SANTA ROSA DISTRICT SCHOOLS
STUDENT DEVELOPMENT PLAN
Grades 9-12

Strand	Benchmark *By the end of grade 12,*	Sample Performance Descriptions *Achievement of the benchmarks may be demonstrated when the student*
Strand A: Academic Achievement **National Standard I.A** **LA.910.5.2 LA.1112.5.2**	*Standard 1: The student understands and participates in a school environment.* *GC.A.1.4.1** knows school procedures and regulations in order to cooperate and take part in a shared learning environment. *GC.A.1.4.2** demonstrates a positive transition from one academic level to another and between schools. *GC.A.1.4.3** demonstrates behavior that reflects positive working relationships with teachers and classmates. *GC.A.1.4.4** describes school and teacher evaluation and reporting procedures, such as progress reports, grade point average, class credits, the value of homework assignments, and related procedures for obtaining credit.	 *GC.A.1.4.1.a* answers correctly questions regarding school procedures and regulations. *GC.A.1.4.2.a* receives passing grades on report card and promotion to next level. *GC.A.1.4.3.a* writes words and phrases on an evaluation form that reflects his or her working relationships with teachers and classmates (i.e. complete climate survey). *GC.A.1.4.4.a* explains the ways in which teachers and the school report student progress to students and their parents. *GC.A.1.4.4.b* computes a GPA (grade point average) from a set of grades. *GC.A.1.4.4.c* identifies and cites the number of class credits that has been gained from a set of school records.

National Standards **I.A** **I.C** **LA.910.1.7** **LA.1112.1.7** **LA.910.2.1** **LA.1112.2.1** **LA.910.2.2** **LA.1112.2.2**	*Standard 2: The student develops effective study skills.* *GC.A.2.4.1** identifies common study skills and habits that contribute to school success, with an awareness for responsibility for self-learning. *GC.A.2.4.2** lists and describes how study skills and habits for school success are related to other aspects of life.	 *GC.A.2.4.1.a* identifies correctly those study skills and habits that are commonly recognized as highly related to school success on an assessment instrument. *GC.A.2.4.2.a* matches, from a list of occupations and work habits, school study skills and habits with those related to success in the world of work.
National Standard **I.A** **LA.910.3.1** **LA.1112.3.1**	*Standard 3: The student develops effective time management skills.* *GC.A.3.4.1** demonstrates the importance of time management for academic success.	 *GC.A.3.4.1.a* writes a weekly planning schedule that indicates periods of time marked for study and completion of homework assignments. *GC.A.3.4.1.b* evaluates, after following a self-designed, time management plan, its effectiveness in terms of productivity and academic performance.
National Standard **III.B** **HE.912.B.4**	*GC.A.3.4.2** acknowledges and describes the value of setting and monitoring goals and establishing time management priorities.	*GC.A.3.4.2.a* describes in writing or discussion the value of setting and monitoring goals and establishing time management priorities.

HE.912.B.4 **HE.912.P.1**	*Standard 4: The student develops effective stress management skills.* *GC.A.4.4.1** acknowledges that stress and anxiety are natural aspects of life; and identifies and lists typical events and situations that are stressful in a school and at a life stage.	*GC.A.4.4.1.a* discusses stressful school events and situations and then rates these situations in terms of intensity levels and ability to manage the stress levels.
	Standard 5: The student understands attitudes and behaviors related to academic achievement. *GC.A.5.4.1** understands the power of peer relationships and peer support and identifies desirable and undesirable peer pressures in terms of school success. *GC.A.5.4.2** recognizes and describes how positive thinking and practice of skills are related to success.	*GC.A.5.4.1.a* describes the power and undesirable peer pressures in terms of school success in a group discussion. *GC.A.5.4.2.a* demonstrates an awareness of how positive thinking increases the likelihood of success from a set of cases or scenarios.
LA.910.5.2 **LA.1112.5.2**	*Standard 6: The student develops interpersonal and communication skills for successful learning.* *GC.A.6.4.1** identifies and demonstrates interpersonal skills related to building positive working relationships with others. *GC.A.6.4.2** demonstrates attentive listening in an academic activity.	*GC.A.6.4.1.a* identifies those skills that are most effective in facilitating individual and group participation. *GC.A.6.4.2.a* participates in a classroom activity that measures listening abilities.
National Standard I.A **LA.910.5.2** **LA.1112.5.2**	*Standard 7: The student assesses self and school success skills.* *GC.A.7.4.1** lists and describes classroom learning behaviors related to achievement.	*GC.A.7.4.1.a* demonstrates classroom learning behaviors related to achievement.

	GC.A.7.4.2* identifies and cites his or her special interests, abilities, and skills in academic achievement and opportunities to excel in academic areas.	**GC.A.7.4.2.a** completes an interest inventory that identifies a core of interests. **GC.A.7.4.2.b** completes an aptitude that helps them identify personal abilities and skills.
National Standards **I.B** **II.B**	*Standard 8: The student sets academic goals and makes decisions that help attain those goals.* **GC.A.8.4.1*** identifies both short-term and long-term academic goals.	**GC.A.8.4.1.a** identifies, in writing, short and long-term academic achievement goals in terms of specific classes, across specific time frames (e.g., week, grading period, semester, and year) on schedule cards.
	GC.A.8.4.2* selects courses and other academic experiences that are consistent with his or her goals.	**GC.A.8.4.2.a** selects, from a menu of available academic experiences, those courses that promote attainment of long-term goals identified in GC.A.8.4.1.a (above).
	GC.A.8.4.3* monitors progress toward goals and adjusts plan with course selection or other learning activities.	**GC.A.8.4.3.a** calculates an accurate estimate of their performance (grade) in each class on the basis of data maintained in report card.
Strand B: Personal and Social Development **National Standards** **III.C** 	*Standard 1: The student develops personal responsibility for his or her own behavior.* **GC.B.1.4.1*** discriminates between acceptable and unacceptable behavior as part of personal **RESPONSIBILITY**.	**GC.B.1.4.1.a** identifies five acceptable school and classroom behaviors and provides a rationale for acceptability. **GC.B.1.4.1.b** identifies five unacceptable school and classroom behaviors and provides a rationale for unacceptability.

National Standard III.A	*GC.B.1.4.2** 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.1.4.2.a* identifies two positive and three negative personal behaviors that result in predictable reaction from (a) peers and (b) authority figures. *GC.B.1.4.2.b* identifies three behaviors of (a) peers and (b) authority figures that result in predictable reactions from self. *GC.B.1.4.2.c* explains, orally or in writing, the reciprocal nature of human relations that results in these predictable reactions.
	GC.B.1.4.3* understands social circumstances that contribute to behavior that violate acceptable social norms.	*GC.B.1.4.3.a* identifies and discusses three social/personal variables that influence the violation of rules or acceptable social norms. *GC.B.1.4.3.b* identifies three social variables that influence the violation of rules or acceptable norms. *GC.B.1.4.3.c* explains, orally or in writing, why these personal and social variables influence the violation of rules or acceptable social norms.
National Standard I.A	*Standard 2: The student develops a positive appraisal of his or her personal qualities and traits.* *GC.B.2.4.1** identifies physical, personal, and social qualities of self.	*GC.B.2.4.1a* lists at least three dimensions of self-concept and lists examples of each.

GC.B.2.4.2* explains how personal traits such as self-reliance, responsibility, resilience, **TRUSTWORTHINESS**, punctuality, and citizenship are related to success in life.	**G.C.B.2.4.2.a** gives three examples each of behaviors that demonstrate the qualities of responsibility, kindness, punctuality, and citizenship. **GC.B.2.4.2.b** describes the consequences of behaviors that demonstrate these qualities. **GC.B.2.4.2.c** explains why these traits are related to success.
GC.B.2.4.3* accepts and value one's own differences from others as positive.	**GC.B.2.4.3.a** identifies three personal qualities that are different from the qualities of other people. **GC.B.2.4.3.b** explains how these differences are positive.
GC.B.2.4.4* identifies discrepancies between real self (how I am) and ideal self (how I would like to be).	**GC.B.2.4.4.a** discusses ten qualities of self (how I am) and ideal self (how I would like to be) and explains how they are different.
GC.B.2.4.5* describes the relationship between positive behaviors such as performance in physical, personal, and social tasks and positive self - esteem.	**GC.B.2.4.5.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.2.4.6* identifies and implement a strategy designed to correct personal weaknesses and enhance strengths in the physical, personal, and social area of life.	**GC.B.2.4.6.a** describes a strategy to correct identified weaknesses in the four areas and explains how to implement it. **GC.B.2.4.6.b** describes a strategy to enhance identified strengths in the four areas and explains how to implement it.

LA.910.5.2 **LA.1112.5.2**	*Standard 3: The student masters effective communication skills.*	
HE.912.B.2	*GC.B.3.4.1** demonstrates an attitude of respect and nonjudgment toward the feelings and beliefs of others.	*GC.B.3.4.1.a* explains what it means to be respectful and nonjudgmental of others' beliefs and feelings. *GC.B.3.4.1.b* gives an example of how to respond in a respectful manner when others have different feelings.
National Standard II.A	*Standard 4: The student masters social and interpersonal skills.*	
	GC.B.4.4.1* expresses empathy and compassion for the feelings of others in a kind and **CARING** manner.	*GC.B.4.4.1.a* explains what it means to express empathy for the feelings of others. *GC.B.4.4.1.b* demonstrates expressions of empathy and compassion for the feelings of another in a conversation.
HE.912.B.2 **LA.910.5.2** **LA.1112.5.2**	*GC.B.4.4.2** responds assertively, but non-aggressively, to negative and/or provocative responses from others (conflict resolution/violence prevention)	*GC.B.4.4.2.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.4.4.2.b* responds assertively to negative responses in simulated conversations.
PE.912.R.1	*GC.B.4.4.3** explains the meaning of **FAIRNESS** play in social relationships.	*GC.B.4.4.3.a* explains the differences between fair play and foul play. *GC.B.4.4.3.b* identifies the consequences of violating the fair play norm.

LA.910.6.2 LA.1112.6.2	*GC.B.4.4.4** explains the ethical principles that underlie and guide personal and social behavior especially in the areas of personal safety (abuse and neglect).	*GC.B.4.4.4.a* names five ethical principles that guide personal and social behavior. *GC.B.4.4.4.b* gives three reasons why it is important to follow these underlying ethical principles.
	*GC.B.4.4.5** functions effectively as a social/work group member.	*GC.B.4.4.5.a* identifies the various facilitative roles commonly played in social and work groups. *GC.B.4.4.5.b* demonstrates facilitative roles (leader, contributor, follower, etc.) in simulated group interactions.
National Standard III.C **HE.912.B.2**	*Standard 5: The student develops constructive strategies and skills for managing personal and social conflict.*	
	*GC.B.5.4.1** recognizes and explains the relationship between personal expectations and interpersonal conflict.	*GC.B.5.4.1.a* explains why differences among people in society are important. *GC.B.5.4.1.b* names three personal expectations and explains how these could lead to conflicts. *GC.B.5.4.1.c* explains the relationship between expectations and conflict after viewing simulated conflict situations.
	*GC.B.5.4.2** describes the connection between frustration and aggression in interpersonal conflict.	*GC.B.5.4.2.a* gives two examples of how frustration and aggression lead to conflict in his or her life. *GC.B.5.4.2.b* explains how frustration and aggression are connected to conflict.

	GC.B.5.4.3* discriminates between problems that belong to oneself and problems that belong to others.	*GC.B.5.4.3.a* identifies personal contribution to an interpersonal problem. *GC.B.5.4.3.b* describes the conditions under which a problem belongs to himself or herself as opposed to "others."
	GC.B.5.4.4* identifies opportunities for negotiation and mediation to help resolve interpersonal conflicts.	*GC.B.5.4.4.a* identifies opportunities for compromise during simulated conflict situations.
HE.912.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.910.5.2 **LA.1112.5.2** **TH.912.H.1** **TH.912.H.2**	*GC.B.6.4.1** identifies the customs and expectations of his or her culture and the cultures of others.	*GC.B.6.4.1.a* names three customs and expectations of several cultures.
PE.912.R.1 **PE.912.R.2**	*GC.B.6.4.2** expresses pride in his or her family and cultural traditions.	*GC.B.6.4.2.a* expresses orally pride in his or her own family/cultural traditions. *GC.B.6.4.2.b* makes three statements that demonstrate respect for the other's customs, expectations, or traditions during a conversation with someone from another culture.
	GC.B.6.4.3* explains how understanding and appreciating differences in heritage can help in the development of positive self-concepts and social relationships.	*GC.B.6.4.3.a* explains why it is important to understand differences in heritage and how it relates to social relations. *GC.B.6.4.3.b* explains how appreciating differences can lead to the development of positive self-concepts.
	GC.B.6.4.4* discusses how individual and cultural differences among people can contribute to the enrichment of the whole group.	*GC.B.6.4.4.a* names three ways that cultural differences among people contribute to the enrichment of the whole group.

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	GC.B.6.4.5 describes his or her own biases, prejudices, and stereotypes and the impact they have on self and the relationships with others.	*GC.B.6.4.5.a* lists five types of conflicts that result from culture related beliefs and biases.
HE.912.B.3	***Standard 7: Acquire effective problem solving and decision making skills for resolving personal and social dilemmas.*** *GC.B.7.4.1* identifies personal and interpersonal problems in his or her life. *GC.B.7.4.2* develops a series of alternate courses of action in response to an identified problem. *GC.B.7.4.3* identifies the consequences associated with alternative responses to a problem. *GC.B.7.4.4* selects an effective course of action from two or more alternatives to a problem. *GC.B.7.4.5* evaluates the effectiveness of a selected course of action in response to an identified problem.	 *GC.B.7.4.1.a* names personal and social problems experienced. *GC.B.7.4.2.a* identifies the problem and develops three courses of action in response after viewing a simulated interpersonal dilemma. *GC.B.7.4.3.a* lists at least two consequences for each course of action. *GC.B.7.4.4.a* explains the rationale for choosing a course of action as the most effective. *GC.B.7.4.5.a* discusses the effectiveness of the preferred course of action.
HE.912.B.1 **HE.912.B.2** **HE.912.B.3** **HE.912.B.4** **HE.912.C.1** **HE.912.C.2** **HE.912.P.1** **HE.912.P.2**	***Standard 8: The student develops healthy lives and communities.*** *GC.B.8.4.1* knows available school and community resources that promote health and help those in need of assistance.	 *GC.B.8.4.1.a* describes to others some available school and community resources that promote health and help those in need of assistance.

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.1.4.1* describes individual strengths and weaknesses in school subjects, leisure, and work-related activities.	*GC.C.1.4.1.a* identifies personal strengths and weaknesses among the subjects from a list of school subjects.
	GC.C.1.4.2* identifies his or her personal interests, abilities, values, and beliefs related to career choice.	*GC.C.1.4.2.a* identifies occupations that are consistent with his or her interest to perform in that area.
National Standard **II.C**	*Standard 2: The student understands interrelationships among life roles and the world of work.*	
	GC.C.2.4.1* describes the advantages and disadvantages of various life role options.	*GC.C.2.4.1.a* lists two advantages and disadvantages for each life-role options from a list of three life-role options.
	GC.C.2.4.2* describes the contribution of work and leisure to a balanced and productive life.	*GC.C.2.4.2.a* makes a brief (two-three minute) presentation that describes three ways in which work and leisure contributes to a balanced and productive life. *GC.C.2.4.2.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: The student attains awareness of personal development and lifelong learning as related to productive, meaningful work.*	
	GC.C.3.4.1* describes how current learning relates to work.	*GC.C.3.4.1.a* relates how prior learning has affected current work and how current learning is expected to impact future work.
	GC.C.3.4.2* demonstrates positive work attitudes and behaviors.	*GC.C.3.4.2.a* completes assignments in a timely manner.
	GC.C.3.4.3* describes career paths that reflect the importance of lifelong learning.	*GC.C.3.4.3.a* identifies correctly, on an assessment instrument, the steps in a career path and how lifelong learning contributes to the progression of the path.
National Standard II.C	*Standard 4: The student understands the relationship between school achievement and educational and career opportunity.*	
	GC.C.4.4.1* describes how the amount of education needed for different occupational levels varies.	*GC.C.4.4.1.a* identifies correctly, from a list of different occupational levels, the amount of education required for 90% of the levels.
	GC.C.4.4.2* demonstrates how to apply academic and vocational skills to achieve personal and career goals.	*GC.C.4.4.2.a* writes a paragraph that lists at least four personal and career goals and that explains how academic and vocational skills are excepted to aid in the achievement of these goals.
	GC.C.4.4.3* identifies how employment trends relate to education and training.	*GC.C.4.4.3.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.4.4.4 describes how educational attainment relates to the selection of college majors, further training, and/or entry into the labor market.	*GC.C.4.4.4.a* lists three different college majors and describes the educational course of action that will be necessary to achieve the chosen major.
	GC.C.4.4.5 demonstrates how occupational skills can be developed through volunteer experiences, part time employment, cooperative education programs, or extracurricular activities.	*GC.C.4.4.5.a* provides a written statement of the advantages of developing occupational skills through volunteer experience, part time employment, or extracurricular activities.
SS.912.E.1 **SS.912.E.2**	*Standard 5: The student understands how the needs of society and structure of the economy are related to the nature of work.* *GC.C.5.4.1* describes the effects that societal, economic, and technological changes have on occupations.	*GC.C.5.4.1.a* gives two ways in which societal, economic, and technological changes have impacted occupations during a group discussion.
	GC.C.5.4.2 defines global economy and explains how it affects each individual.	*GC.C.5.4.2.a* explains at least three ways in which the global economy has affected self, family, or community.
	GC.C.5.4.3 describes how occupational and industrial trends relate to training and employment.	*GC.C.5.4.3.a* relates how occupational and industrial trends impact training and employment during a two-minute presentation or a written statement. *GC.C.5.4.3.b* cites at least two examples of occupational trends and gives their significance to training and employment.
	GC.C.5.4.4 understands that being male or female does not limit school or work opportunities.	*GC.C.5.4.4.a* describes the advantages and problems of nontraditional occupations. *GC.C.5.4.4.b* identifies the factors that have influenced the changing career patterns of men and women.

National Standard II.B	*Standard 6: The student understands and uses career information to solve career problems and make career decisions.*	
	GC.C.6.4.1* contrasts occupational groups in terms of expected work performance.	*GC.C.6.4.1.a* identifies similarities and differences from lists of expected work performance.
	GC.C.6.4.2* demonstrates skills in using school, parents, friends, relatives, and community resources to learn about occupational groups.	*GC.C.6.4.2.a* lists ways in which school, parents, friends, and community resources contribute to learning about occupational groups after participating in a worksite visit, career shadowing, mentoring, etc.
	GC.C.6.4.3* demonstrates use of a range of career resources (e.g., handbooks, print materials, labor market information, computer assisted career guidance systems).	*GC.C.6.4.3.a* lists at least five resources to utilize obtaining career information.
National Standard II.A	*Standard 7: The student acquires career problem solving, decision-making, and planning skills.*	
	GC.C.7.4.1* describes the steps through which career choices are made.	*GC.C.7.4.1.a* describes the way in which career choices are made during a two to three minute presentation.
	GC.C.7.4.2* describes the steps in choosing school courses required for college admission.	*GC.C.7.4.2.a* identifies the general courses required for college admission from a college catalog.
	GC.C.7.4.3* identifies ways in which decisions about education and work relate to other major life decisions.	*GC.C.7.4.3.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.7.4.4* identifies appropriate choices during high school that will lead to marketable skills for entry level employment or advanced training.	*GC.C.7.4.4.a* develops and writes a plan that includes tentative decisions about careers.
	GC.C.7.4.5* identifies steps to apply for and secure financial assistance for post secondary education or training. (Scholarship Awareness)	*GC.C.7.4.5.a* completes an application for a scholarship or financial aid. *GC.C.7.4.5.b* identifies three sources where this assistance may be available.
National Standards II.A II.C	*Standard 8: The student develops the capacity for self-awareness and self-regulation in the career problem-solving and decision-making process.*	
	GC.C.8.4.1* recognizes the existence of career indecision and the need to engage in career problem-solving and decision-making.	*GC.C.8.4.1.a* identifies the problems and explains how and why a career decision needs to be made during a scenario that includes several career problems.
National Standard II.A	*Standard 9: The student develops skills to enable one to seek, obtain, maintain, and change jobs.*	
	GC.C.9.4.1* locates, interprets, and uses information about job openings.	*GC.C.9.4.1.a* lists and interprets at least three sources for locating information about job openings.
	GC.C.9.4.2* prepares a resume and demonstrates skills, knowledge, attitudes, and behaviors necessary for a successful job interview.	*GC.C.9.4.2.a* verbalizes attitudes and shows behaviors that would lead to a successful situation during a mock interview.
	GC.C.9.4.3* identifies sources of employment opportunities in the community.	*GC.C.9.4.3.a* lists at least five sources of employment in the community.
	GC.C.9.4.4* describes placement services available to help make school-to-school, school-to-work, and work-to-work transitions.	*GC.C.9.4.4.a* lists at least three placement services that are available to help make school-to-school, school-to-work, and work-to-work transitions.

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	GC.C.9.4.5* identifies circumstances where job changes may require retraining and upgrading of employee's skills as well as relocation.	*GC.C.9.4.5.a* writes a paragraph that illustrates at least two reasons when job changes may require retraining and upgrading of employee's skills, as well as relocation.
National Standard II.A	*Standard 10: The student develops effective human relation skills to enable positive and productive work relationships.* *GC.C.10.4.1** describes appropriate employer and employee interactions in various situations.	*GC.C.10.4.1.a* demonstrates appropriate interactions as both employer and employee during role playing of work scenarios.
Strand D: Community Involvement **SC.912.L.17** **SC.912.N.4** **SS.912.C.2**	*Standard 1: The student understands and enhances the community.* *GC.D.1.4.1** demonstrates positive attitudes toward community.	*GC.D.1.4.1a* demonstrates positive attitudes toward community on a written inventory.
	GC.D.1.4.2* knows and identifies concepts and skills related to good **CITIZENSHIP**.	*GC.D.1.4.2.a* lists and describes concepts and skills related to good citizenship.
SS.912.C.2	*Standard 2: The student develops and participates in community volunteer service projects.* *GC.D.2.4.1** *identifies community needs and interests and describes the value and benefit of volunteering for community service.*	*GC.D.2.4.1.a* discusses qualities that make a community a better place to live and describes the value and benefit of volunteering in an oral or written report.
	GC.D.2.4.2* participates in voluntary community service projects that involve an application of knowledge and skills learned in school.	*GC.D.2.4.2.a* cites times when he or she participated in voluntary services to the community that involved an application of skills learned in school.

SS.912.C.2	*Standard 3: The student develops a sense of community pride.* *GC.D.3.4.1** demonstrates a sense of community pride.	*GC.D.3.4.1.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.4.4.1** demonstrates an appreciation for community leaders, service providers, and volunteer helpers.	*GC.D.4.4.1.a* writes a letter showing appreciation to community workers and helpers.