

# GUIDANCE COUNSELING

## HIGH SCHOOL

### STANDARD 1

The student understands and applies self-management for lifelong learning

To meet this standard, the student will:

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

##### **Indicators:**

- CHS.1.1.1 Use appropriate physical, verbal, and emotional behaviors pertaining to the Santiago Christian School's Code of Conduct

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

##### **Indicators:**

- CHS.1.2.1 Analyze how personal changes affect beliefs, interests, and capabilities
- CHS.1.2.2 Analyze how feelings/attitudes change when positive/negative events occur
- CHS.1.2.3 Explain how attitudes and behaviors affect high school achievement
- CHS.1.2.4 Strive for academic excellence to the glory of God

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

##### **Indicators:**

- CHS.1.3.1 Analyze the relationship of the school curriculum to one's own interests and career goals
- CHS.1.3.2 Evaluate how to use a goal-setting process in setting real-life goals
- CHS.1.3.3 Evaluate the importance of setting realistic goals and working toward them
- CHS.1.3.4 Examine the relationship between school success and career options
- CHS.1.3.5 Value learning as a life-long process

#### **Benchmark CHS.1.4: Develop effective study skills**

##### **Indicators:**

- CHS.1.4.1 Describe how to improve personal test-taking skills
- CHS.1.4.2 Demonstrate effective listening skills
- CHS.1.4.3 Evaluate study skills and how they relate to selection and achievement in courses of study

#### **Benchmark CHS.1.5: Develop effective time management skills**

##### **Indicators:**

- CHS.1.5.1 Evaluate time management techniques in relation to report/project due dates
- CHS.1.5.2 Utilize and record assignments and tests in a daily planner
- CHS.1.5.3 Explain the importance of completing and turning in homework assignments on time.
- CHS.1.5.4 Analyze time management skills and make plans to improve them
- CHS.1.5.5 Learn how to keep a balance between academic and other life priorities as a faithful steward

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

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## HIGH SCHOOL

### STANDARD 2

The student will develop an awareness of career and educational opportunities

To meet this standard, the student will:

**Benchmark CHS.2.1: Apply knowledge of personal interests, abilities, and values and relate to choosing and planning a postsecondary education and/or career path**

**Indicators:**

- CHS.2.1.1 Complete interest assessment and identify top three interest areas
- CHS.2.1.2 Complete aptitude assessment and compare results to interest areas
- CHS.2.1.3 Identify five values that they consider important in making a career choice
- CHS.2.1.3 Acknowledge that God has blessed them with talents and abilities and continue to develop and invest them for God's purpose

**Benchmark CHS.2.2: Understand the relationships between educational achievements and career planning**

**Indicators:**

- CHS.2.2.1 Demonstrate how to apply academic and vocational skills to achieve personal and career goals
- CHS.2.2.2 Describe the relationship of academic and vocational skills to personal interests
- CHS.2.2.3 Describe how education relates to the selection of college majors, further training, and/or entry into the job market
- CHS.2.2.4 Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements
- CHS.2.2.5 Describe how learning skills are required in the workplace
- CHS.2.2.6 Review and refine four-year educational plans as applied to future educational and work plans

**Benchmark CHS.2.3: Understand the need for positive attitudes toward work and learning.**

**Indicators:**

- CHS.2.3.1 Identify the positive contributions workers make to society
- CHS.2.3.2 Demonstrate learning habits and skills that can be used in various educational situations
- CHS.2.3.3 Demonstrate positive work attitudes and behaviors

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**Benchmark CHS.2.4: Develop skills to locate, evaluate, and interpret career information.**

**Indicators:**

- CHS.2.4.1 Describe the educational requirements of various occupations
- CHS.2.4.2 Demonstrate the use of a range of resources (e.g., guides, labor market information, and computerized career information delivery systems.)
- CHS.2.4.3 Demonstrate knowledge of various classification systems that categorize occupations and industries (Occupational Handbook)
- CHS.2.4.4 Describe the concept of career ladders
- CHS.2.4.5 Describe the advantages and disadvantages of self-employment as a career option
- CHS.2.4.6 Identify individuals in selected occupations as possible information resources, role models, or mentors
- CHS.2.4.7 Describe the influence of change in supply and demand for workers in different occupations
- CHS.2.4.8 Identify how employment trends relate to education and training

**Benchmark CHS.2.5: Understand how societal needs and functions influence the nature and structure of work**

**Indicators:**

- CHS.2.5.1 Describe how changes taking place in the economy, the environment, and society affects the job market
- CHS.2.5.2 Describe how occupational industrial trends relate to training and employment.
- CHS.2.5.3 Describe the effect of work on lifestyles
- CHS.2.5.4 Demonstrate an understanding of the global economy and how it affects each individual
- CHS.2.5.5 Describe the elements of labor market information and how it can be used to make career decisions

**Benchmark CHS.2.6: Demonstrate skills to prepare to seek, obtain, maintain, and change jobs.**

**Indicators:**

- CHS.2.6.1 Demonstrate skills to locate, interpret, and use information about job openings and opportunities
- CHS.2.6.2 Demonstrate academic or vocational skills required for a full or part-time job
- CHS.2.6.3 Demonstrate skills in preparing a resume and completing job applications.
- CHS.2.6.4 Demonstrate skills and attitudes essential for a job interview
- CHS.2.6.5 Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change)
- CHS.2.6.6 Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training
- CHS.2.6.7 Demonstrate skills necessary to function as a consumer and manager of financial resources

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## HIGH SCHOOL

### STANDARD 3

The student will develop career planning skills

To meet this standard, the student will:

#### **Benchmark CHS.3.1: Apply decision-making skills to career and educational planning**

##### **Indicators:**

- CHS.3.1.1 Demonstrate responsibility for making tentative educational and career choices
- CHS.3.1.2 Identify alternatives in decision-making situations
- CHS.3.1.3 Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements
- CHS.3.1.4 Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training
- CHS.3.1.5 Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work
- CHS.3.1.6 Identify steps to apply for and secure financial assistance for postsecondary education and training
- CHS.3.1.7 Be exposed to Christian adult workers serving Christ in a variety of occupational contexts

#### **Benchmark CHS.3.2: Develop skills in career planning.**

##### **Indicators:**

- CHS.3.2.1 Describe career plans that reflect the importance of lifelong learning
- CHS.3.2.2 Demonstrate knowledge of postsecondary vocational and academic programs
- CHS.3.2.3 Demonstrate knowledge that situations may require retraining and upgrading of employment skills
- CHS.3.2.4 Describe school and community resources to explore educational and occupational choices
- CHS.3.2.5 Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs
- CHS.3.2.6 Demonstrate skills necessary to compare education and job opportunities
- CHS.3.2.7 Develop an individual career plan by revising previous plans, including tentative postsecondary decisions
- CHS.3.2.8 Seek church and community experiences to enhance faithful career stewardship

#### **Benchmark CHS.3.3: Understand the continuous changes in male/female roles.**

##### **Indicators:**

- CHS.3.3.1 Identify factors that have influenced the changing career patterns of women and men
- CHS.3.3.2 Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping
- CHS.3.3.3 Describe the advantages and problems of nontraditional occupations
- CHS.3.3.4 Understand that gender does not limit school or work opportunities

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## HIGH SCHOOL

### STANDARD 4

The student will understand and apply personal and social developmental competencies

To meet this standard, the student will:

#### **Benchmark CHS.4.1: Understand the influence of a positive self-concept**

##### **Indicators:**

- CHS.4.1.1 Identify and appreciate personal interests, abilities, and skills
- CHS.4.1.2 Describe personal likes and dislike, and how beliefs and biblical principles contribute to self concept
- CHS.4.1.3 Demonstrate ability to manage peer feedback appropriately
- CHS.4.1.4 Describe how to manage school and career as an expression of self-concept
- CHS.4.1.5 Demonstrate an understanding of the relationship between personal behavior and self concept
- CHS.4.1.6 Demonstrate an understanding of the environmental influences on one's behavior

#### **Benchmark CHS.4.2: Understand the impact of growth and development**

##### **Indicators:**

- CHS.4.2.1 Describe how developmental changes affect physical and mental health.
- CHS.4.2.2 Explain the effect of emotional and physical health on career decisions.
- CHS.4.2.3 Describe healthy ways of dealing with stress.
- CHS.4.2.4 Demonstrate behavior that maintains physical and mental health
- CHS.4.2.5 Demonstrate effective use of anger management and conflict resolution skills.

#### **Benchmark CHS.4.3: Develop and demonstrate appropriate attitudes and behaviors**

##### **Indicators:**

- CHS.4.3.1 Analyze the consequences of unacceptable/irresponsible behavior
- CHS.4.3.2 Evaluate the need to be responsible for one's behavior
- CHS.4.3.3 Demonstrate an understanding of school rules and policies by using appropriate physical, verbal, and emotional behavior
- CHS.4.3.4 Explain how attitudes and behaviors affect academic achievement

#### **Benchmark CHS.4.4: Develop personal safety skills**

##### **Indicators:**

- CHS.4.4.1 Describe basic family, school and community safety rules
- CHS.4.4.2 Give examples of abusive behavior
- CHS.4.4.3 Demonstrate ability to stand up for personal rights
- CHS.4.4.4 Give examples of situations that require peer support and those requiring adult professional help
- CHS.4.4.5 Identify and know how to seek assistance from resource people in the school and community

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- CHS.4.4.6 Understand legal implications of drug use
- CHS.4.4.7 Give examples of physical and mental effects of drugs and alcohol
- CHS.4.4.8 Describe how drugs and alcohol can affect family relationships.
- CHS.4.4.9 Understand the importance of sexual purity

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

**Indicators:**

- CHS.4.5.1 Develop processes for solving personal, interpersonal, and/or situational problems
- CHS.4.5.2 Evaluate problem-solving process techniques
- CHS.4.5.3 Accept stress problems as part of the lifelong learning process
- CHS.4.5.4 Understand God's forgiveness and how it relates to personal and interpersonal problems

**Benchmark CHS.4.6: Apply decision-making/problem-solving skills**

**Indicators:**

- CHS.4.6.1 Evaluate use of decision-making processes when making personal decisions
- CHS.4.6.2 Evaluate and accept responsibility for personal decisions
- CHS.4.6.3 Demonstrate having the skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and career goals

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## HIGH SCHOOL

### STANDARD 5

The student will demonstrate appropriate interpersonal and communication skills

To meet this standard, the student will:

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

**Indicators:**

- CHS.5.1.1 Demonstrate effective interpersonal skills
- CHS.5.1.2 Demonstrate respect for alternative points of view
- CHS.5.1.3 Demonstrate the ability to make and keep friends
- CHS.5.1.4 Describe and demonstrate various forms of body language as a nonverbal behavior
- CHS.5.1.5 Demonstrate how to be a good listener and follow directions
- CHS.5.1.6 Demonstrate effective written and oral communication skills
- CHS.5.1.7 Describe ways to overcome miscommunications

**Benchmark CHS.5.2: Demonstrate skills to interact and work cooperatively in teams.**

**Indicators:**

- CHS.5.2.1 Analyze the role(s) played in various groups
- CHS.5.2.2 Explain and evaluate group dynamics
- CHS.5.2.3 Demonstrate interpersonal skills required for working with and for others
- CHS.5.2.4 Evaluate basic group affiliations

**Benchmark CHS.5.3: Identify how to appropriately express thoughts and feelings**

**Indicators:**

- CHS.5.3.1 Demonstrate various forms of self-expression
- CHS.5.3.2 Communicate feelings to others
- CHS.5.3.3 Demonstrate the use of assertion skills
- CHS.5.3.4 Understand the importance of seeking guidance from God through prayer before reacting to emotion

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

**Indicators:**

- CHS.5.4.2 Explain appreciation of friendships and how effective friendships are maintained
- CHS.5.4.3 Explain how friendships will contribute to life
- CHS.5.4.4 Evaluate behaviors toward others and decide which are effective in interpersonal relationships and which need improvement
- CHS.5.4.5 Predict the role(s) of relationships in adult life
- CHS.5.4.6 Consider how biblical principles relate to building appropriate relationships and interactions with others

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**Benchmark CHS.5.5: Identify the affects of peer pressure**

**Indicators:**

- CHS.5.5.1 Demonstrate the use of assertion skills in peer pressure situations
- CHS.5.5.2 Evaluate ability to say “no” to undesirable things
- CHS.5.5.3 Know when peer pressure is influencing a decision
- CHS.5.5.4 Relate biblical principles to peer pressure

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## HIGH SCHOOL

### STANDARD 6

The student will demonstrate respect and value human diversity

To meet this standard, the student will:

**Benchmark CHS.6.1: Demonstrate respect and appreciation for individual and cultural differences**

**Indicators:**

- CHS.6.1.1 Respect alternative points of view
- CHS.6.1.2 Recognize, accept, and appreciate ethnic and cultural diversity
- CHS.6.1.3 Recognize and respect various family structures
- CHS.6.1.4 Contrast the Christian worldview with other cultural and religious worldviews

**Benchmark CHS.6.2: Describe stereotypes and their impact on self and others**

**Indicators:**

- CHS.6.2.1 Evaluate the influence of stereotyping and how it impacts self and others
- CHS.6.2.2 Describe how stereotypes have changed
- CHS.6.2.3 Understand biblical principles and how they relate to stereotypes and prejudices

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## HIGH SCHOOL

### STANDARD 7

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

To meet this standard, the student will:

**Benchmark CHS.7.1: Define Community and its needs**

**Indicators:**

- CHS.7.1.1 Describe the benefits derived from community service projects
- CHS.7.1.2 Interpret the importance of community service to both community and volunteer
- CHS.7.1.3 Demonstrate the principle of “loving thy neighbor as thy self”

**Benchmark CHS.7.2: Develop and participate in community volunteer service projects**

**Indicators:**

- CHS.7.2.1 Identify volunteer activities
- CHS.7.2.2 Discuss specific community needs and ways that volunteers can meet that need
- CHS.7.2.3 Describe how skills developed by volunteering relate to paid work skills
- CHS.7.2.4 Choose several volunteer jobs that match personal interests

**Benchmark CHS.7.3: Develop a sense of community pride**

**Indicators:**

- CHS.7.3.1 List 4-5 authorized agencies for community service projects
- CHS.7.3.2 Describe and give examples of activities that promote pride in the community
- CHS.7.3.3 Discuss how community workers/helpers enhance the community

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