



## Browse Quality Core Curriculum Standards by subject

**Subject: Guidance****Grade: 6**Strand: A. Self Knowledge

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- 1** **Topic:** Knowledge of the influence of a positive self-concept.  
**Standard:** Describe personal likes and dislikes. Describe individual skills required to fulfill different life roles. Describe how one's behavior influences the feelings and actions of others. Identify environmental influences on attitudes, behaviors, and aptitudes.
- 2** **Topic:** Skills to interact with others.  
**Standard:** Demonstrate respect for the feelings and beliefs of others. Demonstrate an appreciation for the similarities and differences among people. Demonstrate tolerance and flexibility in interpersonal and group situations. Demonstrate skills in responding to criticism. Demonstrate effective group membership skills. Demonstrate effective social skills. Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.
- 3** **Topic:** Knowledge of the importance of growth and change.  
**Standard:** Identify feelings associated with significant experiences. Identify internal and external sources of stress. Demonstrate ways of responding to others when under stress. Describe changes that occur in the physical, psychological, social, and emotional development of an individual. Describe physiological and psychological factors as they relate to career development. Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

Strand: B. Educational and Occupational Exploration

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- 4** **Topic:** Knowledge of the benefits of educational achievement to career opportunities.  
**Standard:** Describe the importance of academic and occupational skills in the work world. Identify how the skills taught in school subjects are used in various occupations. Describe individual strengths and weaknesses in school subjects. Describe a plan of action for increasing basic educational skills. Describe the skills needed to adjust to changing occupational requirements. Describe how continued learning enhances the ability to achieve goals. Describe how skills relate to the selection of high school courses of study. Describe how aptitudes and abilities relate to broad occupational groups.
- 5** **Topic:** Understanding the relationship between work and learning.  
**Standard:** Demonstrate effective learning habits and skills. Demonstrate an understanding of the importance of personal skills and attitudes to job success. Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.
- 6** **Topic:** Skills to locate, understand, and use career information.  
**Standard:** Identify various ways that occupations can be classified. Identify a number of occupational groups for exploration. Demonstrate skills in using school and community resources to learn about occupational groups. Identify sources to obtain information about occupational groups including self-employment. Identify skills that are transferable from one occupation to another. Identify sources of employment in the community.
- 7** **Topic:** Knowledge of skills necessary to seek and obtain jobs.  
**Standard:** Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs. Describe terms and concepts used in identifying employment opportunities and conditions. Demonstrate skills to complete a job application. Demonstrate skills and attitudes essential for a job interview.
- 8** **Topic:** Understanding how work relates to the needs and functions of the economy and society.  
**Standard:** Describe the importance of work to society. Describe the relationship between work and economic and societal needs. Describe the economic contributions workers make to society. Describe the effects that societal, economic, and technological change have on occupations.

## Strand: C. Career Planning

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9

**Topic:** Skills to make decisions.

**Standard:** Describe personal beliefs and attitudes. Describe how career development is a continuous process with series of choices. Identify possible outcomes of decisions. Describe school courses related to personal, educational, and occupational interests. Describe how the expectations of others affect career planning. Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals. Identify the requirements for secondary and postsecondary programs.

10

**Topic:** Knowledge of the interrelationship of life roles.

**Standard:** Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent. Identify how work roles at home satisfy needs of the family. Identify personal goals that may be satisfied through a combination of work, community, social, and family roles. Identify personal leisure choices in relation to lifestyle and the attainment of future goals. Describe advantages and disadvantages of various life role options.

11

**Topic:** Knowledge of different occupations and changing male/female roles.

**Standard:** Describe advantages and problems of entering nontraditional occupations. Describe the advantages of taking courses related to personal interests, even if they are most often taken by members of the opposite gender. Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

12

**Topic:** Understanding the process of career planning.

**Standard:** Demonstrate knowledge of exploratory processes and programs. Identify school courses that meet tentative career goals. Demonstrate knowledge of academic and vocational programs offered at the high school level. Describe skills needed in a variety of occupations, including self-employment. Identify strategies for managing personal resources (e.g., , talents, time, money) to achieve tentative career goals. Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school. Identify and appreciate personal interests, abilities, and skills. Demonstrate the ability to use peer feedback. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals. Demonstrate an understanding of environmental influences on one's behavior. Demonstrate an understanding of the relationship between personal behavior and self- concept.



## Browse Quality Core Curriculum Standards by subject

**Subject: Guidance****Grade: 7**Strand: A. Self Knowledge

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- 1 **Topic:** Knowledge of the influence of a positive self-concept.  
**Standard:** Describe personal likes and dislikes. Describe individual skills required to fulfill different life roles. Describe how one's behavior influences the feelings and actions of others. Identify environmental influences on attitudes, behaviors, and aptitudes.
- 2 **Topic:** Skills to interact with others.  
**Standard:** Demonstrate respect for the feelings and beliefs of others. Demonstrate an appreciation for the similarities and differences among people. Demonstrate tolerance and flexibility in interpersonal and group situations. Demonstrate skills in responding to criticism. Demonstrate effective group membership skills. Demonstrate effective social skills. Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.
- 3 **Topic:** Knowledge of the importance of growth and change.  
**Standard:** Identify feelings associated with significant experiences. Identify internal and external sources of stress. Demonstrate ways of responding to others when under stress. Describe changes that occur in the physical, psychological, social, and emotional development of an individual. Describe physiological and psychological factors as they relate to career development. Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

Strand: B. Educational and Occupational Exploration

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- 4 **Topic:** Knowledge of the benefits of educational achievement to career opportunities.  
**Standard:** Describe the importance of academic and occupational skills in the work world. Identify how the skills taught in school subjects are used in various occupations. Describe individual strengths and weaknesses in school subjects. Describe a plan of action for increasing basic educational skills. Describe the skills needed to adjust to changing occupational requirements. Describe how continued learning enhances the ability to achieve goals. Describe how skills relate to the selection of high school courses of study. Describe how aptitudes and abilities relate to broad occupational groups.
- 5 **Topic:** Understanding the relationship between work and learning.  
**Standard:** Demonstrate effective learning habits and skills. Demonstrate an understanding of the importance of personal skills and attitudes to job success. Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.
- 6 **Topic:** Skills to locate, understand, and use career information.  
**Standard:** Identify various ways that occupations can be classified. Identify a number of occupational groups for exploration. Demonstrate skills in using school and community resources to learn about occupational groups. Identify sources to obtain information about occupational groups including self-employment. Identify skills that are transferable from one occupation to another. Identify sources of employment in the community.
- 7 **Topic:** Knowledge of skills necessary to seek and obtain jobs.  
**Standard:** Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs. Describe terms and concepts used in identifying employment opportunities and conditions. Demonstrate skills to complete a job application. Demonstrate skills and attitudes essential for a job interview.
- 8 **Topic:** Understanding how work relates to the needs and functions of the economy and society.  
**Standard:** Describe the importance of work to society. Describe the relationship between work and economic and societal needs. Describe the economic contributions workers make to society. Describe the effects that societal, economic, and technological change have on occupations.

## Strand: C. Career Planning

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**Topic:** Knowledge of the interrelationship of life roles.

**Standard:** Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent. Identify how work roles at home satisfy needs of the family. Identify personal goals that may be satisfied through a combination of work, community, social, and family roles. Identify personal leisure choices in relation to lifestyle and the attainment of future goals. Describe advantages and disadvantages of various life role options.

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**Topic:** Knowledge of different occupations and changing male/female roles.

**Standard:** Describe advantages and problems of entering nontraditional occupations. Describe the advantages of taking courses related to personal interests, even if they are most often taken by members of the opposite gender. Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

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**Topic:** Understanding the process of career planning.

**Standard:** Demonstrate knowledge of exploratory processes and programs. Identify school courses that meet tentative career goals. Demonstrate knowledge of academic and vocational programs offered at the high school level. Describe skills needed in a variety of occupations, including self-employment. Identify strategies for managing personal resources (e.g., , talents, time, money) to achieve tentative career goals. Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school. Identify and appreciate personal interests, abilities, and skills. Demonstrate the ability to use peer feedback. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals. Demonstrate an understanding of environmental influences on one's behavior. Demonstrate an understanding of the relationship between personal behavior and self- concept.



## Browse Quality Core Curriculum Standards by subject

**Subject: Guidance****Grade: 8**Strand: A. Self Knowledge

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- 1 **Topic:** Knowledge of the influence of a positive self-concept.  
**Standard:** Describe personal likes and dislikes. Describe individual skills required to fulfill different life roles. Describe how one's behavior influences the feelings and actions of others. Identify environmental influences on attitudes, behaviors, and aptitudes.
- 2 **Topic:** Skills to interact with others.  
**Standard:** Demonstrate respect for the feelings and beliefs of others. Demonstrate an appreciation for the similarities and differences among people. Demonstrate tolerance and flexibility in interpersonal and group situations. Demonstrate skills in responding to criticism. Demonstrate effective group membership skills. Demonstrate effective social skills. Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.
- 3 **Topic:** Knowledge of the importance of growth and change.  
**Standard:** Identify feelings associated with significant experiences. Identify internal and external sources of stress. Demonstrate ways of responding to others when under stress. Describe changes that occur in the physical, psychological, social, and emotional development of an individual. Describe physiological and psychological factors as they relate to career development. Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

Strand: B. Educational and Occupational Exploration

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- 5 **Topic:** Understanding the relationship between work and learning.  
**Standard:** Demonstrate effective learning habits and skills. Demonstrate an understanding of the importance of personal skills and attitudes to job success. Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.
- 6 **Topic:** Skills to locate, understand, and use career information.  
**Standard:** Identify various ways that occupations can be classified. Identify a number of occupational groups for exploration. Demonstrate skills in using school and community resources to learn about occupational groups. Identify sources to obtain information about occupational groups including self-employment. Identify skills that are transferable from one occupation to another. Identify sources of employment in the community.
- 7 **Topic:** Knowledge of skills necessary to seek and obtain jobs.  
**Standard:** Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs. Describe terms and concepts used in identifying employment opportunities and conditions. Demonstrate skills to complete a job application. Demonstrate skills and attitudes essential for a job interview.
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## Strand: C. Career Planning

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**Topic:** Skills to make decisions.

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