

# GUIDANCE COUNSELING

## ELEMENTARY

### STANDARD 1

The student understands and applies self-management for lifelong learning

To meet this standard, the student will:

#### **Benchmark CE.1.1: Understand and participate in a school environment**

##### **Indicators:**

- CE.1.1.1 Knowledge and practice of school rules
- CE.1.1.2 Demonstrate knowledge of their responsibilities in school and in the classroom
- CE.1.1.3 Describe the facilities, procedures, and programs found in a school

#### **Benchmark CE.1.2: Understand attitudes and behaviors related to academic achievement**

##### **Indicators:**

- CE.1.2.1 Awareness of strengths and weaknesses as a student/learner
- CE.1.2.2 Describe interests and beliefs that help to motivate within the school setting
- CE.1.2.3 Describe the relationships among ability, effort, and achievement
- CE.1.2.4 Describe the connection between education and the world of work
- CE.1.2.5 Strive for academic excellence to the glory of God
- CE.1.2.6 Understand the value of lifelong learning as essential to glorifying God

#### **Benchmark CE.1.3: Formulate academic goals and plans to attain them**

##### **Indicators:**

- CE.1.3.1 Define what a goal is
- CE.1.3.2 State and develop personal goals
- CE.1.3.3 Explain the idea of lifelong learning
- CE.1.3.4 Distinguish between short and long-term goals
- CE.1.3.5 Set short and long-term academic goals

#### **Benchmark CE.1.4: Identify and use effective study habits**

##### **Indicators:**

- CE.1.4.1 Describe ways to prepare for class and the materials needed for school daily
- CE.1.4.2 Evaluate study habits and develop a plan to improve these habits
- CE.1.4.3 List steps involved in taking notes
- CE.1.4.4 Distinguish between what is important and unimportant information in written and oral formats
- CE.1.4.5 Demonstrate responsibility for learning by utilizing an agenda/notebook

**Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator**

***SCS Curriculum, Elementary Guidance Counseling, Approved May, 2011***

**Benchmark CE.1.5: Identify ways to effectively manage time**

**Indicators:**

- CE.1.5.1 Complete assignments in time allotted
- CE.1.5.2 Demonstrate ability to start and finish projects
- CE.1.5.3 Prepare a weekly schedule for study time, homework and free time activities
- CE.1.5.4 Describe how to organize a large assignment into smaller sets of time in order to plan for its duration from beginning to end
- CE.1.5.5 Understand the importance of balancing academic and other life priorities as faithful stewards

*Key: 1, Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator*

*SCS Curriculum, Elementary Guidance Counseling, Approved May, 2011*

# GUIDANCE COUNSELING

## ELEMENTARY

### STANDARD 2

The student will develop an awareness of career and educational opportunities

To meet this standard, the student will:

#### **Benchmark CE.2.1: Identify personal interests, abilities and values**

##### **Indicators:**

- CE.2.1.1 Describe likes, dislikes, both at home and school
- CE.2.1.2 Become aware of the process of identifying personal attributes and matching them to careers
- CE.2.1.3 Define the meaning of values and those things that are important in school, home and in the community
- CE.2.1.4 Acknowledge that God has entrusted them with specific talents and abilities

#### **Benchmark CE.2.2: Demonstrate an awareness of the benefits of education**

##### **Indicators:**

- CE.2.2.1 Describe how academic skills can be used in the home and community
- CE.2.2.2 Identify personal strengths and weaknesses in subject areas
- CE.2.2.3 Describe the relationship among abilities, effort and achievement
- CE.2.2.4 Implement a plan of action for improving academic skills

#### **Benchmark CE.2.3: Understand the relationship between learning and work**

##### **Indicators:**

- CE.2.3.1 Identify different types of work, both paid and unpaid
- CE.2.3.2 Describe the importance of preparing for occupations
- CE.2.3.3 Demonstrate an understanding of the importance of practice, effort and learning
- CE.2.3.4 Describe how current learning relates to work
- CE.2.3.5 Describe how one's role as a student is similar to an adult worker

*Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator*

*SCS Curriculum, Elementary Guidance Counseling, Approved May, 2011*

**Benchmark CE.2.4: Develop skills to understand and use career information**

**Indicators:**

- CE.2.4.1 Describe the job role of family members, school personnel and community workers
- CE.2.4.2 Identify occupations according to data, people and things
- CE.2.4.3 Identify work activities of personal interest
- CE.2.4.4 Describe jobs that are present in the local community
- CE.2.4.5 Identify the working conditions of various occupations (e.g. in/outdoors; hazardous)
- CE.2.4.6 Describe ways in which self-employment differs from working for others
- CE.2.4.7 Describe how parents, relatives, adult friends, and neighbors can provide career information
- CE.2.4.8 Be exposed to Christian adult workers serving Christ in a wide variety of occupational contexts

**Benchmark CE.2.5: Understand how work relates to the needs and functions of society**

**Indicators:**

- CE.2.5.1 List different jobs/workers and their contributions to the community
- CE.2.5.2 Describe how work can satisfy personal needs
- CE.2.5.3 Identify work activities of personal interest
- CE.2.5.4 Describe the products and services of local employers
- CE.2.5.5 Describe ways in which work can help overcome social and economic problems

**Benchmark CE.2.6: Understand the importance of personal responsibilities and good work habits**

**Indicators:**

- CE.2.6.1 Describe how personal qualities (integrity, courage, respect, etc.) translate to personal and academic success
- CE.2.6.2 Identify responsibilities within the school setting
- CE.2.6.3 Relate how student responsibilities prepare one for responsibility in the workplace
- CE.2.6.4 Develop positive personal habits that employers look for in their employees (e.g., working in groups; following directions; resolving conflicts)
- CE.2.6.5 Relate how personal habits in school transfer to occupational settings
- CE.2.6.6 Acknowledge biblical principles and how they relate to personal responsibilities and work habits

***Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator***

***SCS Curriculum, Elementary Guidance Counseling, Approved May, 2011***

# GUIDANCE COUNSELING

## ELEMENTARY

### STANDARD 3

The student will develop career planning skills

To meet this standard, the student will:

**Benchmark CE.3.1: Understand the career planning process**

**Indicators:**

- CE.3.1.1 Describe some of the planning students can do at school and home
- CE.3.1.2 Develop plans for specific activities
- CE.3.1.3 Describe skills needed in a variety of occupational groups
- CE.3.1.4 Develop a basic career plan that they can progress from beyond elementary school

**Benchmark CE.3.2: Demonstrate an awareness of different occupations and changing male/female roles**

**Indicators:**

- CE.3.2.1 Develop awareness that males and females can do any job
- CE.3.2.2 Describe how work can be important at an individual level
- CE.3.2.3 Describe the changing roles of men and women in family and the world of work
- CE.3.2.4 Describe how contributions of individuals, both within and outside the home, are important
- CE.3.2.5 Describe traditional and nontraditional occupations for males and females
- CE.3.2.6 Acknowledge that work is honored, valued, and commanded by God

*Key: 1, Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator*

*SCS Curriculum, Elementary Guidance Counseling, Approved May, 2011*

# GUIDANCE COUNSELING

## ELEMENTARY

### STANDARD 4

The student will understand and apply personal and social developmental competencies

To meet this standard, the student will:

**Benchmark CE.4.1: Demonstrate a knowledge of the importance of a positive self-concept and development of a positive attitude toward self**

**Indicators:**

- CE.4.1.1 Define and discuss the meaning of self-concept.
- CE.4.1.2 Identify personal qualities, traits, strengths, and weaknesses.
- CE.4.1.3 Demonstrate positive attitude about self as seen by self and others.
- CE.4.1.4 Give examples of the importance of self and others.
- CE.4.1.5 Describe individual beliefs and attitudes and how they contribute to self-concept.
- CE.4.1.6 Describe self physically, emotionally, and intellectually
- CE.4.1.7 Explore their personal giftedness and talents and how to use these abilities as stewards of God's creation

**Benchmark CE.4.2: Demonstrate an awareness of the importance of growth and change**

**Indicators:**

- CE.4.2.1 Describe causes of stress.
- CE.4.2.2 Identify emotions associated with school and life experiences.
- CE.4.2.3 Demonstrate self-discipline in difficult situations
- CE.4.2.4 Describe and demonstrate healthy ways to manage conflict, anger, stress and other emotions

**Benchmark CE.4.3: Develop and demonstrate appropriate attitudes and behaviors**

**Indicators:**

- CE.4.3.1 Differentiate between socially appropriate and inappropriate physical, verbal and emotional behavior.
- CE.4.3.2 Identify and demonstrate positive social behaviors that are appropriate in various social settings.
- CE.4.3.3 Use behaviors that demonstrate respect for self, property, and others.
- CE.4.3.4 Describe the relationship between choices and consequences

*Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator*

*SCS Curriculum, Elementary Guidance Counseling, Approved May, 2011*

**Benchmark CE.4.4: Develop personal safety skills**

**Indicators:**

- CE.4.4.1 Demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact.)
- CE.4.4.2 Identify resource people in the school and community and know how to seek their help.
- CE.4.4.3 Describe the emotional and physical dangers of substance use and abuse.
- CE.4.4.4 Demonstrate the awareness of the difference between appropriate and inappropriate physical contact.
- CE.4.4.5 Differentiate between situations requiring peer support and situations requiring adult help.

**Benchmark CE.4.5: Identify common personal and interpersonal problems**

**Indicators:**

- CE.4.5.1 Define a problem in an uncomfortable situation and identify possible solutions.
- CE.4.5.2 Distinguish between personal and interpersonal problems.
- CE.4.5.3 Analyze problems by breaking them into manageable parts

**Benchmark CE.4.6: Understand how to solve problems and make decisions.**

**Indicators:**

- CE.4.6.1 Demonstrate the use of a problem-solving process to resolve conflicts
- CE.4.6.2 Understand that there are consequences involved with all choices
- CE.4.6.3 Apply problem-solving techniques to achieve goals
- CE.4.6.4 Describe how personal beliefs and attitudes affect problem solving

***Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator***

***SCS Curriculum, Elementary Guidance Counseling, Approved May, 2011***

# GUIDANCE COUNSELING

## ELEMENTARY

### STANDARD 5

The student will demonstrate appropriate interpersonal and communication skills

To meet this standard, the student will:

**Benchmark CE.5.1: Demonstrate communication skills in speaking, listening, and nonverbal behavior**

**Indicators:**

- CE.5.1.1 Demonstrate active listening skills by following oral and written directions
- CE.5.1.2 Recognize that others may communicate differently
- CE.5.1.3 Listen to others and respect different opinions

**Benchmark CE.5.2: Demonstrate the skills needed for effective participation in a group**

**Indicators:**

- CE.5.2.1 Recognize how people in a group work together
- CE.5.2.2 Demonstrate responsible behavior when working in various group settings: family, school, and community
- CE.5.2.3 Describe specific contributions to groups as a participant
- CE.5.2.4 Demonstrate the ability to interact and work cooperatively in teams

**Benchmark CE.5.3: Identify ways to express thoughts and feelings**

**Indicators:**

- CE.5.3.1 Describe the four basic feelings: happy, mad, sad, and fear
- CE.5.3.2 Verbalize ideas, thoughts, and feelings appropriately
- CE.5.3.3 Describe appropriate ways to express the need for help.
- CE.5.3.4 Express feelings and opinions clearly and appropriately
- CE.5.3.5 Acknowledge the importance of seeking God's guidance through prayer before reacting to a situation

**Benchmark CE.5.4: Demonstrate effective skills for interacting with peers and adults**

**Indicators:**

- CE.5.4.1 Describe the processes involved in making and being a good friend
- CE.5.4.2 Demonstrate appropriate skills needed to cooperate, compete, and compromise with others.
- CE.5.4.3 Recognize how choices affect feelings of others
- CE.5.4.4 Demonstrate the ability to interact and work cooperatively in teams
- CE.5.4.5 Demonstrate understanding of the importance of cooperation with peers and adults
- CE.5.4.6 Give examples of how to offer and accept criticism appropriately
- CE.5.4.7 Understand how biblical principles relate to building appropriate relationships and interacting with others

**Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator**

*SCS Curriculum, Elementary Guidance Counseling, Approved May, 2011*



**Benchmark CE.5.5: Identify sources and affects of peer pressure**

**Indicators:**

- CE.5.5.1 Define and give examples of peer pressure
- CE.5.5.2 Use effective communication skills to manage peer pressure
- CE.5.5.3 Demonstrate understanding that peer pressure is influential, both positively and negatively in different situations
- CE.5.5.4 Relate biblical principles to peer pressure

*Key: 1, Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator*

*SCS Curriculum, Elementary Guidance Counseling, Approved May, 2011*

# GUIDANCE COUNSELING

## ELEMENTARY

### STANDARD 6

The student will demonstrate respect and value human diversity

To meet this standard, the student will:

**Benchmark CE.6.1:** Demonstrate knowledge and appreciation of different cultures, lifestyles, attitudes, and abilities

**Indicators:**

- CE.6.1.1 Identify specific groups relating to background, family and heritage
- CE.6.1.2 Describe differences among cultural heritages and traditions
- CE.6.1.3 Respect different cultures and points of view
- CE.6.1.3 Contrast the Christian worldview with other cultural and religious worldviews

**Benchmark CE.6.2:** Recognize own prejudices and their impact on self and others

**Indicators:**

- CE.6.2.1 Understand that prejudicial actions are hurtful to others
- CE.6.2.2 Describe stereotypes that are prevalent in society
- CE.6.2.3 Describe conflicts resulting from culture-related beliefs and biases
- CE.6.2.3 Understand biblical principles relating to prejudices

*Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator*

*SCS Curriculum, Elementary Guidance Counseling, Approved May, 2011*

# GUIDANCE COUNSELING

## ELEMENTARY

### STANDARD 7

The student will understand the significance and impact of community involvement.

To meet this standard, the student will:

**Benchmark CE.7.7:** Demonstrate an awareness of school and community helpers and volunteers

**Indicators:**

- CE.7.7.1 Demonstrate positive citizenship skills
- CE.7.7.2 Identify various helpers within the classroom, school, family, and community
- CE.7.7.3 Participate in group projects that benefit the community
- CE.7.7.4 Describe the roles and contributions of community workers and volunteers
- CE.7.7.5 Demonstrate the principle of “loving thy neighbor as thy self”

*Key: 1, Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator*

*SCS Curriculum, Elementary Guidance Counseling, Approved May, 2011*