



Browse Quality Core Curriculum Standards by subject

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

- 1** **Topic:** Knowledge of the importance of self-concept.
Standard: Describe positive characteristics about self as seen by self and others. Identify how behaviors affect school and family situations. Describe how behavior influences the feelings and actions of others. Demonstrate a positive attitude about self. Identify personal interests, abilities, strengths, and weaknesses. Describe ways to meet personal needs through work.
- 2** **Topic:** Skills to interact with others.
Standard: Identify how people are unique. Demonstrate effective skills for interacting with others. Demonstrate skills in managing conflicts with peers and adults. Demonstrate group membership skills. Identify sources and effect of peer pressure. Demonstrate appropriate behavior when peer pressures are contrary to one's belief. Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.
- 3** **Topic:** Awareness of the importance of growth and change.
Standard: Identify personal feelings. Identify ways to express feelings. Identify causes of stress. Identify and select appropriate behavior to deal with specific emotional situations. Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others. Demonstrate knowledge of good health habits.

Strand: B. Educational and Occupational Exploration

- 4** **Topic:** Awareness of the benefits of educational achievement.
Standard: Describe how academic skills can be used in the home and community. Identify personal strengths and weaknesses in subject areas. Identify academic skills needed in several occupational groups. Describe relationships among ability, effort, and achievement. Implement a plan of action for improving academic skills. Describe school tasks that are similar to skills essential for job success. Describe how the amount of education needed for different occupational levels varies.
- 5** **Topic:** Awareness of the relationship between work and learning.
Standard: Identify different types of work, both paid and unpaid. Describe the importance of preparing for occupations. Demonstrate effective study and information-seeking habits. Demonstrate an understanding of the importance of practice, effort, and learning. Describe how current learning relates to work. Describe how one's role as a student is like that of an adult worker.
- 6** **Topic:** Skills to understand and use career information.
Standard: Describe work of family members, school personnel, and community workers. Identify occupations according to data, people, and things. Identify work activities of interest to the student. Describe the relationship of beliefs, attitudes, interests, and abilities to occupations. Describe jobs that are present in the local community. Identify the working conditions of occupations (e.g., , inside/outside, hazardous). Describe ways in which self-employment differs from working for others. Describe how parents, relatives, adult friends, and neighbors can provide career information.
- 7** **Topic:** Awareness of the importance of personal responsibility and good work habits.
Standard: Describe the importance of personal qualities (e.g., , dependability, promptness, getting along with others) to getting and keeping jobs. Demonstrate positive ways of performing work activities. Describe the importance of cooperation among workers to accomplish a task. Demonstrate the ability to work with people who are different from oneself (e.g., , race, age, gender).
- 8** **Topic:** Awareness of how work relates to the needs and functions of society.
Standard: Describe how work can satisfy personal needs. Describe the products and services of local employers. Describe ways in which work can help overcome social and economic problems.

Strand: C. Career Planning

- 9** **Topic:** Understanding how to make decisions.
Standard: Describe how choices are made. Describe what can be learned from making mistakes. Identify and assess problems that interfere with attaining goals. Identify strategies used in solving problems. Identify alternatives in decision making situations. Describe how personal beliefs and attitudes effect decision making. Describe how decisions affect self and others.
- 10** **Topic:** Awareness of the interrelationship of life roles.
Standard: Describe the various roles an individual may have (e.g., , friend, student, worker, family member). Describe work-related activities in the home, community, and school. Describe how family members depend on one another, work together, and share responsibilities. Describe how work roles complement family roles.
- 11** **Topic:** Awareness of different occupations and changing male/female roles.
Standard: Describe how work is important to all people. Describe the changing life roles of men and women in work and family. Describe how contributions of individuals, both inside and outside the home, are important.
- 12** **Topic:** Awareness of the career planning process.
Standard: Describe the importance of planning. Describe skills needed in a variety of occupational groups. Develop an individual career plan for the elementary school level.



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Subject: Guidance**Grade: 1**Strand: A. Self Knowledge

- 1 **Topic:** Knowledge of the importance of self-concept.
Standard: Describe positive characteristics about self as seen by self and others. Identify how behaviors affect school and family situations. Describe how behavior influences the feelings and actions of others. Demonstrate a positive attitude about self. Identify personal interests, abilities, strengths, and weaknesses. Describe ways to meet personal needs through work.
- 2 **Topic:** Skills to interact with others.
Standard: Identify how people are unique. Demonstrate effective skills for interacting with others. Demonstrate skills in managing conflicts with peers and adults. Demonstrate group membership skills. Identify sources and effect of peer pressure. Demonstrate appropriate behavior when peer pressures are contrary to one's belief. Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.
- 3 **Topic:** Awareness of the importance of growth and change.
Standard: Identify personal feelings. Identify ways to express feelings. Identify causes of stress. Identify and select appropriate behavior to deal with specific emotional situations. Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others. Demonstrate knowledge of good health habits.

Strand: B. Educational and Occupational Exploration

- 4 **Topic:** Awareness of the benefits of educational achievement.
Standard: Describe how academic skills can be used in the home and community. Identify personal strengths and weaknesses in subject areas. Identify academic skills needed in several occupational groups. Describe relationships among ability, effort, and achievement. Implement a plan of action for improving academic skills. Describe school tasks that are similar to skills essential for job success. Describe how the amount of education needed for different occupational levels varies.
- 5 **Topic:** Awareness of the relationship between work and learning.
Standard: Identify different types of work, both paid and unpaid. Describe the importance of preparing for occupations. Demonstrate effective study and information-seeking habits. Demonstrate an understanding of the importance of practice, effort, and learning. Describe how current learning relates to work. Describe how one's role as a student is like that of an adult worker.
- 6 **Topic:** Skills to understand and use career information.
Standard: Describe work of family members, school personnel, and community workers. Identify occupations according to data, people, and things. Identify work activities of interest to the student. Describe the relationship of beliefs, attitudes, interests, and abilities to occupations. Describe jobs that are present in the local community. Identify the working conditions of occupations (e.g., , inside/outside, hazardous). Describe ways in which self-employment differs from working for others. Describe how parents, relatives, adult friends, and neighbors can provide career information.
- 7 **Topic:** Awareness of the importance of personal responsibility and good work habits.
Standard: Describe the importance of personal qualities (e.g., , dependability, promptness, getting along with others) to getting and keeping jobs. Demonstrate positive ways of performing work activities. Describe the importance of cooperation among workers to accomplish a task. Demonstrate the ability to work with people who are different from oneself (e.g., , race, age, gender).
- 8 **Topic:** Awareness of how work relates to the needs and functions of society.
Standard: Describe how work can satisfy personal needs. Describe the products and services of local employers. Describe ways in which work can help overcome social and economic problems.

Strand: C. Career Planning

- 9** **Topic:** Understanding how to make decisions.
Standard: Describe how choices are made. Describe what can be learned from making mistakes. Identify and assess problems that interfere with attaining goals. Identify strategies used in solving problems. Identify alternatives in decision making situations. Describe how personal beliefs and attitudes effect decision making. Describe how decisions affect self and others.
- 10** **Topic:** Awareness of the interrelationship of life roles.
Standard: Describe the various roles an individual may have (e.g., , friend, student, worker, family member). Describe work-related activities in the home, community, and school. Describe how family members depend on one another, work together, and share responsibilities. Describe how work roles complement family roles.
- 11** **Topic:** Awareness of different occupations and changing male/female roles.
Standard: Describe how work is important to all people. Describe the changing life roles of men and women in work and family. Describe how contributions of individuals, both inside and outside the home, are important.
- 12** **Topic:** Awareness of the career planning process.
Standard: Describe the importance of planning. Describe skills needed in a variety of occupational groups. Develop an individual career plan for the elementary school level.



Browse Quality Core Curriculum Standards by subject

Subject: Guidance**Grade: 2**Strand: A. Self Knowledge

- 1 **Topic:** Knowledge of the importance of self-concept.
Standard: Describe positive characteristics about self as seen by self and others. Identify how behaviors affect school and family situations. Describe how behavior influences the feelings and actions of others. Demonstrate a positive attitude about self. Identify personal interests, abilities, strengths, and weaknesses. Describe ways to meet personal needs through work.
- 2 **Topic:** Skills to interact with others.
Standard: Identify how people are unique. Demonstrate effective skills for interacting with others. Demonstrate skills in managing conflicts with peers and adults. Demonstrate group membership skills. Identify sources and effect of peer pressure. Demonstrate appropriate behavior when peer pressures are contrary to one's belief. Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.
- 3 **Topic:** Awareness of the importance of growth and change.
Standard: Identify personal feelings. Identify ways to express feelings. Identify causes of stress. Identify and select appropriate behavior to deal with specific emotional situations. Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others. Demonstrate knowledge of good health habits.

Strand: B. Educational and Occupational Exploration

- 4 **Topic:** Awareness of the benefits of educational achievement.
Standard: Describe how academic skills can be used in the home and community. Identify personal strengths and weaknesses in subject areas. Identify academic skills needed in several occupational groups. Describe relationships among ability, effort, and achievement. Implement a plan of action for improving academic skills. Describe school tasks that are similar to skills essential for job success. Describe how the amount of education needed for different occupational levels varies.
- 5 **Topic:** Awareness of the relationship between work and learning.
Standard: Identify different types of work, both paid and unpaid. Describe the importance of preparing for occupations. Demonstrate effective study and information-seeking habits. Demonstrate an understanding of the importance of practice, effort, and learning. Describe how current learning relates to work. Describe how one's role as a student is like that of an adult worker.
- 6 **Topic:** Skills to understand and use career information.
Standard: Describe work of family members, school personnel, and community workers. Identify occupations according to data, people, and things. Identify work activities of interest to the student. Describe the relationship of beliefs, attitudes, interests, and abilities to occupations. Describe jobs that are present in the local community. Identify the working conditions of occupations (e.g., , inside/outside, hazardous). Describe ways in which self-employment differs from working for others. Describe how parents, relatives, adult friends, and neighbors can provide career information.
- 7 **Topic:** Awareness of the importance of personal responsibility and good work habits.
Standard: Describe the importance of personal qualities (e.g., , dependability, promptness, getting along with others) to getting and keeping jobs. Demonstrate positive ways of performing work activities. Describe the importance of cooperation among workers to accomplish a task. Demonstrate the ability to work with people who are different from oneself (e.g., , race, age, gender).
- 8 **Topic:** Awareness of how work relates to the needs and functions of society.
Standard: Describe how work can satisfy personal needs. Describe the products and services of local employers. Describe ways in which work can help overcome social and economic problems.

Strand: C. Career Planning

- 9** **Topic:** Understanding how to make decisions.
Standard: Describe how choices are made. Describe what can be learned from making mistakes. Identify and assess problems that interfere with attaining goals. Identify strategies used in solving problems. Identify alternatives in decision making situations. Describe how personal beliefs and attitudes effect decision making. Describe how decisions affect self and others.
- 10** **Topic:** Awareness of the interrelationship of life roles.
Standard: Describe the various roles an individual may have (e.g., , friend, student, worker, family member). Describe work-related activities in the home, community, and school. Describe how family members depend on one another, work together, and share responsibilities. Describe how work roles complement family roles.
- 11** **Topic:** Awareness of different occupations and changing male/female roles.
Standard: Describe how work is important to all people. Describe the changing life roles of men and women in work and family. Describe how contributions of individuals, both inside and outside the home, are important.
- 12** **Topic:** Awareness of the career planning process.
Standard: Describe the importance of planning. Describe skills needed in a variety of occupational groups. Develop an individual career plan for the elementary school level.



Browse Quality Core Curriculum Standards by subject

Subject: Guidance**Grade: 3**Strand: A. Self Knowledge

- 1 **Topic:** Knowledge of the importance of self-concept.
Standard: Describe positive characteristics about self as seen by self and others. Identify how behaviors affect school and family situations. Describe how behavior influences the feelings and actions of others. Demonstrate a positive attitude about self. Identify personal interests, abilities, strengths, and weaknesses. Describe ways to meet personal needs through work.
- 2 **Topic:** Skills to interact with others.
Standard: Identify how people are unique. Demonstrate effective skills for interacting with others. Demonstrate skills in managing conflicts with peers and adults. Demonstrate group membership skills. Identify sources and effect of peer pressure. Demonstrate appropriate behavior when peer pressures are contrary to one's belief. Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.
- 3 **Topic:** Awareness of the importance of growth and change.
Standard: Identify personal feelings. Identify ways to express feelings. Identify causes of stress. Identify and select appropriate behavior to deal with specific emotional situations. Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others. Demonstrate knowledge of good health habits.

Strand: B. Educational and Occupational Exploration

- 4 **Topic:** Awareness of the benefits of educational achievement.
Standard: Describe how academic skills can be used in the home and community. Identify personal strengths and weaknesses in subject areas. Identify academic skills needed in several occupational groups. Describe relationships among ability, effort, and achievement. Implement a plan of action for improving academic skills. Describe school tasks that are similar to skills essential for job success. Describe how the amount of education needed for different occupational levels varies.
- 5 **Topic:** Awareness of the relationship between work and learning.
Standard: Identify different types of work, both paid and unpaid. Describe the importance of preparing for occupations. Demonstrate effective study and information-seeking habits. Demonstrate an understanding of the importance of practice, effort, and learning. Describe how current learning relates to work. Describe how one's role as a student is like that of an adult worker.
- 6 **Topic:** Skills to understand and use career information.
Standard: Describe work of family members, school personnel, and community workers. Identify occupations according to data, people, and things. Identify work activities of interest to the student. Describe the relationship of beliefs, attitudes, interests, and abilities to occupations. Describe jobs that are present in the local community. Identify the working conditions of occupations (e.g., , inside/outside, hazardous). Describe ways in which self-employment differs from working for others. Describe how parents, relatives, adult friends, and neighbors can provide career information.
- 7 **Topic:** Awareness of the importance of personal responsibility and good work habits.
Standard: Describe the importance of personal qualities (e.g., , dependability, promptness, getting along with others) to getting and keeping jobs. Demonstrate positive ways of performing work activities. Describe the importance of cooperation among workers to accomplish a task. Demonstrate the ability to work with people who are different from oneself (e.g., , race, age, gender).
- 8 **Topic:** Awareness of how work relates to the needs and functions of society.
Standard: Describe how work can satisfy personal needs. Describe the products and services of local employers. Describe ways in which work can help overcome social and economic problems.

Strand: C. Career Planning

- 9** **Topic:** Understanding how to make decisions.
Standard: Describe how choices are made. Describe what can be learned from making mistakes. Identify and assess problems that interfere with attaining goals. Identify strategies used in solving problems. Identify alternatives in decision making situations. Describe how personal beliefs and attitudes effect decision making. Describe how decisions affect self and others.
- 10** **Topic:** Awareness of the interrelationship of life roles.
Standard: Describe the various roles an individual may have (e.g., , friend, student, worker, family member). Describe work-related activities in the home, community, and school. Describe how family members depend on one another, work together, and share responsibilities. Describe how work roles complement family roles.
- 11** **Topic:** Awareness of different occupations and changing male/female roles.
Standard: Describe how work is important to all people. Describe the changing life roles of men and women in work and family. Describe how contributions of individuals, both inside and outside the home, are important.
- 12** **Topic:** Awareness of the career planning process.
Standard: Describe the importance of planning. Describe skills needed in a variety of occupational groups. Develop an individual career plan for the elementary school level.



Browse Quality Core Curriculum Standards by subject

Subject: Guidance**Grade: 4**Strand: A. Self Knowledge

- 1 **Topic:** Knowledge of the importance of self-concept.
Standard: Describe positive characteristics about self as seen by self and others. Identify how behaviors affect school and family situations. Describe how behavior influences the feelings and actions of others. Demonstrate a positive attitude about self. Identify personal interests, abilities, strengths, and weaknesses. Describe ways to meet personal needs through work.
- 2 **Topic:** Skills to interact with others.
Standard: Identify how people are unique. Demonstrate effective skills for interacting with others. Demonstrate skills in managing conflicts with peers and adults. Demonstrate group membership skills. Identify sources and effect of peer pressure. Demonstrate appropriate behavior when peer pressures are contrary to one's belief. Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.
- 3 **Topic:** Awareness of the importance of growth and change.
Standard: Identify personal feelings. Identify ways to express feelings. Identify causes of stress. Identify and select appropriate behavior to deal with specific emotional situations. Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others. Demonstrate knowledge of good health habits.

Strand: B. Educational and Occupational Exploration

- 4 **Topic:** Awareness of the benefits of educational achievement.
Standard: Describe how academic skills can be used in the home and community. Identify personal strengths and weaknesses in subject areas. Identify academic skills needed in several occupational groups. Describe relationships among ability, effort, and achievement. Implement a plan of action for improving academic skills. Describe school tasks that are similar to skills essential for job success. Describe how the amount of education needed for different occupational levels varies.
- 5 **Topic:** Awareness of the relationship between work and learning.
Standard: Identify different types of work, both paid and unpaid. Describe the importance of preparing for occupations. Demonstrate effective study and information-seeking habits. Demonstrate an understanding of the importance of practice, effort, and learning. Describe how current learning relates to work. Describe how one's role as a student is like that of an adult worker.
- 6 **Topic:** Skills to understand and use career information.
Standard: Describe work of family members, school personnel, and community workers. Identify occupations according to data, people, and things. Identify work activities of interest to the student. Describe the relationship of beliefs, attitudes, interests, and abilities to occupations. Describe jobs that are present in the local community. Identify the working conditions of occupations (e.g., , inside/outside, hazardous). Describe ways in which self-employment differs from working for others. Describe how parents, relatives, adult friends, and neighbors can provide career information.
- 7 **Topic:** Awareness of the importance of personal responsibility and good work habits.
Standard: Describe the importance of personal qualities (e.g., , dependability, promptness, getting along with others) to getting and keeping jobs. Demonstrate positive ways of performing work activities. Describe the importance of cooperation among workers to accomplish a task. Demonstrate the ability to work with people who are different from oneself (e.g., , race, age, gender).
- 8 **Topic:** Awareness of how work relates to the needs and functions of society.
Standard: Describe how work can satisfy personal needs. Describe the products and services of local employers. Describe ways in which work can help overcome social and economic problems.

Strand: C. Career Planning

- 9** **Topic:** Understanding how to make decisions.
Standard: Describe how choices are made. Describe what can be learned from making mistakes. Identify and assess problems that interfere with attaining goals. Identify strategies used in solving problems. Identify alternatives in decision making situations. Describe how personal beliefs and attitudes effect decision making. Describe how decisions affect self and others.
- 10** **Topic:** Awareness of the interrelationship of life roles.
Standard: Describe the various roles an individual may have (e.g., , friend, student, worker, family member). Describe work-related activities in the home, community, and school. Describe how family members depend on one another, work together, and share responsibilities. Describe how work roles complement family roles.
- 11** **Topic:** Awareness of different occupations and changing male/female roles.
Standard: Describe how work is important to all people. Describe the changing life roles of men and women in work and family. Describe how contributions of individuals, both inside and outside the home, are important.
- 12** **Topic:** Awareness of the career planning process.
Standard: Describe the importance of planning. Describe skills needed in a variety of occupational groups. Develop an individual career plan for the elementary school level.

Browse **Quality Core Curriculum Standards by subject****Subject: Guidance****Grade: 5**Strand: A. Self Knowledge

- 1** **Topic:** Knowledge of the importance of self-concept.
Standard: Describe positive characteristics about self as seen by self and others. Identify how behaviors affect school and family situations. Describe how behavior influences the feelings and actions of others. Demonstrate a positive attitude about self. Identify personal interests, abilities, strengths, and weaknesses. Describe ways to meet personal needs through work.
- 2** **Topic:** Skills to interact with others.
Standard: Identify how people are unique. Demonstrate effective skills for interacting with others. Demonstrate skills in managing conflicts with peers and adults. Demonstrate group membership skills. Identify sources and effect of peer pressure. Demonstrate appropriate behavior when peer pressures are contrary to one's belief. Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.
- 3** **Topic:** Awareness of the importance of growth and change.
Standard: Identify personal feelings. Identify ways to express feelings. Identify causes of stress. Identify and select appropriate behavior to deal with specific emotional situations. Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others. Demonstrate knowledge of good health habits.

Strand: B. Educational and Occupational Exploration

- 4** **Topic:** Awareness of the benefits of educational achievement.
Standard: Describe how academic skills can be used in the home and community. Identify personal strengths and weaknesses in subject areas. Identify academic skills needed in several occupational groups. Describe relationships among ability, effort, and achievement. Implement a plan of action for improving academic skills. Describe school tasks that are similar to skills essential for job success. Describe how the amount of education needed for different occupational levels varies.
- 5** **Topic:** Awareness of the relationship between work and learning.
Standard: Identify different types of work, both paid and unpaid. Describe the importance of preparing for occupations. Demonstrate effective study and information-seeking habits. Demonstrate an understanding of the importance of practice, effort, and learning. Describe how current learning relates to work. Describe how one's role as a student is like that of an adult worker.
- 6** **Topic:** Skills to understand and use career information.
Standard: Describe work of family members, school personnel, and community workers. Identify occupations according to data, people, and things. Identify work activities of interest to the student. Describe the relationship of beliefs, attitudes, interests, and abilities to occupations. Describe jobs that are present in the local community. Identify the working conditions of occupations (e.g., , inside/outside, hazardous). Describe ways in which self-employment differs from working for others. Describe how parents, relatives, adult friends, and neighbors can provide career information.
- 7** **Topic:** Awareness of the importance of personal responsibility and good work habits.
Standard: Describe the importance of personal qualities (e.g., , dependability, promptness, getting along with others) to getting and keeping jobs. Demonstrate positive ways of performing work activities. Describe the importance of cooperation among workers to accomplish a task. Demonstrate the ability to work with people who are different from oneself (e.g., , race, age, gender).
- 8** **Topic:** Awareness of how work relates to the needs and functions of society.
Standard: Describe how work can satisfy personal needs. Describe the products and services of local employers. Describe ways in which work can help overcome social and economic problems.

Strand: C. Career Planning

- 9** **Topic:** Understanding how to make decisions.
Standard: Describe how choices are made. Describe what can be learned from making mistakes. Identify and assess problems that interfere with attaining goals. Identify strategies used in solving problems. Identify alternatives in decision making situations. Describe how personal beliefs and attitudes effect decision making. Describe how decisions affect self and others.
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