.	*GC.B.4.3.2.a* defines assertive behavior and aggressive behavior. *GC.B.4.3.2.b* identifies correctly whether behavior was assertive or aggressive after viewing interpersonal interactions. *GC.B.4.3.2.c* explains the beneficial consequences of choosing assertive behavior over aggressive behavior.
HE.6.B.2 **HE.7.B.2** **HE.8.B.2**	*GC.B.4.3.3** responds assertively, but non-aggressively, to negative and/or provocative responses from others (conflict resolution/violence prevention).	*GC.B.4.3.3.a* gives examples of how to respond assertively, but non-aggressively, to negative and provocative responses from others after viewing simulated interpersonal interactions. *GC.B.4.3.3.b* responds assertively to negative responses in simulated conversations.
	GC.B.4.3.4* demonstrates effective stress management strategies when confronted with situations that produce tension, frustration, and anger.	*GC.B.4.3.4.a* names five situations that cause tension, frustration, or anger. *GC.B.4.3.4.b* describes for each situation an effective stress management strategy. *GC.B.4.3.4.c* explains the positive consequences of stress management.
	GC.B.4.3.5* explains the meaning of **FAIRNESS** play in social relationships.	*GC.B.4.3.6.a* explains the differences between fair play and foul play. *GC.B.4.3.6.b* identifies the consequences of violating the fair play norm. *GC.B.4.3.6.c* demonstrates ways of treating others fairly.

PE.6.R.1 **PE.7.R.1** **PE.8.R.1** **LA.6.6.2** **LA.7.6.2** **LA.8.6.2**	*GC.B.4.3.6** explains the ethical principles that underlie and guide personal and social behavior especially in the areas of personal safety (abuse and neglect).	*GC.B.4.3.6.a* names five ethical principles that guide personal and social behavior. *GC.B.4.3.6.b* gives three reasons why it is important to follow these underlying ethical principles.
	GC.B.4.3.7* functions effectively as a social-group and work group member.	*GC.B.4.3.7.a* identifies three characteristics of an effectively functioning group. *GC.B.4.3.7.b* identifies the various facilitative roles commonly played in social and work groups. *GC.B.4.3.7.c* demonstrates facilitative roles (leader, contributor, follower, etc.) in simulated group interactions.
National Standard **III.C**	*Standard 5: The student develops constructive strategies and skills for managing personal and social conflict.*	
HE.6.B.2 **HE.7.B.2** **HE.8.B.2**	*GC.B.5.3.1** recognizes the existence of problems and conflict in everyday life.	*GC.B.5.3.1.a* explains why differences among people in society are important. *GC.B.5.3.1.b* lists three values of tolerance in dealing with interpersonal and group differences. *GC.B.5.3.1.c* lists three consequences of intolerance.
	GC.B.5.3.2* explains the relationship between personal expectations and interpersonal conflict.	*GC.B.5.3.2.a* names three personal expectations and explains how these could lead to conflicts. *GC.B.5.3.2.b* explains the relationship between expectations and conflict after viewing simulated conflict situations.
	GC.B.5.3.3* identifies sources of conflict in interpersonal situations.	*GC.B.5.3.3.a* names three sources of interpersonal conflict. *GC.B.5.3.3.b* identifies accurately the sources of the conflicts from stories with conflicts.

GC.B.5.3.4* describes the connection between frustration and aggression in interpersonal conflict.	**GC.B.5.3.4.a** gives two examples of how frustration and aggression lead to conflict in his or her life. **GC.B.5.3.4.b** explains how frustration and aggression are connected to conflict.
GC.B.5.3.5* demonstrates impulse control and tolerance during interpersonal conflict.	**GC.B.5.3.5.a** gives three examples of types of problems encountered in interactions. **GC.B.5.3.5.b** labels accurately the types of problems from simulated conflict situations.
GC.B.5.3.6* discriminates between problems that belong to oneself and problems that belong to others.	**GC.B.5.3.6.a** identifies his or her contribution to an interpersonal problem. **GC.B.5.3.6.b** describes the conditions under which a problem belongs to himself or herself and when it belongs to "others."
GC.B.5.3.7* demonstrates the ability to apply a problem solving strategy in resolving interpersonal problems.	**GC.B.5.3.7.a** names two courses of action that will probably defuse conflict. **GC.B.5.3.7.b** identifies an effective strategy for resolving the problem after reading a story with a problem. **GC.B.5.3.7.c** explains how he or she applied a problem solving strategy in resolving a personal conflict.
GC.B.5.3.8* identifies opportunities for negotiation and compromise in personal conflicts.	**GC.B.5.3.8.a** apologizes for contributing to a conflict and accepts an apology from another contributor. **GC.B.5.3.8.b** identifies opportunities for compromise during simulated conflict situations,. **GC.B.5.3.8.c** suggests a course of action that leads to compromise after reading about a conflict.

	GC.B.5.3.9* applies a mediation strategy to help resolve conflicts between others.	*GC.B.5.3.9.a* names two situations in which mediation could be beneficial. *GC.B.5.3.9.b* describes how to apply a mediation strategy to resolve the conflict during a simulated conflict situation.
HE.6.C.2 **HE.7.C.2** **HE.8.C.2** **WL.K12.6.3** **WL.K12.6.4**	*Standard 6: The student develops a respect for cultural and human diversity and an appreciation for different customs and expectations (Multicultural Education).*	
LA.6.5.2 **LA.7.5.2** **LA.8.5.2**	*GC.B.6.3.1** identifies the customs and expectations of his or her culture and the cultures of others.	*GC.B.6.3.1.a* names three customs of his or her own culture. *GC.B.6.3.1.b* names three expectations of his or her own culture.
PE.6.R.1 **PE.7.R.1** **PE.8.R.1** **PE.6.R.2** **PE.7.R.2** **PE.8.R.2** **TH.68.H.1** **TH.68.H.1**	*GC.B.6.3.2** identifies differences between self and others based on gender, disability, religion, and culture. *GC.B.6.3.3** expresses pride in his or her family and cultural traditions.	*GC.B.6.3.2.a* names three cultures other than own. *GC.B.6.3.2.b* names three customs and three expectations for each culture. *GC.B.6.3.3.a* expresses, orally or in writing, pride in his or her own family traditions. *GC.B.6.3.3.b* expresses orally or in writing, pride in his or her own cultural traditions.
	GC.B.6.3.4* demonstrates respect for the customs, expectations, and traditions of individuals with different backgrounds.	*GC.B.6.3.4.a* makes three statements that demonstrate respect for the other's customs, expectations, or traditions during a conversation with someone from another culture.

	GC.B.6.3.5 explains how understanding and appreciating differences in heritage can help in the development of positive self-concepts and social relationships.	*GC.B.6.3.5.a* explains why it is important to understand differences in heritage and how it relates to social relations. *GC.B.6.3.5.b* explains how appreciating differences can lead to the development of positive self-concepts.
	GC.B.6.3.6 relates effectively to others based on differences in ethnic, cultural, religious, and other group memberships.	*GC.B.6.3.6.a* converses appropriately about cultural membership for at least five minutes in a group interaction with people from different cultures.
	GC.B.6.3.7 discusses how individual and cultural differences among people can contribute to the enrichment of the whole group.	*GC.B.6.3.7.a* names three ways that cultural differences among people contribute to the enrichment of the whole group.
	GC.B.6.3.8 describes stereotypes and the impact on self and others.	*GC.B.6.8.a* evaluates how stereotyping affects them and their relationship with others. *GC.B.6.8.b* analyzes how prejudicial actions that they have seen are hurtful to individuals.
HE.6.B.3 **HE.7.B.3** **HE.8.B.3**	*Standard 7: Acquire effective problem solving and decision making skills for resolving personal and social dilemmas.* *GC.B.7.3.1* identifies personal and interpersonal problems in his or her life.	*GC.B.7.3.1.a* names personal and social problems experienced.
	GC.B.7.3.2 develops a series of alternate courses of action in response to an identified problem.	*GC.B.7.3.2.a* identifies the problem and develops three courses of action in response after viewing a simulated interpersonal dilemma.
	GC.B.7.3.3 identifies the consequences associated with alternative responses to a problem.	*GC.B.7.3.3.a* lists at least two consequences for each course of action.

	GC.B.7.3.4* selects an effective course of action from two or more alternatives to a problem. *GC.B.7.3.5** evaluates the effectiveness of a selected course of action in response to an identified problem.	*GC.B.7.3.4.a* explains the rationale for choosing a course of action as the most effective. *GC.B.7.3.5.a* rates the effectiveness of the preferred course of action on a ten-point scale.
HE.6.B.1 **HE.7.B.1** **HE.8.B.1** **HE.6.B.2** **HE.7.B.2** **HE.8.B.2** **HE.6.B.3** **HE.7.B.3** **HE.8.B.3** **HE.6.B.4** **HE.7.B.4** **HE.8.B.4** **HE.6.C.1** **HE.7.C.1** **HE.8.C.1** **HE.6.C.2** **HE.7.C.2** **HE.8.C.2** **HE.6.P.1** **HE.7.P.1** **HE.8.P.1** **HE.6.P.2** **HE.7.P.2** **HE.8.P.2**	*Standard 8: The student develops healthy lives and communities.* *GC.B.8.3.1** identifies common health problems in society. *GC.B.8.3.2** recognizes positive effects of living a healthy life on self and society. *GC.B.8.3.3** knows how exercise, nutrition, and habits can affect one's life and community. *GC.B.8.3.4** recognizes high-risk behaviors that contribute to unhealthy lifestyles. *GC.B.8.3.5.** recognizes high-risk behaviors that contribute to unhealthy lifestyles. *GC.B.8.3.6.** knows the long-range consequences of abusive behaviors *GC.B.8.3.7** understands prevention strategies for substance abuse.	*GC.B.8.3.1.a* generates a list of common health problems in society, and identifies those that are the most serious threats to people in his or her community. *GC.B.8.3.2.a* lists and discusses the positive aspects of living a healthy life on self and society. *GC.B.3.3.a* discusses healthy and unhealthy lifestyles. *GC.B.8.3.4.a* identifies high-risk behaviors that contribute to unhealthy lifestyles from a list of activities. *GC.B.8.3.5.a* describes the value of wellness and cites prevention strategies related to the threats against health. *GC.B.3.6.a* describes the long-range consequences of abusive behaviors *GC.B.8.3.7.a* identifies prevention strategies related to problems of abuse.

Strand C: Career Development		
National Standards II.A II.B II.C	*Standard 1: The student develops a positive, stable, integrated self-concept as related to career problem solving and decision making.* *GC.C.1.3.1** describes individual strengths and weaknesses in school subjects, leisure, and work-related activities. *GC.C.1.3.2** identifies his or her personal interests, abilities, values, and beliefs related to career choice.	*GC.C.1.3.1.a* identifies personal strengths and weaknesses among the subjects from a list of school subjects. *GC.C.1.3.2.a* completes a personalized career and educational plan.
National Standard II.C	*Standard 2: The student understands interrelationships among life roles and the world of work.* *GC.C.2.3.1** describes the importance of career, family, and leisure activities to mental, emotional, physical, and economic well being. *GC.C.2.3.2** describes factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habit). *GC.C.2.3.3** describes the contribution of work to a balanced and productive life.	*GC.C.2.3.1.a* lists at least three reasons why career, family, and leisure activities are important to a person's mental, emotional, physical, and economic well being, or gives a brief description of their importance. *GC.C.2.3.2.a* writes a brief scenario that includes at least four factors that have an impact in determining an individual's lifestyle. *GC.C.2.3.3.a* makes a brief (two-three minute) presentation that describes three ways in which work contributes to a balanced and productive life.

	GC.C.2.3.4* describes ways that leisure contributes to development of occupational skills and job performance.	*GC.C.2.3.4.a* provides a written or oral definition of leisure. *GC.C.2.3.4.b* describes at least three current leisure activities and relates how these activities contribute to the development of occupational skills.
National Standards II.A II.B	*Standard 3: Attains awareness of personal development and lifelong learning as related to productive, meaningful work.*	
	GC.C.3.3.1* describes how current learning relates to work.	*GC.C.3.3.1.a* relates in a written statement how prior learning affects current work and how current learning is expected to impact future work.
	GC.C.3.3.2* describes the relationship of personal attitudes, beliefs, abilities, and skills to successful work performance.	*GC.C.3.3.2.a* conveys, either in written or oral form, the way in which his or her attitudes, beliefs, abilities, and skills have contributed to his or her development and to current successful work performance.
	GC.C.3.3.3* demonstrates positive work attitudes and behaviors (Goal Three Standards and Scans competencies).	*GC.C.3.3.3.a* completes assignments in a timely manner. *GC.C.3.3.3.b* puts effort into the successful completion of assignments. *GC.C.3.3.3.c* persists in working on assignments until completion at least 90% of the time.
	GC.C.3.3.4* demonstrates life long learning habits and skills that can be used in the ongoing development of job skills (Goal Three Standards and Scans competencies).	*GC.C.3.3.4.a* poses questions to gain an understanding of academic material, is prepared for academic assignments, comes to class with the materials required for learning, completes assignments in a timely manner, engages in independent learning, and reads for information.

	GC.C.3.3.5* demonstrates behaviors that maintain physical and mental health in the workplace.	**GC.C.3.3.5.a** identifies four behaviors that maintain physical and mental health in the workplace and gives at least two examples from his or her personal life that exemplifies this relationship.
	GC.C.3.3.6* describes career clusters and the educational steps needed to attain a career goal.	**GC.C.3.3.6.a** identifies on an assessment instrument, a career cluster of interest and correctly identifies the steps needed to attain the career choice.
National Standard II.C	***Standard 4: The student understands the relationship between school achievement and educational and career opportunity.***	
	GC.C.4.3.1* describes how the amount of education needed for different occupational levels varies.	**GC.C.4.3.1.a** identifies correctly, from a list of different occupational levels, the amount of education required for 90% of the levels.
	GC.C.4.3.2* identifies how the skills taught in school subjects are used in various occupations.	**GC.C.4.3.2.a** explains from a survey of occupations how at least three skills that are taught in school are used in the occupations.
	GC.C.4.3.3* demonstrates how to apply academic and vocational skills to achieve personal and career goals.	**GC.C.4.3.3.a** writes a paragraph that lists at least two personal and career goals and that explains how academic and vocational skills are excepted to aid in the achievement of these goals.
	GC.C.4.3.4* identifies how employment trends relate to education and training.	**GC.C.4.3.4.a** identifies, from the business section of the local newspaper, an employment trend and lists at least two ways in which education and training will relate to the identified trend.
	GC.C.4.3.5* identifies transferable skills that can apply to a variety of occupations and changing occupational requirements.	**GC.C.4.3.5.a** lists at least four skills one has acquired in school that can apply to at least four separate occupations.

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	GC.C.4.3.6* demonstrates how occupational skills can be developed through volunteer experiences, part time employment, cooperative education programs, or extracurricular activities.	*GC.C.4.3.6.a* provides a written statement of the advantages of developing occupational skills through volunteer experience, part time employment, or extracurricular activities.
		GC.C.4.3.6.b cites three examples from his or her personal life or from an acquaintance's.
SS.6.E.1 **SS.7.E.1** **SS.8.E.1**	***Standard 5: The student understands how the needs of society and structure of the economy are related to the nature of work.***	
SS.7.E.2 **SS.8.E.2**	*GC.C.5.3.1** describes the effects that societal, economic and technological changes have on occupations.	*GC.C.5.3.1.a* gives, in a group discussion, two ways in which societal, economic, and technological changes have impacted occupations.
	GC.C.5.3.2* describes the effects of change in supply and demand for workers.	*GC.C.5.3.2.a* cites examples from the life of family, friends, or imaginary characters in which the change in supply and demand has affected workers.
	GC.C.5.3.3* explains the social significance of various occupations. (All occupations have social significance.)	*GC.C.5.3.3.a* identifies correctly, on a test, ways in which four disparate occupations have significance for society.
	GC.C.5.3.4* describes how society's needs and functions affect the supply of goods and services.	*GC.C.5.3.4.a* lists at least three ways in which society's needs affect the supply of goods and services.
		GC.C.5.3.4.b gives at least one example from the local economy for each of the three ways.
	GC.C.5.3.5* defines global economy and explains how it affects each individual.	*GC.C.5.3.5.a* explains at least three ways in which the global economy has affected self, family, or community.

	GC.C.5.3.6* describes how occupational and industrial trends relate to training and employment.	*GC.C.5.3.6.a* relates, in a two-minute presentation or a written statement, how occupational and industrial trends impact training and employment. *GC.C.5.3.6.b* cites at least two examples of occupational trends and gives their significance to training and employment.
	GC.C.5.3.7* describes the advantages and problems for choosing nontraditional employment for women and men.	*GC.C.5.3.7.a* lists four advantages and problems that relates to choosing nontraditional employment for both men and women.
	GC.C.5.3.8* identifies factors that have influenced the changing career patterns of women and men.	*GC.C.5.3.8.a* identifies, from a set of written scenarios about the changing career patterns of individuals (men, women, and various cultural groups), factors that have influenced the changes.
National Standard II.B	*Standard 6: The student understands and uses career information to solve career problems and make career decisions.* *GC.C.6.3.1** contrasts occupational groups in terms of duties, tasks, working conditions, educational and skill requirements, and desired personality traits.	*GC.C.6.3.1.a* makes presentations of occupations by groups that describe duties, tasks, working conditions, educational skill requirements, and desired personality traits needed.
	GC.C.6.3.2* demonstrates skills in using school, parents, friends, relatives, and community resources to learn about occupational clusters.	*GC.C.6.3.2.a* lists ways in which school, parents, friends, and community resources contribute to learning about occupational clusters after engaging in educational mentoring, visits to the local high school, school based enterprises, career shadowing, or visits to technical/community colleges.

	GC.C.6.3.3* demonstrates use of a range of career resources (e.g., handbooks, print materials, labor market information, computer assisted career guidance systems).	*GC.C.6.3.3.a* lists at least five resources to utilize obtaining career information.
	GC.C.6.3.4* identifies individuals as information resources, role models, or mentors.	*GC.C.6.3.4.a* devises a plan for contacting individuals who could provide appropriate career information.
National Standard II.A	*Standard 7: The student acquires career problem solving, decision-making, and planning skills.*	
	GC.C.7.3.1* describes the steps through which career choices are made.	*GC.C.7.3.1.a* describes, in a two to three minute presentation, the way in which career choices are made.
	GC.C.7.3.2* describes the steps in making a preliminary four-year plan that includes choosing school courses that meet tentative career goals.	*GC.C.7.3.2.a* lists the requirements for graduation. *GC.C.7.3.2.b* turns in the first stage of the four-year plan to the high school guidance counselor.
	GC.C.7.3.3* identifies ways in which decisions about education and work relate to other major life decisions.	*GC.C.7.3.3.a* provides at least two examples from personal life or other areas (friends, television, etc.) that show how career development has been a series of choices. *GC.C.7.3.3.b* describes how additional choices will affect future career development.
National Standards II.A II.C	*Standard 8: The student develops the capacity for self-awareness and self-regulation in career problem solving and decision making process.*	
	GC.C.8.3.1* makes tentative educational and occupational choices.	*GC.C.8.3.1.a* acknowledges personal responsibility and commitment for making tentative educational and occupational choices during a group discussion.

	GC.C.8.3.2* describes the effect of work related and career decisions on self and others.	*GC.C.8.3.2.a* relates situations in the life of family, friends, or popular fictional characters in which work related and career decisions personally affect others as well as self.
National Standard II.A	*Standard 9: The student develops skills to enable one to seek, obtain, maintain, and change jobs.* *GC.C.9.3.1** prepares a resume and complete job applications. *GC.C.9.3.2** identifies sources of employment opportunities in the community.	*GC.C.9.3.1.a* provides a written resume and correctly completes a form for a job application. *GC.C.9.3.2.a* lists at least five sources of employment in the community.
National Standard II.A	*Standard 10: The student develops effective human-relations skills to enable positive and productive work relationships.* *GC.C.10.3.1** demonstrates ways of responding to others when under stress in the workplace. *GC.C.10.3.2** demonstrates interpersonal skills required for maintaining productive work groups.	*GC.C.10.3.1.a* responds appropriately in role-play to others when under stress in the workplace. *GC.C.10.3.2.a* demonstrates appropriate social skills in class and small group discussions.
Strand D: Community Involvement SC.6.E.6 SC.7.E.6 SC.7.L.17 SC.8.N.4 SS.6.C.1 SS.7.C.1 SS.8.C.1	*Standard 1: The student understands and enhances the community.* *GC.D.1.3.1** demonstrates positive attitudes toward community. *GC.D.1.3.2** visualizes and describes self as a responsible and productive community member.	*GC.D.1.3.1.a* demonstrates positive attitudes toward community on a written inventory. *GC.D.1.3.2.a* describes himself or herself as a responsible and productive community member in an inventory of adjectives about self and community.

SS.6.C.2 **SS.7.C.2** **SS.8.C.2**	*GC.D.1.3.3** takes part in activities that build a sense of pride in his or her community.	*GC.D.1.3.3.a* lists, describes, and critiques participation in-school and out-of-school activities that build a sense of pride in community.
	GC.D.1.3.4* forms positive working and learning relationships with respected and productive citizens in the community.	*GC.D.1.3.4.a* describes in written or oral reports incidents in which positive working and learning relationships with respected and productive citizens in the community were formed.
	GC.D1.3.5* knows and identifies concepts and skills related to good **CITIZENSHIP**.	*GC.D.1.3.5.a* lists and describes concepts and skills related to good citizenship.
	GC.D.1.3.6* knows resources available in the community that support personal and social well being.	*GC.D.1.3.6.a* cites resources available through the community. *GC.D.1.3.6.b* describes, from a list of available community helping resources, related purposes and goals of each.
	Standard 2: The student develops and participates in community volunteer service projects.	
SS.6.C.1 **SS.7.C.1** **SS.8.C.1**	*GC.D.2.3.1** describes the value and benefit of volunteering for community service.	*GC.D.2.3.1.a* describes the value and benefit of volunteering for community service in an oral or written statement.
SS.6.C.2 **SS.7.C.2** **SS.8.C.2**	*GC.D.2.3.2** identifies community needs and interests.	*GC.D.2.3.2.a* lists and discusses qualities that make a community a better place to live.
	GC.D.2.3.3* knows and identifies ways in which young people can help make their schools, neighborhoods, and communities a better place to live and work.	*GC.D.2.3.3.a* lists ways in which young people can help make the schools, neighborhoods, and communities a better place.
	GC.D.2.3.4* views and describes self as a valuable contributor to safe, friendly, and productive communities.	*GC.D.2.3.4.a* describes self as a valuable contributor to safe, friendly, and productive communities on an inventory of self-assessment.

	GC.D.2.3.5* participates in voluntary community service projects that involve an application of knowledge and skills learned in school.	**GC.D.2.3.5.a** cites times when he or she participated in voluntary services to the community that involved an application of skills learned in school.
	GC.D.2.3.6* describes and discusses the value and satisfaction of helping others through community service projects.	**GC.D.2.3.6.a** discusses the value and satisfaction of helping others through community service projects in written or oral presentation.
	Standard 3: The student develops a sense of community pride. **GC.D.3.3.1*** demonstrates a sense of community pride.	**GC.D.3.3.1.a** demonstrates pride in school and community through oral and written statements.
	Standard 4: The student appreciates the role of community workers and helpers. **GC.D.4.3.1*** gives examples of the roles and functions of community leaders and workers.	**GC.D.4.3.1.a** gives examples of the roles and functions of community workers. **GC.D.4.3.1.b** identifies those community roles and functions present in his or her community on a written inventory of events.
	GC.D.4.3.2* demonstrates an appreciation for community leaders, service providers, and volunteer helpers.	**GC.D.4.3.2.a** writes a letter showing appreciation to community workers and helpers.