

**School Counseling Program
Standards Grades K-12
Career, Academic,
Personal/Social Development**

Career & Technical Education

Skills for Employment & Lifelong Learning



This document was prepared by:

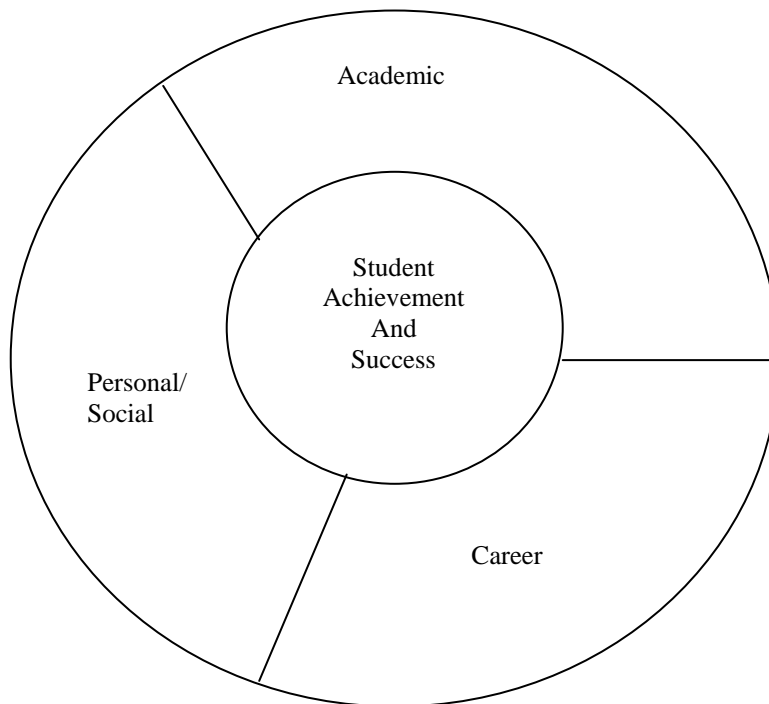
Office of Career, Technical, and Adult Education
Nevada Department of Education
700 E. Fifth Street
Carson City, NV 89701

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School Counseling Program
Standards
Grades K-12
Career, Academic, Personal/Social Development



As Adopted by State of Nevada Board of Education/
Board for Occupational Education
Date 12/14/02

State of Nevada School Counseling Program Standards

Nevada State Board of Education/Board for Occupational Education Philosophy

“The Nevada State Board of Education/Board for Occupational Education acts as an advocate and visionary for all children, sets the policy that allows every child equal access to educational services, provides the vision for a premier educational system and works with stakeholders to ensure high levels of success for all in terms of job readiness, graduation, ability to be lifelong learners, problem solvers, citizens able to adapt to a changing world, and to be contributing members of society.”

Nevada State Standards for School Counseling

The Nevada School Counseling Program Standards reflect the philosophy of the Nevada State Board of Education/Board for Occupational Education and are aligned with the national standards of the American School Counselor Association (ASCA). The Nevada School Counseling Program Standards are intended to serve as a practical framework for Nevada school districts to develop comprehensive school counseling programs that promote and enhance career development, academic achievement, and personal/social growth for all students, kindergarten through grade twelve. Counselors in partnership with school staff, family, and community prepare students to achieve success in school and to become contributing members of society. The Nevada State Standards for School Counseling are the foundation of the school counseling program and define the knowledge, attitudes, and skills students should demonstrate.

Nevada School Counseling Program Delivery System

Guidance and Counseling is an integral part of each school. The counseling program is designed with four basic components, each providing counselors the opportunity to promote academic career development, achievement, and personal/social growth.

- **The System Support Component** involves planning, evaluating, consulting, and participating in professional development. The counselor supports an accepting and safe environment where students achieve. Parent education and family/community outreach are an essential part of system support.
- **The Guidance Curriculum Component** integrates counseling standards for career development, academic achievement, and personal/social growth into the school curriculum.
- **The Individual Planning Component** addresses specific student needs, goals and plans in a one-to-one student/counselor setting or as part of a team process. The areas addressed include career development, academic achievement, and personal/social growth.
- **The Responsive Counseling and Consulting Services Component** meets the counseling and referral needs of students whose issues and problems cannot be met within the general school program.

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Writing Team Members

Souders, Carol, Team Facilitator, President, Greater Nevada School Counselor Association, Counselor, McQueen High School, Washoe County School District
Chowning, Vonne, Assemblywoman – Clark County, District 28
Barker, Betty, Counselor Coordinator, Washoe County School District
Fitzgerald, Michael, Education Consultant, Nevada Department of Education
Giordano, Camille, Counselor, Area Technical Trade Center, Clark County School District
McGrath-Green, Linda, President, Southern Nevada School Counselor Association, Counselor, Clyde Cox Elementary, Clark County School District
Harriman, Ken, Counselor, Elko High School, Elko County School District
Hedrick, Denise, Education Collaborative of Washoe County, Inc.
Hubbard, Jerry, Business and Industry Support, Chair of the Joint Occupational Council (JOC), Functional Leader for Sierra Pacific Power Company, Reno
Hummel, Arlene, Counselor on Special Assignment, Guidance and Counseling Services, Clark County School District
Jackson, Ginny, Parent Representative, Board Member of Education Collaborative of Washoe County, Inc.
Jereczek, Mary, Program Officer, Nevada Career Information System at Nevada Department of Employment, Training, and Rehabilitation
Kadoich, Jane, Director, Guidance and Counseling Services, Clark County School District
Wardwell Wood, Robin, Counselor, Churchill County High School, Churchill County School District
Wyatt, Garry, Education Consultant, Office of Career, Technical and Adult Education, Nevada Department of Education

Special Thanks

Dahir, Carol A., National Standards/Professional Research Chair, American School Counselor Association
Dryden, Phyllis, Director, Office of Career, Technical and Adult Education, Nevada Department of Education
Padgett, Verna, Recorder, Graduate Assistant, Center for Workforce Development, University of Nevada, Las Vegas
Pedersen, Melissa, Assistant Coordinator, Center for Workforce Development, University of Nevada, Las Vegas

Performance Level Descriptors

Content Standard 1.0: Students demonstrate skills that support academic achievement and lifelong learning.

Performance Standard 1.1	Students demonstrate attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
EXCEEDS STANDARD	<p>Students integrate attitudes and behaviors that lead to independent learning.</p> <p>Students communicate and work cooperatively with others.</p> <p>Students independently take responsibility for their actions.</p>
MEETS STANDARD	<p>1.1.1 Students demonstrate how attitudes and behaviors lead to successful learning (i.e., persistence and effort).</p> <p>1.1.2 Students apply study skills to achieve academic goals.</p> <p>1.1.3 Students use interpersonal skills to know how and when to ask for help.</p> <p>1.1.4 Students take responsibility for their actions.</p> <p>1.1.5 Students demonstrate the ability to be a self-directed, independent learner.</p> <p>1.1.6 Students demonstrate the ability to communicate and work cooperatively with others.</p>
APPROACHES STANDARD	<p>Students describe attitudes and behaviors that affect successful learning.</p> <p>Students describe effective communication skills.</p>

Nevada Academic Standards Correlation:

Health: 5.2.1-5.3.1, 5.8.1-5.12.1, 5.2.2-5.12.2

Mathematics: 7.0, 8.0, 9.0

English:

Reading: 2.0, 4.0

Writing: 5.0, 6.0, 7.0

Listening/Speaking: 8.0, 10.0

Research: 11.0

Employability Skills: 4.3.1- 4.3.7, 4.5.1, 4.6.1, 4.7.1- 4.7.5, 4.9.1-4.9.8

Performance Level Descriptors

Content Standard 1.0: Students demonstrate skills that support academic achievement and lifelong learning.

Performance Standard 1.2 Students complete school academically prepared to choose from a wide range of postsecondary options.	
EXCEEDS STANDARD	<p>Students assess and evaluate options to determine educational goals.</p> <p>Students select and pursue their postsecondary goals.</p>
MEETS STANDARD	<p>1.2.1 Students apply decision-making skills.</p> <p>1.2.2 Students apply critical thinking and problem-solving skills.</p> <p>1.2.3 Students identify postsecondary options, including college, consistent with their interests, achievements, and aptitudes.</p> <p>1.2.4 Students establish academic goals.</p> <p>1.2.5 Students develop and implement a plan to achieve academic goals.</p>
APPROACHES STANDARD	<p>Students describe skills necessary to complete school academically prepared.</p> <p>Students explore educational options and goals.</p>

Nevada Academic Standards Correlation:

Mathematics: 7.0, 8.0, 9.0

English:

Reading: 1.0, 2.0, 4.0

Writing: 5.0, 6.0, 7.0

Listening/Speaking: 8.0, 10.0

Research: 11.0

Employability Skills: 4.2.1-4.2.5, 4.8.1-4.8.10, 4.9.1-4.9.8

Performance Level Descriptors

Content Standard 1.0: Students demonstrate skills that support academic achievement and lifelong learning.

Performance Standard 1.3	Students explain the relationship of education to work, life, and community.
EXCEEDS STANDARD	<p>Students effectively balance their responsibilities.</p> <p>Students incorporate academic success into their future goals.</p>
MEETS STANDARD	<p>1.3.1 Students balance academics with extracurricular, recreational, and family responsibilities.</p> <p>1.3.2 Students demonstrate how academic success enhances future career and personal opportunities.</p>
APPROACHES STANDARD	<p>Students identify their responsibilities at home, school, and community.</p> <p>Students describe the relevance of learning to the world of work.</p>

Nevada Academic Standards Correlation:

English:

Listening/Speaking: 8.0, 10.0

Employability Skills: 4.8.1-4.8.8, 4.9.1-4.9.8

Performance Level Descriptors

Content Standard 2.0: Students investigate career options and develop the necessary skills and attitudes to make a successful transition from school to work.

Performance Standard 2.1 Students explain career goals.	
EXCEEDS STANDARD	<p>Students utilize career information to make decisions and set goals.</p> <p>Students model employability skills.</p> <p>Students articulate the influence societal and economic trends have on career choices.</p>
MEETS STANDARD	<p>2.1.1 Students locate, interpret, and evaluate career information.</p> <p>2.1.2 Students make decisions and set goals through effective career planning.</p> <p>2.1.3 Students demonstrate employability skills (i.e. working on a team, problem-solving, and possessing good organizational skills).</p> <p>2.1.4 Students explain that changing economic and societal needs influence employment trends.</p> <p>2.1.5 Students explain that equity and access issues should not limit their career choices.</p> <p>2.1.6</p>
APPROACHES STANDARD	<p>Students describe the value of career exploration.</p> <p>Students describe their role as a member of society.</p>

Nevada Academic Standards Correlation:

English:

Reading: 4.0, 5.0

Writing: 7.0

Research: 11.0

Employability Skills: 1.1.1-5, 1.7.1-6, 1.8.1-10, 1.9.1-8, 1.4

Performance Level Descriptors

Content Standard 2.0: Students investigate career options and develop the necessary skills and attitudes to make a successful transition from school to work.

Performance Standard 2.2 Students explain the relationship between personal characteristics, education, training, and work.	
EXCEEDS STANDARD	<p>Students align academic, vocational, and extra curricular endeavors with career goals.</p> <p>Students select activities and curriculum that support career goals and personal satisfaction.</p> <p>Students demonstrate work ethic needed in future careers.</p>
MEETS STANDARD	<p>2.2.1 Students explain how work impacts other aspects of life.</p> <p>2.2.2 Students demonstrate how their interests, achievements and aptitudes relate to achieving personal, social, educational, and career goals.</p> <p>2.2.3 Students explain how work can contribute to their life and personal satisfaction.</p>
APPROACHES STANDARD	<p>Students state that employment is a necessary part of life.</p> <p>Students identify personal strengths and interests.</p>

Nevada Academic Standards Correlation:

English:

Writing: 5.0, 7.0

Employability Skills: 1.8.1-10, 1.9.1-8

Performance Level Descriptors

Content Standard 2.0: Students investigate career options and develop the necessary skills and attitudes to make a successful transition from school to work.

Performance Standard 2.3 Students develop strategies to achieve future career goals.	
EXCEEDS STANDARD	<p>Students formulate a plan to achieve career goals.</p> <p>Students maximize work-based learning opportunities.</p> <p>Students transfer knowledge gained from work experiences to career planning.</p>
MEETS STANDARD	<p>2.3.1 Students apply decision-making skills to course selection, and career planning.</p> <p>2.3.2 Students assess and modify their educational plan to support career goals.</p> <p>2.3.3 Students demonstrate job readiness skills through participation in internship, volunteering, job shadowing, or other work experiences.</p> <p>2.3.4 Students acquire job-seeking strategies.</p>
APPROACHES STANDARD	<p>Students describe how selecting a career involves a process of making decisions and choices.</p> <p>Students identify expectations in the workplace.</p> <p>Students identify work-based learning opportunities.</p>

Nevada Academic Standards Correlation:

English:

Writing: 5.0, 7.0

Listening/Speaking: 8.0, 10.0

Research: 11.0

Employability Skills: 1.8.1-10, 1.9.1-8

Performance Level Descriptors

Content Standard 3.0: Students acquire skills that maximize their personal and social development.

Performance Standard 3.1 Students acquire the attitudes, knowledge and interpersonal skills to understand and respect self and others.	
EXCEEDS STANDARD	<p>Students apply personal strengths and assets in real life situations.</p> <p>Students achieve goals for personal growth.</p> <p>Students promote tolerance, respect, and advocate for the rights of others.</p> <p>Students model responsible behavior and effective communication skills.</p>
MEETS STANDARD	<p>3.1.1 Students understand and characterize their unique personal strengths and weaknesses.</p> <p>3.1.2 Students develop a plan to achieve goals for personal growth</p> <p>3.1.3 Students respect individual differences.</p> <p>3.1.4 Students explain that everyone has rights and responsibilities.</p> <p>3.1.5 Students utilize effective communication skills including, listening, speaking, and nonverbal behaviors.</p> <p>3.1.6 Students distinguish between appropriate and inappropriate behaviors in a variety of settings.</p>
APPROACHES STANDARD	<p>Students describe personal likes and dislikes.</p> <p>Students recognize that there are individual differences in others.</p> <p>Students identify rules and consequences of actions.</p> <p>Students define components of communication.</p> <p>Students identify effective communication skills.</p>

Nevada Academic Standards Correlation:

Health: 1.5.2, 1.8.2, 1.12.2, 1.2.3, 1.3.3, 1.5.3, 1.8.3, 1.12.3, 1.2.4, 1.3.4, 1.5.4, 1.8.4, 1.12.4, 1.2.5, 1.3.5, 1.5.5, 1.8.5, 1.12.5, 1.2.6, 1.3.6, 1.5.6, 1.8.6, 1.12.6, 1.2.7, 1.3.7, 1.5.7, 1.8.7, 1.12.7, 1.2.8, 1.3.8, 1.5.8, 1.8.8, 1.12.8, 2.3.1, 2.5.1, 2.8.1, 2.12.1, 2.2.2, 2.3.2, 2.5.2, 2.8.2, 2.12.2, 3.2.1, 3.3.1, 3.5.1A, 3.5.1B, 3.8.1A, 3.8.1B, 3.12.1, 3.2.3, 3.3.2, 3.5.2, 3.8.2, 3.12.2, 3.2.3, 3.3.3A, 3.3.3B, 3.5.3, 3.8.3A, 3.8.3B, 3.12.3, 3.2.4, 3.3.4, 3.5.4, 3.8.4, 3.12.4, 4.2.1, 4.3.1, 4.5.1, 4.8.1, 4.12.1, 4.2.3, 4.3.3, 4.5.3, 4.8.3, 4.12.3, 5.2.1, 5.3.1, 5.8.1, 5.12.1, 5.2.2, 5.3.2, 5.5.2, 5.8.2, 5.12.2, 6.2.1, 6.3.1A, 6.3.1B, 6.5.1, 6.8.1, 6.12.1, 6.3.2, 6.5.2, 6.8.2, 6.12.2, 6.3.3, 6.5.3, 6.8.3, 7.2.1, 7.3.1, 7.5.1A, 7.5.1B, 7.12.1A

Mathematics: 7.0, 9.0

English:

Reading: 4.0

Writing: 5.0, 7.0

Listening/Speaking: 8.0, 10.0

Employability Skills: 4.3.1-4.3.7, 4.5.1, 4.6.1, 4.7.1- 4.7.5

Performance Level Descriptors

Content Standard 3.0: Students acquire skills that maximize their personal and social development.

Performance Standard 3.2	Students make decisions, set goals and take appropriate action to achieve goals.
EXCEEDS STANDARD	<p>Students apply effective decision-making and problem-solving strategies in a real life situation.</p> <p>Students model and promote conflict-resolution skills.</p> <p>Students respond appropriately to peer pressure.</p>
MEETS STANDARD	<p>3.2.1 Students use decision-making and problem-solving strategies.</p> <p>3.2.2 Students accept consequences of decisions and choices.</p> <p>3.2.3 Students demonstrate conflict-resolution skills.</p> <p>3.2.4 Students explain the influence of peer pressure.</p>
APPROACHES STANDARD	<p>Students identify the decision-making and problem-solving process.</p> <p>Students identify consequences of decisions and choices.</p> <p>Students identify conflict resolution skills.</p> <p>Students define peer pressure.</p>

Nevada Academic Standards Correlation:

Health: 1.5.2-1.12.2, 1.2.4-1.12.4, 1.2.5-1.12.5, 1.2.6-1.12.6, 1.1.7-1.12.7, 1.2.8-1.12.8, 2.3.1-2.12.1, 2.2.2-2.12.2, 3.2.1-3.12.1, 3.2.2-3.12.2, 3.2.3-3.12.3, 3.2.4-3.12.4, 4.12.3, 5.2.1-5.3.1, 5.8.1-5.12.1, 5.2.2-5.12.2, 6.2.1-6.12.1, 6.3.2-6.12.2, 7.2.1-7.12.1,

English:

Reading: 4.0

Listening/Speaking: 10.0

Employability Skills: 4.1.1-4.1.5, 4.5.1, 4.6.1, 4.7.1-4.7.5, 4.9.1-4.9.8

Performance Level Descriptors

Content Standard 3.0: Students acquire skills that maximize their personal and social development.

Performance Standard 3.3	Students apply life skills that contribute to safe and healthy development.
EXCEEDS STANDARD	<p>Students assert rights and establish personal boundaries appropriately.</p> <p>Students model and promote safe and healthy choices.</p> <p>Students apply effective techniques for managing stress, coping, and resolving conflicts.</p> <p>Students access appropriate assistance.</p>
MEETS STANDARD	<p>3.3.1 Students demonstrate the ability to assert rights and establish personal boundaries.</p> <p>3.3.2 Students demonstrate ability to make safe and healthy choices.</p> <p>3.3.3 Students explain techniques for managing stress and conflict.</p> <p>3.3.4 Students use coping skills for managing life events.</p> <p>3.3.5 Students differentiate between situations requiring peer support and situations requiring adult assistance.</p>
APPROACHES STANDARD	<p>Students describe personal rights and boundaries.</p> <p>Students identify techniques for managing stress, coping, and resolving conflicts.</p> <p>Students describe the need for healthy choices.</p>

Nevada Academic Standards Correlation:

Health: 1.2.1-1.12.1, 1.5.2-1.12.2, 1.2.3-1.12.3, 1.2.4-1.12.4, 1.2.5-1.12.5, 1.2.6-1.12.6, 1.1.7-1.12.7, 1.2.8-1.12.8, 2.3.1-2.12.1, 2.2.2-2.12.2, 3.2.1-3.12.1, 3.2.2-3.12.2, 3.2.4-3.12.4, 3.3.5-3.8.5, 4.2.1-4.12.1, 4.2.3-4.12.3, 5.2.1-5.3.1, 5.2.2-5.12.2, 6.2.1-6.12.1, 6.3.2-6.12.2, 6.3.3-6.12.3, 7.2.1-7.12.1

Employability Skills: 1.7.1-6, 1.9.1-8

NOTE: The Employability Skills Section is based on the SCANS competencies, and is included in all Nevada Career and Technical Education Skill Standard documents. However, the counseling standards were developed based on the National Counseling Standards, and the writing team determined that the employability standards are an integral part of the Career, Academic, and Personal/Social Development sections. Therefore, the Employability Skills section that follows is crosswalked with the other three sections and does not include the “Exceeds” or “Approaches” performance indicators.

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.1 Students demonstrate problem-solving skills	
1.2.2 2.1.3 3.2.1	4.1.1 Students solve a problem using the appropriate steps in a problem-solving process. 4.1.2 Students demonstrate brainstorming techniques. 4.1.3 Students examine and explain the advantages and disadvantages of alternative solutions to one or more problems. 4.1.4 Students create an action plan based upon a solution to a problem. 4.1.5 Students identify the benefits of solving a problem.

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.2 Students demonstrate critical-thinking skills	
1.2.2	<p>4.2.1 Students identify and explain the essential elements of the critical-thinking process.</p> <p>4.2.2 Students demonstrate critical-thinking skills.</p> <p>4.2.3 Students explain how emotional thinking and logical thinking affect decision-making.</p> <p>4.2.4 Students explain the difference between reliable and unreliable observations and discovery.</p> <p>4.2.5 Students recognize patterns or relationships through observation and discovery.</p>

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.3 Students demonstrate the ability to speak, write and listen effectively.	
1.1.6 3.1.5	<p>4.3.1 Students explain the benefits of effective communication skills.</p> <p>4.3.2 Students effectively interpret and respond to verbal and nonverbal messages.</p> <p>4.3.3 Students effectively communicate thoughts, ideas and information.</p> <p>4.3.4 Students locate, understand and interpret information.</p> <p>4.3.5 Students select and utilize an appropriate medium for conveying messages with dignity and respect.</p> <p>4.3.6 Students demonstrate sensitivity to cultural diversity in communication.</p> <p>4.3.7 Identify common communication barriers and methods for improving communication.</p>

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.4 Students demonstrate the ability to select, apply and maintain appropriate technology.	
2.1.1	4.4.1 Students demonstrate the ability to utilize various electronic research methods. 4.4.2 Students demonstrate knowledge of the basic technology systems currently available and how they apply to a career. 4.4.3 Students identify and demonstrate the appropriate use of technology to enhance the efficiency of the workplace and school.

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.5 Students demonstrate leadership and teamwork skills.	
1.1.3 1.1.6 1.2.2 3.1.3 3.1.4 3.1.5	4.5.1 Students work cooperatively with others when in a group. 4.5.2 Students explain traits necessary to effectively lead and influence individuals and groups. 4.5.3 Students demonstrate appropriate attitudes and behaviors for effective leadership. 4.5.4 Students demonstrate respect for team members, team processes and team goals. 4.5.5 Students participate in the implementation of a group’s decision and evaluate the results. 4.5.6 Students demonstrate the qualities of an effective leader and team member.

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.6 Students demonstrate sound work ethics.	
1.1.1 1.1.2 1.1.4 3.1.3 3.1.4 3.1.6 3.2.2	4.6.1 Students will develop personal work ethics. 4.6.2 Students describe the importance of ethics. 4.6.3 Students demonstrate regular attendance, promptness, and the willingness to follow instructions and complete an assigned task. 4.6.4 Students demonstrate appropriate personal and professional attitudes and behaviors. 4.6.5 Students demonstrate knowledge of various types of harassment.

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.7 Students demonstrate the ability to effectively manage resources.	
1.1.1-6 2.1.1-5 3.1.1-6 3.2.1-6 3.3.1-5	4.7.1 Students identify and organize resources needed to complete a job assignment. 4.7.2 Students will demonstrate cooperation and leadership in a team at school or in a workplace setting. 4.7.3 Students will use the basic components of effective time management. 4.7.4 Students will recognize the need for management skills with regard to stress, anger management, and substance abuse. 4.7.5 Students will develop a time schedule and prioritize a task list to complete an assignment.

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.8 Students demonstrate career planning and development skills.	
1.2.1-5 1.3.1-2 2.1.1-5 2.2.1-3 2.3.1-4	4.8.1 Students prepare a job application. 4.8.2 Students prepare a personal resume. 4.8.3 Students complete a personal aptitude and interest inventory. 4.8.4 Students participate in a job interview. 4.8.5 Students establish short-term career goals. 4.8.6 Students establish long-term career goals. 4.8.7 Students will use the Nevada Career Information System (NCIS) or a similar computer-based program to research careers in a chosen field. 4.8.8 Students will participate in career exploration activities such as job-shadowing, community service projects, and constructing a career portfolio.

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.9 Students demonstrate job retention and lifelong learning skills.	
1.1.1-6 1.2.1-5 1.3.1-2 2.1.1-5 2.2.1-3 2.3.1-4 3.2.1-4 3.3.1-5	4.9.1 Students maintain an employment/career portfolio. 4.9.2 Students identify strategies for balancing work and family roles. 4.9.3 Students demonstrate understanding of the need for lifelong learning, in a rapidly changing job market. 4.9.4 Students identify strategies to maintain employment in the face of job reduction. 4.9.5 Students develop long-term career-planning strategies. 4.9.6 Students identify various educational options needed for job advancement. 4.9.7 Students demonstrate interpersonal skills needed for job retention. 4.9.8 Students identify and model sound workplace ethics, such as loyalty, punctuality and initiative.

CROSSWALK OF SCHOOL COUNSELING PROGRAM STANDARDS

Students Demonstrate Skills That Support Academic Achievement and Lifelong Learning

Performance Indicator	Academic Standards
1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6	<p>5.2.1, 5.3.1, 5.8.1, 5.12.1, 5.2.2, 5.3.2, 5.5.2, 5.8.2, 5.12.2 (Health)</p> <p>5.2.1 Name basic verbal and nonverbal communication techniques.</p> <p>5.3.1 Discuss the need for acceptable social skills with others.</p> <p>5.8.1 Role play decision-making and problem-solving skills, which enhance interpersonal relationships.</p> <p>5.12.1 Utilize skills for communicating effectively.</p> <p>5.2.2 Describe ways to communicate care, consideration, and respect for self and others.</p> <p>5.3.2 Identify behaviors exhibited in conflict situations and strategies for mediation.</p> <p>5.5.2 Refine skills and strategies for solving interpersonal conflicts without harming self and others.</p> <p>5.8.2 Explore the causes of conflict in school and community and demonstrate refusal and negotiation skills.</p> <p>5.12.2 Analyze a school plan for conflict management.</p> <p>7.0, 8.0, 9.0 (Mathematics)</p> <p>7.1 Discuss and exchange ideas about mathematics as a part of learning.</p> <p>7.2 Use inquiry techniques to solve mathematical problems.</p> <p>7.3 Read expository text to learn about mathematics.</p> <p>7.4 Use pictorial representations to identify mathematical operations and concepts.</p> <p>7.5 Identify and translate key words and phrases that imply mathematical operations.</p> <p>7.6 Interpret and solve word problems, without the necessity of key words or phrases.</p> <p>7.7 Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas.</p> <p>7.8 Use physical material, diagrams, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats.</p> <p>7.9 Model and explain mathematical relationships using oral, written, graphical and algebraic methods.</p> <p>7.10 Evaluate the effectiveness of written and oral presentations of mathematics.</p> <p>7.11 Make conjectures and present arguments in discussions of mathematical ideas.</p> <p>7.12 Explain and justify thinking about mathematical ideas and solutions.</p> <p>7.13 Explain and evaluate thinking about mathematical ideas and solutions.</p> <p>7.14 Explain and evaluate thinking about mathematical ideas and solutions based on the role of definitions, properties, common rules, and symbols in solving problems.</p> <p>7.15 Use everyday language to explain thinking about strategies and solutions to mathematical problems.</p> <p>7.16 Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.</p> <p>7.17 Use mathematical notation to communicate and explain mathematical situations.</p> <p>8.1 Justify and explain the solutions to problems using manipulative and physical models.</p> <p>8.2 Justify answers and the steps taken to solve problems, with and without manipulatives and physical models.</p> <p>8.3 Construct, justify, and defend using logical arguments, in situations related to mathematics, science, and technology.</p> <p>8.4 Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.</p> <p>8.5 Follow a logical argument and judge its validity.</p> <p>8.6 Apply deductive and inductive reasoning in mathematical situations to extend logical reasoning.</p>

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	<p>8.7 Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.</p> <p>8.8 Ask questions to reflect on, clarify, and extend thinking.</p> <p>8.9 Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.</p> <p>8.10 Construct valid arguments; make and test conjectures about algebraic and geometric properties based on mathematical principles.</p> <p>8.11 Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.</p> <p>9.1 Link new concepts to prior knowledge.</p> <p>9.2 Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.</p> <p>9.3 Use models to explain the relationship of concepts to procedures.</p> <p>9.4 Use the connections among mathematical topics to develop multiple approaches to problems.</p> <p>9.5 Identify practical applications of mathematical principles that can be applied to other disciplines.</p> <p>9.6 Use and analyze the connections between mathematics and other disciplines.</p> <p>9.7 Apply mathematical thinking and modeling to solve problems that arise in other disciplines.</p> <p>9.8 Identify, explain, and use mathematics in everyday life.</p> <p>2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 10.0, 11.0 (English)</p> <p>2.5.1 Select and apply pre-reading strategies that enhance comprehension, such as making a plan for reading, accessing prior knowledge, choosing a graphic organizer, and selecting reading rate</p> <p>2.5.2 Apply self-correcting strategies to gain meaning from text.</p> <p>2.6.1 Develop a plan for reading that includes the determination of purpose, appropriate rate for fiction vs. nonfiction, and related graphic organizers.</p> <p>2.6.2 Confirm and deny predictions while reading.</p> <p>2.7.1 Determine techniques for building background knowledge to aid comprehension.</p> <p>2.7.2 Confirm, deny, and revise predictions while reading.</p> <p>2.8.1 Apply and analyze the use of appropriate pre-reading strategies that enhance comprehension, such as accessing prior knowledge, predicting, previewing and setting a purpose.</p> <p>2.8.2 Choose reading strategies and self-correct to enhance comprehension.</p> <p>2.12.1 Refine pre-reading strategies such as accessing prior knowledge, predicting, previewing and setting a purpose to ensure comprehension.</p> <p>2.12.2 Use specific repair strategies such as summarizing, clarifying ambiguities, and consulting other sources.</p> <p>2.5.3 Select and use a variety of skills and strategies during reading such as identifying main ideas, identifying fact and opinion or cause and effect, verifying predictions, summarizing, paraphrasing, and drawing conclusions to aid comprehension.</p> <p>2.5.4 Clarify understanding of text by note taking, outlining, completing a graphic organizer, summarizing, and writing a report.</p> <p>2.5.5 Adjust reading rate to suit reading purpose and difficulty of text.</p> <p>2.6.3 Identify and explain the relationships between main ideas and supporting details in text.</p> <p>2.6.4 Summarize information from several sources.</p> <p>2.6.5 Adjust reading rate to suit the structure of content area texts.</p> <p>2.7.3 Make inferences from text to aid comprehension.</p> <p>2.7.4 Select and apply appropriate strategies to aid comprehension.</p> <p>2.7.5 Adjust reading rate to suit the structure of content area texts, newspapers, and other media.</p> <p>2.8.3 Apply and analyze a variety of skills and strategies such as locating essential information, verifying predictions, drawing conclusions, and making inferences to aid</p>

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	<p>comprehension.</p> <p>2.8.4 Use outlines, maps, and graphic organizers to aid comprehension.</p> <p>2.8.5 Adjust reading rate to match purpose, task, and text difficulty.</p> <p>2.12.3 Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts.</p> <p>4.5.1 Use knowledge of format, graphics, sequence, diagrams, illustrations, charts, and maps to comprehend text.</p> <p>4.5.2 Clarify and connect main ideas and concepts and identify their relationship to other sources and related topics.</p> <p>4.5.3 Read to evaluate new information and hypotheses by comparing them to known information and ideas.</p> <p>4.6.1 Identify and use the text features of newspapers, magazines, and editorials to gain meaning.</p> <p>4.6.2 Find similarities and differences among texts in the treatment, scope, or organization of ideas.</p> <p>4.6.3 Evaluate information from and differentiate between primary and secondary sources.</p> <p>4.7.1 Compare and contrast the features and elements of consumer materials (e.g., warranties, contracts, product information, instructional manuals) to gain meaning from text.</p> <p>4.7.2 Identify and trace the development of an author's argument, viewpoint, or perspective in text.</p> <p>4.7.3 Paraphrase and synthesize information from several sources to demonstrate comprehension.</p> <p>4.8.1 and 4.8.2 Use knowledge of text features and common expository structures such as cause/effect and comparison/contrast to comprehend text.</p> <p>4.8.3 Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.</p> <p>4.12.1 and 4.12.2 Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes.</p> <p>4.5.4 Draw conclusions and make inferences about text supported by textual evidence and experience.</p> <p>4.5.5 Identify authors' ideas and purposes in texts, including advertisements and public documents.</p> <p>4.5.6 Read and follow multi-step directions in order to perform procedures and complete tasks.</p> <p>4.6.4 Verify information from one source by consulting other sources.</p> <p>4.6.5 Evaluate how authors' ideas and purposes shape the content of texts, such as advertisements and public documents.</p> <p>4.6.6 Read and follow multi-step directions to complete a complex task.</p> <p>4.7.4 Assess the reasonableness and adequacy of the evidence used to support an author's position.</p> <p>4.7.5 Identify unsupported inferences, faulty reasoning, and propaganda techniques in texts.</p> <p>4.7.6 Read and follow multi-step directions to complete a complex task.</p> <p>4.8.4 Identify and assess the validity, accuracy, and adequacy of evidence that supports an author's ideas.</p> <p>4.8.5 Summarize authors' ideas and information in texts, including advertisements and public documents.</p> <p>4.8.6 Read and follow multi-step directions to complete a complex task.</p> <p>4.12.4 Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts.</p> <p>4.12.5 Analyze how historical and cultural contexts influence the content and validity of informational texts.</p>

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	<p>4.12.6 Read and apply multi-step directions to perform complex procedures and tasks.</p> <p>5.5.1 Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources.</p> <p>5.5.2 Write well-organized communications such as friendly or business letter in an appropriate format for a specific audience and purpose.</p> <p>5.6.1 Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources and have a distinct beginning, middle, and ending.</p> <p>5.6.2 Extract and reformat information into workplace communications, such as lists and memos.</p> <p>5.7.1 Write informative papers that have a structured beginning, middle and conclusion and draw upon a variety of sources.</p> <p>5.7.2 Convert text into visual formats, such as charts and graphs for a specific audience and purpose.</p> <p>5.8.1 Write informative papers that develop a topic with introductory and concluding statements and supporting ideas, examples and details from a variety of sources.</p> <p>5.8.2 Write career and workplace communications, such as business letters, resumes, or job applications and produce workplace communications such as memos, charts, and graphs.</p> <p>5.12.1 Write a research paper that develops a thesis, contains information selected from at least ten sources, and conforms to a style manual.</p> <p>5.12.2 Produce subject-specific technical writing, such as instructions for a shop project, or field reports for science.</p> <p>5.5.3 Write a narrative or story that develops a plot or sequence and uses "showing" rather than "telling" details to describe the setting, characters, and events of the story.</p> <p>5.5.4 Write responses to literary selections by supporting ideas with selected examples.</p> <p>5.6.3 Write narratives or short stories that include relevant and meaningful dialogue.</p> <p>5.6.4 Write responses to literary selections that demonstrate an understanding of character motivation and development.</p> <p>5.7.3 Write narratives or short stories that include appropriate transitional words or phrases.</p> <p>5.7.4 Write responses to literary selections that demonstrate an understanding of theme supported by examples from the text.</p> <p>5.8.3 Write narratives or short stories that reveal the writer's attitude toward the subject; relate a clear coherent incident, event, or situation with detail; and employ strategies such as relevant dialogue and physical description.</p> <p>5.8.4 Write responses to literary selections that demonstrate an understanding of the work, using supporting evidence from the texts and prior knowledge or experience.</p> <p>5.12.3 Write reflective texts that draw comparisons between specific incidents and broader themes.</p> <p>5.12.4 Write responses to literature that analyze and critique the use of imagery, language, themes, stylistic devices, and tone.</p> <p>5.5.5 Write summaries of oral and written stories.</p> <p>5.5.6 Write short expository texts that speculate on causes and effects and offer simple persuasive evidence.</p> <p>5.6.5 Write summaries of non-fiction text such as magazine or newspaper articles.</p> <p>5.6.6 Write short expository texts that propose a solution to a problem and offer simple persuasive evidence in support of the solution.</p> <p>5.7.5 Write summaries of procedures such as a science lab experiment or an explanation of how to solve a math problem.</p> <p>5.7.6 Write position papers with a clear beginning, middle, and ending that offer persuasive evidence in support of the position.</p> <p>5.8.5 Write summaries that present main ideas and key supporting information.</p>

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	<p>5.8.6 Write persuasive editorials or essays that state a thesis and arrange supporting details, reasons, and examples, effectively anticipating and answering reader concerns and counter-arguments.</p> <p>5.12.5 Write summaries or abstracts that distill large amounts of information into clear, concise prose.</p> <p>5.12.6 Write persuasive texts that evaluate, interpret, or speculate using specific rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence.</p> <p>6.5.1 Generate ideas for future writing through activities such as clustering, brainstorming, and listening to and following story models.</p> <p>6.5.2 Organize ideas through activities such as outlining, listing, webbing, and mapping.</p> <p>6.5.3 Write paragraphs and compositions with main ideas that are supported by details and state a conclusion.</p> <p>6.6.1 Generate ideas for writing by responding to visual stimuli such as objects or photographs.</p> <p>6.6.2 Use organizing techniques appropriate to the purpose for writing.</p> <p>6.6.3 Write paragraphs and compositions with clear transitions between ideas.</p> <p>6.7.1 Generate ideas for writing by responding to stimuli such as current events and magazine articles.</p> <p>6.7.2 Select and use organizing techniques appropriate to the purpose for writing.</p> <p>6.7.3 Write compositions that focus on a main topic supported by relevant examples, anecdotes, and/or details.</p> <p>6.8.1 Generate ideas for writing by using a variety of strategies such as interviewing; discussing with peers; or responding to literature, film, art, and other media.</p> <p>6.8.2 Use organizing techniques appropriate to the purpose for writing.</p> <p>6.8.3 Write coherent compositions with a controlling impression or thesis statement.</p> <p>6.12.1 Generate ideas for writing by selecting appropriate pre-writing strategies with attention to audience, purpose, and personal style.</p> <p>6.12.2 Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea, theme, or purpose.</p> <p>6.12.3 Write compositions that present complex ideas in a sustained and compelling manner.</p> <p>6.5.4 Revise compositions to improve the meaning and focus of writing by adding, deleting, clarifying, and rearranging words and sentences.</p> <p>6.5.5 Edit for use of standard English.</p> <p>6.5.6 Produce writing with a voice that shows awareness of an intended audience and purpose.</p> <p>6.6.4 Revise compositions to improve organization and consistency of ideas and to meet the criteria of a rubric.</p> <p>6.6.5 Edit for use of standard English.</p> <p>6.6.6 Produce writing with a voice that shows awareness of an intended audience and purpose.</p> <p>6.7.4 Revise writing to improve organization and word choice, to check the logic of the ideas and the precision of the vocabulary, and to meet the criteria of a rubric.</p> <p>6.7.5 Edit for use of standard English.</p> <p>6.7.6 Produce writing with a voice that addresses an intended audience and purpose.</p> <p>6.8.4 Revise writing, using given criteria, such as rubrics or feedback from others, to improve word choice, organization, and point of view.</p> <p>6.8.5 Edit for use of standard English.</p> <p>6.8.6 Produce writing with a voice that is expressive and appropriate to audience and purpose.</p> <p>6.12.4 Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.</p>

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	<p>6.12.5 Edit for use of standard English.</p> <p>6.5.7 Share final drafts with a designated audience.</p> <p>6.6.7 Share final drafts with a designated audience.</p> <p>6.7.7 Share final drafts with a designated audience.</p> <p>6.8.7 Share final drafts with a designated audience.</p> <p>6.12.7 Share final drafts with a designated audience.</p> <p>7.5.1 Identify and correctly use pronoun case, comparative and superlative modifiers, and often misused verbs such as lie/lay, sit/set, and rise/raise in writing.</p> <p>7.5.2 Identify and write prepositional phrases and appositives; use transitions and conjunctions to elaborate ideas.</p> <p>7.6.1 Use correct verb tense consistently in writing.</p> <p>7.6.2 Identify and correct fragments and run-on sentences in writing.</p> <p>7.7.1 Use correct verb tense and subject/verb agreement in writing.</p> <p>7.7.2 Use varied sentence structure in writing.</p> <p>7.8.1 Apply the rules of usage and grammar such as subject/verb agreement, pronoun/antecedent agreement, and usage in writing.</p> <p>7.8.2 Use varied sentence structure, including complex sentences, to reinforce the presentation of a personal writing style.</p> <p>7.12.1 Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and subordination correctly in writing.</p> <p>7.12.2 Use multiple structures such as inversion, parallelism, and sentences of varying lengths for stylistic effect.</p> <p>7.5.3 Use colons to introduce a list; use quotation marks around exact words of speakers and names of poems, songs, and short stories.</p> <p>7.5.4 Use rules of capitalization.</p> <p>7.5.5 Use correct spelling of frequently used words, with special attention to roots, suffixes, and prefixes.</p> <p>7.6.3 Use semi-colons to correct run-on sentences, use colons in business letters, and use apostrophes in contractions and possessives.</p> <p>7.6.4 Use rules of capitalization.</p> <p>7.6.5 Spell frequently misspelled words correctly (e.g., their/they're/there and you're/your).</p> <p>7.7.3 Identify and correctly use hyphens and parentheses; use correct punctuation in complex sentences.</p> <p>7.7.4 Use rules of capitalization.</p> <p>7.7.5 Demonstrate conventional spelling.</p> <p>7.8.3 Use internal and external punctuation correctly.</p> <p>7.8.4 Use rules of capitalization.</p> <p>7.8.5 Demonstrate conventional spelling.</p> <p>7.12.3 Use rules of punctuation; manipulate conventions for emphasis in writing.</p> <p>7.12.4 Use rules of capitalization.</p> <p>7.12.5 Demonstrate conventional spelling.</p> <p>8.5.1 Interpret a speaker's verbal and nonverbal messages, purposes, and viewpoint; distinguish fact from opinion.</p> <p>8.5.2 Identify the intent of persuasive speaking techniques, evaluate a speaker's delivery using given criteria, and provide constructive feedback.</p> <p>8.5.3 Recognize and describe language and dialect usage that vary in different contexts, regions, and cultures.</p> <p>8.6.1 Identify the tone, mood, and emotion conveyed in both verbal and nonverbal communication.</p> <p>8.6.2 Identify effective speaking techniques and develop criteria for evaluating oral presentations.</p> <p>8.6.3 Recognize that language usage varies in formal and informal settings.</p> <p>8.7.1 Interpret a speaker's verbal and nonverbal messages and identify the main ideas.</p>

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	<p>8.7.2 Determine a speaker's attitude toward the subject by evaluating the use of speaking techniques.</p> <p>8.7.3 Recognize colloquialisms and jargon as reflections of contexts, regions, and cultures.</p> <p>8.8.1 Identify and paraphrase a speaker's main ideas and supporting evidence to draw meaning from and ask relevant questions about content and purpose of oral presentations.</p> <p>8.8.2 Evaluate content and delivery of oral presentations using given criteria and provide constructive feedback.</p> <p>8.8.3 Analyze how dialects associated with informal and formal speaking contexts are reflected in slang, jargon, and language styles.</p> <p>8.12.1 Summarize and evaluate communications that inform, persuade, and entertain.</p> <p>8.12.2 Create and apply criteria for evaluating content and delivery of oral and multi-media presentations.</p> <p>8.12.3 Analyze the effects of language and dialect on audience response.</p> <p>8.5.4 Follow multi-step oral directions to complete a task.</p> <p>8.6.4 Follow multi-step oral directions to complete a task.</p> <p>8.7.4 Follow multi-step oral directions to complete a task.</p> <p>8.8.4 Follow multi-step oral directions to complete a task.</p> <p>10.5.1 Participate in conversations and group discussions as a contributor and leader.</p> <p>10.5.2 Ask and answer questions to clarify or extend ideas.</p> <p>10.5.3 Share ideas, opinions, and information with a group, choosing language that communicates messages clearly and effectively.</p> <p>10.5.4 Compare and contrast ideas and viewpoints of several speakers.</p> <p>10.6.1 Demonstrate active listening skills by participating in conversations and group discussions.</p> <p>10.6.2 Ask and answer questions to generate possible solutions to a problem.</p> <p>10.6.3 Develop criteria for evaluating effective group participation.</p> <p>10.6.4 Evaluate the logic and effectiveness of a speaker's argument(s).</p> <p>10.8.1 Participate in conversations and group discussions as active listeners who provide constructive feedback.</p> <p>10.8.2 Ask for and provide specific evidence in support of an opinion.</p> <p>10.8.3 Apply understanding of agreed-upon rules and individual roles in a variety of discussion formats.</p> <p>10.8.4 Express supported opinions while considering divergent viewpoints.</p> <p>10.12.1 Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.</p> <p>10.12.2 Negotiate to arrive at consensus by proposing and examining possible options.</p> <p>10.12.3 Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.</p> <p>10.12.4 Justify a position using logic and refuting opposing viewpoints.</p> <p>11.5.1 Formulate research questions and establish a focus and purpose for inquiry.</p> <p>11.5.2 Select information from multiple resources to answer questions.</p> <p>11.5.3 Give credit for others' ideas, images, and information by listing sources used in research.</p> <p>11.6.1 Formulate a plan for research to answer a focused question.</p> <p>11.6.2 Distinguish between information from primary and secondary sources.</p> <p>11.6.3 Document research sources in order to prevent plagiarism.</p> <p>11.7.1 Formulate questions and statements of purpose to guide cross-curricular research.</p> <p>11.7.2 Locate and use primary and secondary sources to investigate a research question.</p> <p>11.7.3 Document research sources using a given format.</p> <p>11.8.1 Formulate questions and develop a clear statement of purpose that lead to inquiry, investigation, and research of cross-curricular topics.</p>

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	<p>11.8.2 Locate and select relevant information from multiple primary and secondary sources.</p> <p>11.8.3 Document research sources using a given format.</p> <p>11.12.1 Formulate cross-curricular research questions and use an appropriate research design to gather information.</p> <p>11.12.2 Evaluate possible sources of information for credibility and usefulness.</p> <p>11.12.3 Cite sources of information using a standard method of documentation.</p> <p>11.5.4 Record information using given note-taking and organizational formats.</p> <p>11.5.5 Present research findings using charts, maps, or graphs with written text.</p> <p>11.6.4 Record information using note-taking and organizational formats.</p> <p>11.6.5 Present research findings using written text or media.</p> <p>11.7.4 Record information using a self-selected note-taking or organizational strategy.</p> <p>11.7.5 Organize and present research findings using written text and/or media.</p> <p>11.8.4 Record information using a variety of note-taking and organizational strategies.</p> <p>11.8.5 Organize and present research findings using appropriate media.</p> <p>11.12.5 Organize and present research findings using appropriate media.</p>
	<p>4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.6, 4.3.7, 4.5.1, 4.6.1, 4.7.1, 4.7.2, 4.7.3, 4.7.4, 4.7.5, 4.9.1, 4.9.2, 4.9.3, 4.9.4, 4.9.5, 4.9.6, 4.9.7, 4.9.8 (Employability Skills)</p> <p>4.3.1 Students explain the benefits of effective communication skills.</p> <p>4.3.2 Students effectively interpret and respond to verbal and nonverbal messages.</p> <p>4.3.3 Students effectively communicate thoughts, ideas and information.</p> <p>4.3.4 Students locate, understand and interpret information.</p> <p>4.3.5 Students select and utilize an appropriate medium for conveying messages with dignity and respect.</p> <p>4.3.6 Students demonstrate sensitivity to cultural diversity in communication.</p> <p>4.3.7 Identify common communication barriers and methods for improving communication.</p> <p>4.5.1 Students work cooperatively with others when in a group.</p> <p>4.6.1 Students will develop personal work ethics.</p> <p>4.7.1 Students identify and organize resources needed to complete a job assignment.</p> <p>4.7.2 Students will demonstrate cooperation and leadership in a team at school or in a workplace setting.</p> <p>4.7.3 Students will use the basic components of effective time management.</p> <p>4.7.4 Students will recognize the need for management skills with regard to stress, anger management, and substance abuse.</p> <p>4.7.5 Students will develop a time schedule and prioritize a task list to complete an assignment.</p> <p>4.9.1 Students maintain an employment/career portfolio.</p> <p>4.9.2 Students identify strategies for balancing work and family roles.</p> <p>4.9.3 Students demonstrate understanding of the need for lifelong learning, in a rapidly changing job market.</p> <p>4.9.4 Students identify strategies to maintain employment in the face of job reduction.</p> <p>4.9.5 Students develop long-term career-planning strategies.</p> <p>4.9.6 Students identify various educational options needed for job advancement.</p> <p>4.9.7 Students demonstrate interpersonal skills needed for job retention.</p> <p>4.9.8 Students identify and model sound workplace ethics, such as loyalty, punctuality and initiative.</p>
<p>1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5</p>	<p>7.0, 8.0, 9.0 (Mathematics)</p> <p>7.1 Discuss and exchange ideas about mathematics as a part of learning.</p> <p>7.2 Use inquiry techniques to solve mathematical problems.</p> <p>7.3 Read expository text to learn about mathematics.</p> <p>7.4 Use pictorial representations to identify mathematical operations and concepts.</p> <p>7.5 Identify and translate key words and phrases that imply mathematical operations.</p> <p>7.6 Interpret and solve word problems, without the necessity of key words or phrases.</p>

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	<p>7.7 Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas.</p> <p>7.8 Use physical material, diagrams, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats.</p> <p>7.9 Model and explain mathematical relationships using oral, written, graphical and algebraic methods.</p> <p>7.10 Evaluate the effectiveness of written and oral presentations of mathematics.</p> <p>7.11 Make conjectures and present arguments in discussions of mathematical ideas.</p> <p>7.12 Explain and justify thinking about mathematical ideas and solutions.</p> <p>7.13 Explain and evaluate thinking about mathematical ideas and solutions.</p> <p>7.14 Explain and evaluate thinking about mathematical ideas and solutions based on the role of definitions, properties, common rules, and symbols in solving problems.</p> <p>7.15 Use everyday language to explain thinking about strategies and solutions to mathematical problems.</p> <p>7.16 Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.</p> <p>7.17 Use mathematical notation to communicate and explain mathematical situations.</p> <p>8.1 Justify and explain the solutions to problems using manipulative and physical models.</p> <p>8.2 Justify answers and the steps taken to solve problems, with and without manipulatives and physical models.</p> <p>8.3 Construct, justify, and defend using logical arguments, in situations related to mathematics, science, and technology.</p> <p>8.4 Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.</p> <p>8.5 Follow a logical argument and judge its validity.</p> <p>8.6 Apply deductive and inductive reasoning in mathematical situations to extend logical reasoning.</p> <p>8.7 Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.</p> <p>8.8 Ask questions to reflect on, clarify, and extend thinking.</p> <p>8.9 Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.</p> <p>8.10 Construct valid arguments; make and test conjectures about algebraic and geometric properties based on mathematical principles.</p> <p>8.11 Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.</p> <p>9.1 Link new concepts to prior knowledge.</p> <p>9.2 Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.</p> <p>9.3 Use models to explain the relationship of concepts to procedures.</p> <p>9.4 Use the connections among mathematical topics to develop multiple approaches to problems.</p> <p>9.5 Identify practical applications of mathematical principles that can be applied to other disciplines.</p> <p>9.6 Use and analyze the connections between mathematics and other disciplines.</p> <p>9.7 Apply mathematical thinking and modeling to solve problems that arise in other disciplines.</p> <p>9.8 Identify, explain, and use mathematics in everyday life.</p> <p>1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 10.0, 11.0 (English)</p> <p>1.5.2 Use knowledge of phonics, structural elements, grammar, and syntax to read and to determine the meaning of unfamiliar words in context.</p> <p>1.5.3 Identify and use the meanings of high-frequency Greek- and Latin-derived roots and affixes to determine the meanings of words.</p> <p>1.6.3 Determine how the function of a word (part of speech) changes when a suffix</p>

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	<p>(e.g., -ness, -tion, -able, -ous, -ly) is added.</p> <p>1.7.3 Identify Greek- and Latin-derived roots and affixes encountered in reading across the curriculum.</p> <p>1.8.3 Apply knowledge of Greek- and Latin-derived roots and affixes to determine the meaning of unknown words and to increase vocabulary.</p> <p>1.12.3 Apply knowledge of Anglo-Saxon-, Greek-, and Latin-derived roots and affixes to determine the meaning of unknown vocabulary across the curriculum.</p> <p>1.5.4 Find word origins and determine meanings of unknown words using dictionaries and glossaries.</p> <p>1.6.4 Apply knowledge of common foreign words and phrases to increase comprehension.</p> <p>1.7.4 Compare and contrast the meanings of closely related words.</p> <p>1.8.4 Apply knowledge of word origins, roots, structures, and context clues, as well as use dictionaries and glossaries, to comprehend new words in text.</p> <p>1.12.4 Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.</p> <p>1.5.5 Use context clues such as restatement, definitions, and examples to determine the meaning of unknown words.</p> <p>1.6.5 Identify and define commonly used idioms to increase comprehension.</p> <p>1.7.5 Explain differences between literal and figurative language in text.</p> <p>1.8.5 Analyze idioms, analogies, metaphors, and similes to infer literal and figurative meaning.</p> <p>1.12.5 Apply knowledge of syntax and literary allusions to acquire an understanding of new words and to comprehend text.</p> <p>2.5.1 Select and apply pre-reading strategies that enhance comprehension, such as making a plan for reading, accessing prior knowledge, choosing a graphic organizer, and selecting reading rate.</p> <p>2.5.2 Apply self-correcting strategies to gain meaning from text.</p> <p>2.6.1 Develop a plan for reading that includes the determination of purpose, appropriate rate for fiction vs. nonfiction, and related graphic organizers.</p> <p>2.6.2 Confirm and deny predictions while reading.</p> <p>2.7.1 Determine techniques for building background knowledge to aid comprehension.</p> <p>2.7.2 Confirm, deny, and revise predictions while reading.</p> <p>2.8.1 Apply and analyze the use of appropriate pre-reading strategies that enhance comprehension, such as accessing prior knowledge, predicting, previewing and setting a purpose.</p> <p>2.8.2 Choose reading strategies and self-correct to enhance comprehension.</p> <p>2.12.1 Refine pre-reading strategies such as accessing prior knowledge, predicting, previewing and setting a purpose to ensure comprehension.</p> <p>2.12.2 Use specific repair strategies such as summarizing, clarifying ambiguities, and consulting other sources.</p> <p>2.5.3 Select and use a variety of skills and strategies during reading such as identifying main ideas, identifying fact and opinion or cause and effect, verifying predictions, summarizing, paraphrasing, and drawing conclusions to aid comprehension.</p> <p>2.5.4 Clarify understanding of text by note taking, outlining, completing a graphic organizer, summarizing, and writing a report.</p> <p>2.5.5 Adjust reading rate to suit reading purpose and difficulty of text.</p> <p>2.6.3 Identify and explain the relationships between main ideas and supporting details in text.</p> <p>2.6.4 Summarize information from several sources.</p> <p>2.6.5 Adjust reading rate to suit the structure of content area texts.</p> <p>2.7.3 Make inferences from text to aid comprehension.</p> <p>2.7.4 Select and apply appropriate strategies to aid comprehension.</p> <p>2.7.5 Adjust reading rate to suit the structure of content area texts, newspapers, and other media.</p>

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	<p>2.8.3 Apply and analyze a variety of skills and strategies such as locating essential information, verifying predictions, drawing conclusions, and making inferences to aid comprehension.</p> <p>2.8.4 Use outlines, maps, and graphic organizers to aid comprehension.</p> <p>2.8.5 Adjust reading rate to match purpose, task, and text difficulty.</p> <p>2.12.3 Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts.</p> <p>4.5.1 Use knowledge of format, graphics, sequence, diagrams, illustrations, charts, and maps to comprehend text.</p> <p>4.5.2 Clarify and connect main ideas and concepts and identify their relationship to other sources and related topics.</p> <p>4.5.3 Read to evaluate new information and hypotheses by comparing them to known information and ideas.</p> <p>4.6.1 Identify and use the text features of newspapers, magazines, and editorials to gain meaning.</p> <p>4.6.2 Find similarities and differences among texts in the treatment, scope, or organization of ideas.</p> <p>4.6.3 Evaluate information from and differentiate between primary and secondary sources.</p> <p>4.7.1 Compare and contrast the features and elements of consumer materials (e.g., warranties, contracts, product information, and instructional manuals) to gain meaning from text.</p> <p>4.7.2 Identify and trace the development of an author's argument, viewpoint, or perspective in text.</p> <p>4.7.3 Paraphrase and synthesize information from several sources to demonstrate comprehension.</p> <p>4.8.1 and 4.8.2 Use knowledge of text features and common expository structures such as cause/effect and comparison/contrast to comprehend text.</p> <p>4.8.3 Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.</p> <p>4.12.1 and 4.12.2 Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes.</p> <p>4.5.4 Draw conclusions and make inferences about text supported by textual evidence and experience.</p> <p>4.5.5 Identify authors' ideas and purposes in texts, including advertisements and public documents.</p> <p>4.5.6 Read and follow multi-step directions in order to perform procedures and complete tasks.</p> <p>4.6.4 Verify information from one source by consulting other sources.</p> <p>4.6.5 Evaluate how authors' ideas and purposes shape the content of texts, such as advertisements and public documents.</p> <p>4.6.6 Read and follow multi-step directions to complete a complex task.</p> <p>4.7.4 Assess the reasonableness and adequacy of the evidence used to support an author's position.</p> <p>4.7.5 Identify unsupported inferences, faulty reasoning, and propaganda techniques in texts.</p> <p>4.7.6 Read and follow multi-step directions to complete a complex task.</p> <p>4.8.4 Identify and assess the validity, accuracy, and adequacy of evidence that supports an author's ideas.</p> <p>4.8.5 Summarize authors' ideas and information in texts, including advertisements and public documents.</p> <p>4.8.6 Read and follow multi-step directions to complete a complex task.</p> <p>4.12.4 Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts.</p>

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	<p>4.12.5 Analyze how historical and cultural contexts influence the content and validity of informational texts.</p> <p>4.12.6 Read and apply multi-step directions to perform complex procedures and tasks.</p> <p>5.5.1 Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources.</p> <p>5.5.2 Write well-organized communications such as friendly or business letter in an appropriate format for a specific audience and purpose.</p> <p>5.6.1 Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources and have a distinct beginning, middle, and ending.</p> <p>5.6.2 Extract and reformat information into workplace communications, such as lists and memos.</p> <p>5.7.1 Write informative papers that have a structured beginning, middle and conclusion and draw upon a variety of sources.</p> <p>5.7.2 Convert text into visual formats, such as charts and graphs for a specific audience and purpose.</p> <p>5.8.1 Write informative papers that develop a topic with introductory and concluding statements and supporting ideas, examples and details from a variety of sources.</p> <p>5.8.2 Write career and workplace communications, such as business letters, resumes, or job applications and produce workplace communications such as memos, charts, and graphs.</p> <p>5.12.1 Write a research paper that develops a thesis, contains information selected from at least ten sources, and conforms to a style manual.</p> <p>5.12.2 Produce subject-specific technical writing, such as instructions for a shop project, or field reports for science.</p> <p>5.5.3 Write a narrative or story that develops a plot or sequence and uses "showing" rather than "telling" details to describe the setting, characters, and events of the story.</p> <p>5.5.4 Write responses to literary selections by supporting ideas with selected examples.</p> <p>5.6.3 Write narratives or short stories that include relevant and meaningful dialogue.</p> <p>5.6.4 Write responses to literary selections that demonstrate an understanding of character motivation and development.</p> <p>5.7.3 Write narratives or short stories that include appropriate transitional words or phrases.</p> <p>5.7.4 Write responses to literary selections that demonstrate an understanding of theme supported by examples from the text.</p> <p>5.8.3 Write narratives or short stories that reveal the writer's attitude toward the subject; relate a clear coherent incident, event, or situation with detail; and employ strategies such as relevant dialogue and physical description.</p> <p>5.8.4 Write responses to literary selections that demonstrate an understanding of the work, using supporting evidence from the texts and prior knowledge or experience.</p> <p>5.12.3 Write reflective texts that draw comparisons between specific incidents and broader themes.</p> <p>5.12.4 Write responses to literature that analyze and critique the use of imagery, language, themes, stylistic devices, and tone.</p> <p>5.5.5 Write summaries of oral and written stories.</p> <p>5.5.6 Write short expository texts that speculate on causes and effects and offer simple persuasive evidence.</p> <p>5.6.5 Write summaries of non-fiction text such as magazine or newspaper articles.</p> <p>5.6.6 Write short expository texts that propose a solution to a problem and offer simple persuasive evidence in support of the solution.</p> <p>5.7.5 Write summaries of procedures such as a science lab experiment or an explanation of how to solve a math problem.</p> <p>5.7.6 Write position papers with a clear beginning, middle, and ending that offer persuasive evidence in support of the position.</p> <p>5.8.5 Write summaries that present main ideas and key supporting information.</p>

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	<p>5.8.6 Write persuasive editorials or essays that state a thesis and arrange supporting details, reasons, and examples, effectively anticipating and answering reader concerns and counter-arguments.</p> <p>5.12.5 Write summaries or abstracts that distill large amounts of information into clear, concise prose.</p> <p>5.12.6 Write persuasive texts that evaluate, interpret, or speculate using specific rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence.</p> <p>6.5.1 Generate ideas for future writing through activities such as clustering, brainstorming, and listening to and following story models.</p> <p>6.5.2 Organize ideas through activities such as outlining, listing, webbing, and mapping.</p> <p>6.5.3 Write paragraphs and compositions with main ideas that are supported by details and state a conclusion.</p> <p>6.6.1 Generate ideas for writing by responding to visual stimuli such as objects or photographs.</p> <p>6.6.2 Use organizing techniques appropriate to the purpose for writing.</p> <p>6.6.3 Write paragraphs and compositions with clear transitions between ideas.</p> <p>6.7.1 Generate ideas for writing by responding to stimuli such as current events and magazine articles.</p> <p>6.7.2 Select and use organizing techniques appropriate to the purpose for writing.</p> <p>6.7.3 Write compositions that focus on a main topic supported by relevant examples, anecdotes, and/or details.</p> <p>6.8.1 Generate ideas for writing by using a variety of strategies such as interviewing; discussing with peers; or responding to literature, film, art, and other media.</p> <p>6.8.2 Use organizing techniques appropriate to the purpose for writing.</p> <p>6.8.3 Write coherent compositions with a controlling impression or thesis statement.</p> <p>6.12.1 Generate ideas for writing by selecting appropriate pre-writing strategies with attention to audience, purpose, and personal style.</p> <p>6.12.2 Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea, theme, or purpose.</p> <p>6.12.3 Write compositions that present complex ideas in a sustained and compelling manner.</p> <p>6.5.4 Revise compositions to improve the meaning and focus of writing by adding, deleting, clarifying, and rearranging words and sentences.</p> <p>6.5.5 Edit for use of standard English.</p> <p>6.5.6 Produce writing with a voice that shows awareness of an intended audience and purpose.</p> <p>6.6.4 Revise compositions to improve organization and consistency of ideas and to meet the criteria of a rubric.</p> <p>6.6.5 Edit for use of standard English.</p> <p>6.6.6 Produce writing with a voice that shows awareness of an intended audience and purpose.</p> <p>6.7.4 Revise writing to improve organization and word choice, to check the logic of the ideas and the precision of the vocabulary, and to meet the criteria of a rubric.</p> <p>6.7.5 Edit for use of standard English.</p> <p>6.7.6 Produce writing with a voice that addresses an intended audience and purpose.</p> <p>6.8.4 Revise writing, using given criteria, such as rubrics or feedback from others, to improve word choice, organization, and point of view.</p> <p>6.8.5 Edit for use of standard English.</p> <p>6.8.6 Produce writing with a voice that is expressive and appropriate to audience and purpose.</p> <p>6.12.4 Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.</p>

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	<p>6.12.5 Edit for use of standard English.</p> <p>6.5.7 Share final drafts with a designated audience.</p> <p>6.6.7 Share final drafts with a designated audience.</p> <p>6.7.7 Share final drafts with a designated audience.</p> <p>6.8.7 Share final drafts with a designated audience.</p> <p>6.12.7 Share final drafts with a designated audience.</p> <p>7.5.1 Identify and correctly use pronoun case, comparative and superlative modifiers, and often misused verbs such as lie/lay, sit/set, and rise/raise in writing.</p> <p>7.5.2 Identify and write prepositional phrases and appositives; use transitions and conjunctions to elaborate ideas.</p> <p>7.6.1 Use correct verb tense consistently in writing.</p> <p>7.6.2 Identify and correct fragments and run-on sentences in writing.</p> <p>7.7.1 Use correct verb tense and subject/verb agreement in writing.</p> <p>7.7.2 Use varied sentence structure in writing.</p> <p>7.8.1 Apply the rules of usage and grammar such as subject/verb agreement, pronoun/antecedent agreement, and usage in writing.</p> <p>7.8.2 Use varied sentence structure, including complex sentences, to reinforce the presentation of a personal writing style.</p> <p>7.12.1 Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and subordination correctly in writing.</p> <p>7.12.2 Use multiple structures such as inversion, parallelism, and sentences of varying lengths for stylistic effect.</p> <p>7.5.3 Use colons to introduce a list; use quotation marks around exact words of speakers and names of poems, songs, and short stories.</p> <p>7.5.4 Use rules of capitalization.</p> <p>7.5.5 Use correct spelling of frequently used words, with special attention to roots, suffixes, and prefixes.</p> <p>7.6.3 Use semi-colons to correct run-on sentences, use colons in business letters, and use apostrophes in contractions and possessives.</p> <p>7.6.4 Use rules of capitalization.</p> <p>7.6.5 Spell frequently misspelled words correctly (e.g., their/they're/there and you're/your).</p> <p>7.7.3 Identify and correctly use hyphens and parentheses; use correct punctuation in complex sentences.</p> <p>7.7.4 Use rules of capitalization.</p> <p>7.7.5 Demonstrate conventional spelling.</p> <p>7.8.3 Use internal and external punctuation correctly.</p> <p>7.8.4 Use rules of capitalization.</p> <p>7.8.5 Demonstrate conventional spelling.</p> <p>7.12.3 Use rules of punctuation; manipulate conventions for emphasis in writing.</p> <p>7.12.4 Use rules of capitalization.</p> <p>7.12.5 Demonstrate conventional spelling.</p> <p>8.5.1 Interpret a speaker's verbal and nonverbal messages, purposes, and viewpoint; distinguish fact from opinion.</p> <p>8.5.2 Identify the intent of persuasive speaking techniques, evaluate a speaker's delivery using given criteria, and provide constructive feedback.</p> <p>8.5.3 Recognize and describe language and dialect usage that vary in different contexts, regions, and cultures.</p> <p>8.6.1 Identify the tone, mood, and emotion conveyed in both verbal and nonverbal communication.</p> <p>8.6.2 Identify effective speaking techniques and develop criteria for evaluating oral presentations.</p> <p>8.6.3 Recognize that language usage varies in formal and informal settings.</p> <p>8.7.1 Interpret a speaker's verbal and nonverbal messages and identify the main ideas.</p>

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	<p>8.7.2 Determine a speaker's attitude toward the subject by evaluating the use of speaking techniques.</p> <p>8.7.3 Recognize colloquialisms and jargon as reflections of contexts, regions, and cultures.</p> <p>8.8.1 Identify and paraphrase a speaker's main ideas and supporting evidence to draw meaning from and ask relevant questions about content and purpose of oral presentations.</p> <p>8.8.2 Evaluate content and delivery of oral presentations using given criteria and provide constructive feedback.</p> <p>8.8.3 Analyze how dialects associated with informal and formal speaking contexts are reflected in slang, jargon, and language styles.</p> <p>8.12.1 Summarize and evaluate communications that inform, persuade, and entertain.</p> <p>8.12.2 Create and apply criteria for evaluating content and delivery of oral and multi-media presentations.</p> <p>8.12.3 Analyze the effects of language and dialect on audience response.</p> <p>8.5.4 Follow multi-step oral directions to complete a task.</p> <p>8.6.4 Follow multi-step oral directions to complete a task.</p> <p>8.7.4 Follow multi-step oral directions to complete a task.</p> <p>8.8.4 Follow multi-step oral directions to complete a task.</p> <p>10.5.1 Participate in conversations and group discussions as a contributor and leader.</p> <p>10.5.2 Ask and answer questions to clarify or extend ideas.</p> <p>10.5.3 Share ideas, opinions, and information with a group, choosing language that communicates messages clearly and effectively.</p> <p>10.5.4 Compare and contrast ideas and viewpoints of several speakers.</p> <p>10.6.1 Demonstrate active listening skills by participating in conversations and group discussions.</p> <p>10.6.2 Ask and answer questions to generate possible solutions to a problem.</p> <p>10.6.3 Develop criteria for evaluating effective group participation.</p> <p>10.6.4 Evaluate the logic and effectiveness of a speaker's argument(s).</p> <p>10.8.1 Participate in conversations and group discussions as active listeners who provide constructive feedback.</p> <p>10.8.2 Ask for and provide specific evidence in support of an opinion.</p> <p>10.8.3 Apply understanding of agreed-upon rules and individual roles in a variety of discussion formats.</p> <p>10.8.4 Express supported opinions while considering divergent viewpoints.</p> <p>10.12.1 Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.</p> <p>10.12.2 Negotiate to arrive at consensus by proposing and examining possible options.</p> <p>10.12.3 Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.</p> <p>10.12.4 Justify a position using logic and refuting opposing viewpoints.</p> <p>11.5.1 Formulate research questions and establish a focus and purpose for inquiry.</p> <p>11.5.2 Select information from multiple resources to answer questions.</p> <p>11.5.3 Give credit for others' ideas, images, and information by listing sources used in research.</p> <p>11.6.1 Formulate a plan for research to answer a focused question.</p> <p>11.6.2 Distinguish between information from primary and secondary sources.</p> <p>11.6.3 Document research sources in order to prevent plagiarism.</p> <p>11.7.1 Formulate questions and statements of purpose to guide cross-curricular research.</p> <p>11.7.2 Locate and use primary and secondary sources to investigate a research question.</p> <p>11.7.3 Document research sources using a given format.</p> <p>11.8.1 Formulate questions and develop a clear statement of purpose that lead to inquiry, investigation, and research of cross-curricular topics.</p>

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	<p>11.8.2 Locate and select relevant information from multiple primary and secondary sources.</p> <p>11.8.3 Document research sources using a given format.</p> <p>11.12.1 Formulate cross-curricular research questions and use an appropriate research design to gather information.</p> <p>11.12.2 Evaluate possible sources of information for credibility and usefulness.</p> <p>11.12.3 Cite sources of information using a standard method of documentation.</p> <p>11.5.4 Record information using given note-taking and organizational formats.</p> <p>11.5.5 Present research findings using charts, maps, or graphs with written text.</p> <p>11.6.4 Record information using note-taking and organizational formats.</p> <p>11.6.5 Present research findings using written text or media.</p> <p>11.7.4 Record information using a self-selected note-taking or organizational strategy.</p> <p>11.7.5 Organize and present research findings using written text and/or media.</p> <p>11.8.4 Record information using a variety of note-taking and organizational strategies.</p> <p>11.8.5 Organize and present research findings using appropriate media.</p> <p>11.12.5 Organize and present research findings using appropriate media.</p> <p>4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.8.1, 4.8.2, 4.8.3, 4.8.4, 4.8.5, 4.8.6, 4.8.7, 4.8.8, 4.9.1, 4.9.2, 4.9.3, 4.9.4, 4.9.5, 4.9.6, 4.9.7, 4.9.8 (Employability Skills)</p> <p>4.2.1 Students identify and explain the essential elements of the critical-thinking process.</p> <p>4.2.2 Students demonstrate critical-thinking skills.</p> <p>4.2.3 Students explain how emotional thinking and logical thinking affect decision making.</p> <p>4.2.5 Students recognize patterns or relationships through observation and discovery.</p> <p>4.8.1 Students prepare a job application.</p> <p>4.8.2 Students prepare a personal resume.</p> <p>4.8.3 Students complete a personal aptitude and interest inventory.</p> <p>4.8.4 Students participate in a job interview.</p> <p>4.8.5 Students establish short-term career goals.</p> <p>4.8.6 Students establish long-term career goals.</p> <p>4.8.7 Students will use the Nevada Career Information System (NCIS) or a similar computer-based program to research careers in a chosen field.</p> <p>4.8.8 Students will participate in career exploration activities such as job-shadowing, community service projects, and constructing a career portfolio.</p> <p>4.9.1 Students maintain an employment/career portfolio.</p> <p>4.9.2 Students identify strategies for balancing work and family roles.</p> <p>4.9.3 Students demonstrate understanding of the need for lifelong learning, in a rapidly changing job market.</p> <p>4.9.4 Students identify strategies to maintain employment in the face of job reduction.</p> <p>4.9.5 Students develop long-term career-planning strategies.</p> <p>4.9.6 Students identify various educational options needed for job advancement.</p> <p>4.9.7 Students demonstrate interpersonal skills needed for job retention.</p> <p>4.9.8 Students identify and model sound workplace ethics, such as loyalty, punctuality and initiative.</p>
1.3.1, 1.3.2	<p>8.0, 10.0 (English)</p> <p>8.5.1 Interpret a speaker's verbal and nonverbal messages, purposes, and viewpoint; distinguish fact from opinion.</p> <p>8.5.2 Identify the intent of persuasive speaking techniques, evaluate a speaker's delivery using given criteria, and provide constructive feedback.</p> <p>8.5.3 Recognize and describe language and dialect usage that vary in different contexts, regions, and cultures.</p> <p>8.6.1 Identify the tone, mood, and emotion conveyed in both verbal and nonverbal communication.</p>

Performance Indicator	Academic Standards
	<p>8.6.2 Identify effective speaking techniques and develop criteria for evaluating oral presentations.</p> <p>8.6.3 Recognize that language usage varies in formal and informal settings.</p> <p>8.7.1 Interpret a speaker's verbal and nonverbal messages and identify the main ideas.</p> <p>8.7.2 Determine a speaker's attitude toward the subject by evaluating the use of speaking techniques.</p> <p>8.7.3 Recognize colloquialisms and jargon as reflections of contexts, regions, and cultures.</p> <p>8.8.1 Identify and paraphrase a speaker's main ideas and supporting evidence to draw meaning from and ask relevant questions about content and purpose of oral presentations.</p> <p>8.8.2 Evaluate content and delivery of oral presentations using given criteria and provide constructive feedback.</p> <p>8.8.3 Analyze how dialects associated with informal and formal speaking contexts are reflected in slang, jargon, and language styles.</p> <p>8.12.1 Summarize and evaluate communications that inform, persuade, and entertain.</p> <p>8.12.2 Create and apply criteria for evaluating content and delivery of oral and multi-media presentations.</p> <p>8.12.3 Analyze the effects of language and dialect on audience response.</p> <p>8.5.4 Follow multi-step oral directions to complete a task.</p> <p>8.6.4 Follow multi-step oral directions to complete a task.</p> <p>8.7.4 Follow multi-step oral directions to complete a task.</p> <p>8.8.4 Follow multi-step oral directions to complete a task.</p> <p>10.5.1 Participate in conversations and group discussions as a contributor and leader.</p> <p>10.5.2 Ask and answer questions to clarify or extend ideas.</p> <p>10.5.3 Share ideas, opinions, and information with a group, choosing language that communicates messages clearly and effectively.</p> <p>10.5.4 Compare and contrast ideas and viewpoints of several speakers.</p> <p>10.6.1 Demonstrate active listening skills by participating in conversations and group discussions.</p> <p>10.6.2 Ask and answer questions to generate possible solutions to a problem.</p> <p>10.6.3 Develop criteria for evaluating effective group participation.</p> <p>10.6.4 Evaluate the logic and effectiveness of a speaker's argument(s).</p> <p>10.8.1 Participate in conversations and group discussions as active listeners who provide constructive feedback.</p> <p>10.8.2 Ask for and provide specific evidence in support of an opinion.</p> <p>10.8.3 Apply understanding of agreed-upon rules and individual roles in a variety of discussion formats.</p> <p>10.8.4 Express supported opinions while considering divergent viewpoints.</p> <p>10.12.1 Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.</p> <p>10.12.2 Negotiate to arrive at consensus by proposing and examining possible options.</p> <p>10.12.3 Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.</p> <p>10.12.4 Justify a position using logic and refuting opposing viewpoints.</p> <p>4.8.1, 4.8.2, 4.8.3, 4.8.4, 4.8.5, 4.8.6, 4.8.7, 4.8.8, 4.9.1, 4.9.2, 4.9.3, 4.9.4, 4.9.5, 4.9.6, 4.9.7, 4.9.8 (Employability Skills)</p> <p>4.8.1 Students prepare a job application.</p> <p>4.8.2 Students prepare a personal resume.</p> <p>4.8.3 Students complete a personal aptitude and interest inventory.</p> <p>4.8.4 Students participate in a job interview.</p> <p>4.8.5 Students establish short-term career goals.</p> <p>4.8.6 Students establish long-term career goals.</p> <p>4.8.7 Students will use the Nevada Career Information System (NCIS) or a similar computer-based program to research careers in a chosen field.</p>

Performance Indicator	Academic Standards
	<p>4.8.8 Students will participate in career exploration activities such as job-shadowing, community service projects, and constructing a career portfolio.</p> <p>4.9.1 Students maintain an employment/career portfolio.</p> <p>4.9.2 Students identify strategies for balancing work and family roles.</p> <p>4.9.3 Students demonstrate understanding of the need for lifelong learning in a rapidly changing job market.</p> <p>4.9.4 Students identify strategies to maintain employment in the face of job reduction.</p> <p>4.9.5 Students develop long-term career-planning strategies.</p> <p>4.9.6 Students identify various educational options needed for job advancement.</p> <p>4.9.7 Students demonstrate interpersonal skills needed for job retention.</p> <p>4.9.8 Students identify and model sound workplace ethics, such as loyalty, punctuality, and initiative.</p>

CROSSWALK OF SCHOOL COUNSELING PROGRAM STANDARDS

Students investigate career options and develop the necessary skills and attitudes to make a successful transition from school to work.

Performance Indicator	Academic Standards
2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5	4.0, 5.0, 7.0, 11.0 (English) 4.5.1 Use knowledge of format, graphics, sequence, diagrams, illustrations, charts, and maps to comprehend text. 4.5.2 Clarify and connect main ideas and concepts and identify their relationship to other sources and related topics. 4.5.3 Read to evaluate new information and hypotheses by comparing them to known information and ideas. 4.6.1 Identify and use the text features of newspapers, magazines, and editorials to gain meaning. 4.6.2 Find similarities and differences among texts in the treatment, scope, or organization of ideas. 4.6.3 Evaluate information from and differentiate between primary and secondary sources. 4.7.1 Compare and contrast the features and elements of consumer materials (e.g., warranties, contracts, product information, instructional manuals) to gain meaning from text. 4.7.2 Identify and trace the development of an author's argument, viewpoint, or perspective in text. 4.7.3 Paraphrase and synthesize information from several sources to demonstrate comprehension. 4.8.1 and 4.8.2 Use knowledge of text features and common expository structures such as cause/effect and comparison/contrast to comprehend text. 4.8.3 Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas. 4.12.1 and 4.12.2 Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes. 4.5.4 Draw conclusions and make inferences about text supported by textual evidence and experience. 4.5.5 Identify authors' ideas and purposes in texts, including advertisements and public documents. 4.5.6 Read and follow multi-step directions in order to perform procedures and complete tasks. 4.6.4 Verify information from one source by consulting other sources. 4.6.5 Evaluate how authors' ideas and purposes shape the content of texts, such as advertisements and public documents. 4.6.6 Read and follow multi-step directions to complete a complex task. 4.7.4 Assess the reasonableness and adequacy of the evidence used to support an author's position. 4.7.5 Identify unsupported inferences, faulty reasoning, and propaganda techniques in texts. 4.7.6 Read and follow multi-step directions to complete a complex task. 4.8.4 Identify and assess the validity, accuracy, and adequacy of evidence that supports an author's ideas. 4.8.5 Summarize authors' ideas and information in texts, including advertisements and public documents. 4.8.6 Read and follow multi-step directions to complete a complex task. 4.12.4 Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts.

Performance Indicator	Academic Standards
	<p>4.12.5 Analyze how historical and cultural contexts influence the content and validity of informational texts.</p> <p>4.12.6 Read and apply multi-step directions to perform complex procedures and tasks.</p> <p>5.5.1 Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources.</p> <p>5.5.2 Write well-organized communications such as friendly or business letter in an appropriate format for a specific audience and purpose.</p> <p>5.6.1 Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources and have a distinct beginning, middle, and ending.</p> <p>5.6.2 Extract and reformat information into workplace communications, such as lists and memos.</p> <p>5.7.1 Write informative papers that have a structured beginning, middle and conclusion and draw upon a variety of sources.</p> <p>5.7.2 Convert text into visual formats, such as charts and graphs for a specific audience and purpose.</p> <p>5.8.1 Write informative papers that develop a topic with introductory and concluding statements and supporting ideas, examples and details from a variety of sources.</p> <p>5.8.2 Write career and workplace communications, such as business letters, resumes, or job applications and produce workplace communications such as memos, charts, and graphs.</p> <p>5.12.1 Write a research paper that develops a thesis, contains information selected from at least ten sources, and conforms to a style manual.</p> <p>5.12.2 Produce subject-specific technical writing, such as instructions for a shop project, or field reports for science.</p> <p>5.5.3 Write a narrative or story that develops a plot or sequence and uses "showing" rather than "telling" details to describe the setting, characters, and events of the story.</p> <p>5.5.4 Write responses to literary selections by supporting ideas with selected examples.</p> <p>5.6.3 Write narratives or short stories that include relevant and meaningful dialogue.</p> <p>5.6.4 Write responses to literary selections that demonstrate an understanding of character motivation and development.</p> <p>5.7.3 Write narratives or short stories that include appropriate transitional words or phrases.</p> <p>5.7.4 Write responses to literary selections that demonstrate an understanding of theme supported by examples from the text.</p> <p>5.8.3 Write narratives or short stories that reveal the writer's attitude toward the subject; relate a clear coherent incident, event, or situation with detail; and employ strategies such as relevant dialogue and physical description.</p> <p>5.8.4 Write responses to literary selections that demonstrate an understanding of the work, using supporting evidence from the texts and prior knowledge or experience.</p> <p>5.12.3 Write reflective texts that draw comparisons between specific incidents and broader themes.</p> <p>5.12.4 Write responses to literature that analyze and critique the use of imagery, language, themes, stylistic devices, and tone.</p> <p>5.5.5 Write summaries of oral and written stories.</p> <p>5.5.6 Write short expository texts that speculate on causes and effects and offer simple persuasive evidence.</p> <p>5.6.5 Write summaries of non-fiction text such as magazine or newspaper articles.</p> <p>5.6.6 Write short expository texts that propose a solution to a problem and offer simple persuasive evidence in support of the solution.</p> <p>5.7.5 Write summaries of procedures such as a science lab experiment or an explanation of how to solve a math problem.</p> <p>5.7.6 Write position papers with a clear beginning, middle, and ending that offer persuasive evidence in support of the position.</p> <p>5.8.5 Write summaries that present main ideas and key supporting information.</p>

Performance Indicator	Academic Standards
	<p>5.8.6 Write persuasive editorials or essays that state a thesis and arrange supporting details, reasons, and examples, effectively anticipating and answering reader concerns and counter-arguments.</p> <p>5.12.5 Write summaries or abstracts that distill large amounts of information into clear, concise prose.</p> <p>5.12.6 Write persuasive texts that evaluate, interpret, or speculate using specific rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence.</p> <p>7.5.1 Identify and correctly use pronoun case, comparative and superlative modifiers, and often misused verbs such as lie/lay, sit/set, and rise/raise in writing.</p> <p>7.5.2 Identify and write prepositional phrases and appositives; use transitions and conjunctions to elaborate ideas.</p> <p>7.6.1 Use correct verb tense consistently in writing.</p> <p>7.6.2 Identify and correct fragments and run-on sentences in writing.</p> <p>7.7.1 Use correct verb tense and subject/verb agreement in writing.</p> <p>7.7.2 Use varied sentence structure in writing.</p> <p>7.8.1 Apply the rules of usage and grammar such as subject/verb agreement, pronoun/antecedent agreement, and usage in writing.</p> <p>7.8.2 Use varied sentence structure, including complex sentences, to reinforce the presentation of a personal writing style.</p> <p>7.12.1 Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and subordination correctly in writing.</p> <p>7.12.2 Use multiple structures such as inversion, parallelism, and sentences of varying lengths for stylistic effect.</p> <p>7.5.3 Use colons to introduce a list; use quotation marks around exact words of speakers and names of poems, songs, and short stories.</p> <p>7.5.4 Use rules of capitalization.</p> <p>7.5.5 Use correct spelling of frequently used words, with special attention to roots, suffixes, and prefixes.</p> <p>7.6.3 Use semi-colons to correct run-on sentences, use colons in business letters, and use apostrophes in contractions and possessives.</p> <p>7.6.4 Use rules of capitalization.</p> <p>7.6.5 Spell frequently misspelled words correctly (e.g., their/they're/there and you're/your).</p> <p>7.7.3 Identify and correctly use hyphens and parentheses; use correct punctuation in complex sentences.</p> <p>7.7.4 Use rules of capitalization.</p> <p>7.7.5 Demonstrate conventional spelling.</p> <p>7.8.3 Use internal and external punctuation correctly.</p> <p>7.8.4 Use rules of capitalization.</p> <p>7.8.5 Demonstrate conventional spelling.</p> <p>7.12.3 Use rules of punctuation; manipulate conventions for emphasis in writing.</p> <p>7.12.4 Use rules of capitalization.</p> <p>7.12.5 Demonstrate conventional spelling.</p> <p>11.5.1 Formulate research questions and establish a focus and purpose for inquiry.</p> <p>11.5.2 Select information from multiple resources to answer questions.</p> <p>11.5.3 Give credit for others' ideas, images, and information by listing sources used in research.</p> <p>11.6.1 Formulate a plan for research to answer a focused question.</p> <p>11.6.2 Distinguish between information from primary and secondary sources.</p> <p>11.6.3 Document research sources in order to prevent plagiarism.</p> <p>11.7.1 Formulate questions and statements of purpose to guide cross-curricular research.</p> <p>11.7.2 Locate and use primary and secondary sources to investigate a research question.</p>

Performance Indicator	Academic Standards
	<p>11.7.3 Document research sources using a given format.</p> <p>11.8.1 Formulate questions and develop a clear statement of purpose that lead to inquiry, investigation, and research of cross-curricular topics.</p> <p>11.8.2 Locate and select relevant information from multiple primary and secondary sources.</p> <p>11.8.3 Document research sources using a given format.</p> <p>11.12.1 Formulate cross-curricular research questions and use an appropriate research design to gather information.</p> <p>11.12.2 Evaluate possible sources of information for credibility and usefulness.</p> <p>11.12.3 Cite sources of information using a standard method of documentation.</p> <p>11.5.4 Record information using given note-taking and organizational formats.</p> <p>11.5.5 Present research findings using charts, maps, or graphs with written text.</p> <p>11.6.4 Record information using note-taking and organizational formats.</p> <p>11.6.5 Present research findings using written text or media.</p> <p>11.7.4 Record information using a self-selected note-taking or organizational strategy.</p> <p>11.7.5 Organize and present research findings using written text and/or media.</p> <p>11.8.4 Record information using a variety of note-taking and organizational strategies.</p> <p>11.8.5 Organize and present research findings using appropriate media.</p> <p>11.12.5 Organize and present research findings using appropriate media.</p> <p>4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.4.1, 4.4.2, 4.4.3, 4.7.1, 4.7.2, 4.7.3, 4.7.4, 4.7.5, 4.8.1, 4.8.2, 4.8.3, 4.8.4, 4.8.5, 4.8.6, 4.8.7, 4.8.8, 4.9.1, 4.9.2, 4.9.3, 4.9.4, 4.9.5, 4.9.6, 4.9.7, 4.9.8 (Employability Skills)</p> <p>4.1.1 Students solve a problem using the appropriate steps in a problem-solving process.</p> <p>4.1.2 Students demonstrate brainstorming techniques.</p> <p>4.1.3 Students examine and explain the advantages and disadvantages of alternative solutions to one or more problems.</p> <p>4.1.4 Students create an action plan based upon a solution to a problem.</p> <p>4.1.5 Students identify the benefits of solving a problem.</p> <p>4.7.1 Students identify and organize resources needed to complete a job assignment.</p> <p>4.7.2 Students will demonstrate cooperation and leadership in a team at school or in a workplace setting.</p> <p>4.7.3 Students will use the basic components of effective time management.</p> <p>4.7.4 Students will recognize the need for management skills with regard to stress, anger management, and substance abuse.</p> <p>4.7.5 Students will develop a time schedule and prioritize a task list to complete an assignment.</p> <p>4.8.1 Students prepare a job application.</p> <p>4.8.2 Students prepare a personal resume.</p> <p>4.8.3 Students complete a personal aptitude and interest inventory.</p> <p>4.8.4 Students participate in a job interview.</p> <p>4.8.5 Students establish short-term career goals.</p> <p>4.8.6 Students establish long-term career goals.</p> <p>4.8.7 Students will use the Nevada Career Information System (NCIS) or a similar computer-based program to research careers in a chosen field.</p> <p>4.8.8 Students will participate in career exploration activities such as job-shadowing, community service projects, and constructing a career portfolio.</p> <p>4.9.1 Students maintain an employment/career portfolio.</p> <p>4.9.2 Students identify strategies for balancing work and family roles.</p> <p>4.9.3 Students demonstrate understanding of the need for lifelong learning, in a rapidly changing job market.</p> <p>4.9.4 Students identify strategies to maintain employment in the face of job reduction.</p> <p>4.9.5 Students develop long-term career-planning strategies.</p> <p>4.9.6 Students identify various educational options needed for job advancement.</p> <p>4.9.7 Students demonstrate interpersonal skills needed for job retention.</p>

Performance Indicator	Academic Standards
	4.9.8 Students identify and model sound workplace ethics, such as loyalty, punctuality and initiative.
2.2.1, 2.2.2, 2.2.3	<p>5.0, 7.0 (English)</p> <p>5.5.1 Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources.</p> <p>5.5.2 Write well-organized communications such as friendly or business letter in an appropriate format for a specific audience and purpose.</p> <p>5.6.1 Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources and have a distinct beginning, middle, and ending.</p> <p>5.6.2 Extract and reformat information into workplace communications, such as lists and memos.</p> <p>5.7.1 Write informative papers that have a structured beginning, middle and conclusion and draw upon a variety of sources.</p> <p>5.7.2 Convert text into visual formats, such as charts and graphs for a specific audience and purpose.</p> <p>5.8.1 Write informative papers that develop a topic with introductory and concluding statements and supporting ideas, examples and details from a variety of sources.</p> <p>5.8.2 Write career and workplace communications, such as business letters, resumes, or job applications and produce workplace communications such as memos, charts, and graphs.</p> <p>5.12.1 Write a research paper that develops a thesis, contains information selected from at least ten sources, and conforms to a style manual.</p> <p>5.12.2 Produce subject-specific technical writing, such as instructions for a shop project, or field reports for science.</p> <p>5.5.3 Write a narrative or story that develops a plot or sequence and uses "showing" rather than "telling" details to describe the setting, characters, and events of the story.</p> <p>5.5.4 Write responses to literary selections by supporting ideas with selected examples.</p> <p>5.6.3 Write narratives or short stories that include relevant and meaningful dialogue.</p> <p>5.6.4 Write responses to literary selections that demonstrate an understanding of character motivation and development.</p> <p>5.7.3 Write narratives or short stories that include appropriate transitional words or phrases.</p> <p>5.7.4 Write responses to literary selections that demonstrate an understanding of theme supported by examples from the text.</p> <p>5.8.3 Write narratives or short stories that reveal the writer's attitude toward the subject; relate a clear coherent incident, event, or situation with detail; and employ strategies such as relevant dialogue and physical description.</p> <p>5.8.4 Write responses to literary selections that demonstrate an understanding of the work, using supporting evidence from the texts and prior knowledge or experience.</p> <p>5.12.3 Write reflective texts that draw comparisons between specific incidents and broader themes.</p> <p>5.12.4 Write responses to literature that analyze and critique the use of imagery, language, themes, stylistic devices, and tone.</p> <p>5.5.5 Write summaries of oral and written stories.</p> <p>5.5.6 Write short expository texts that speculate on causes and effects and offer simple persuasive evidence.</p> <p>5.6.5 Write summaries of non-fiction text such as magazine or newspaper articles.</p> <p>5.6.6 Write short expository texts that propose a solution to a problem and offer simple persuasive evidence in support of the solution.</p> <p>5.7.5 Write summaries of procedures such as a science lab experiment or an explanation of how to solve a math problem.</p> <p>5.7.6 Write position papers with a clear beginning, middle, and ending that offer persuasive evidence in support of the position.</p> <p>5.8.5 Write summaries that present main ideas and key supporting information.</p>

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	<p>5.8.6 Write persuasive editorials or essays that state a thesis and arrange supporting details, reasons, and examples, effectively anticipating and answering reader concerns and counter-arguments.</p> <p>5.12.5 Write summaries or abstracts that distill large amounts of information into clear, concise prose.</p> <p>5.12.6 Write persuasive texts that evaluate, interpret, or speculate using specific rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence.</p> <p>7.5.1 Identify and correctly use pronoun case, comparative and superlative modifiers, and often misused verbs such as lie/lay, sit/set, and rise/raise in writing.</p> <p>7.5.2 Identify and write prepositional phrases and appositives; use transitions and conjunctions to elaborate ideas.</p> <p>7.6.1 Use correct verb tense consistently in writing.</p> <p>7.6.2 Identify and correct fragments and run-on sentences in writing.</p> <p>7.7.1 Use correct verb tense and subject/verb agreement in writing.</p> <p>7.7.2 Use varied sentence structure in writing.</p> <p>7.8.1 Apply the rules of usage and grammar such as subject/verb agreement, pronoun/antecedent agreement, and usage in writing.</p> <p>7.8.2 Use varied sentence structure, including complex sentences, to reinforce the presentation of a personal writing style.</p> <p>7.12.1 Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and subordination correctly in writing.</p> <p>7.12.2 Use multiple structures such as inversion, parallelism, and sentences of varying lengths for stylistic effect.</p> <p>7.5.3 Use colons to introduce a list; use quotation marks around exact words of speakers and names of poems, songs, and short stories.</p> <p>7.5.4 Use rules of capitalization.</p> <p>7.5.5 Use correct spelling of frequently used words, with special attention to roots, suffixes, and prefixes.</p> <p>7.6.3 Use semi-colons to correct run-on sentences, use colons in business letters, and use apostrophes in contractions and possessives.</p> <p>7.6.4 Use rules of capitalization.</p> <p>7.6.5 Spell frequently misspelled words correctly (e.g., their/they're/there and you're/your).</p> <p>7.7.3 Identify and correctly use hyphens and parentheses; use correct punctuation in complex sentences.</p> <p>7.7.4 Use rules of capitalization.</p> <p>7.7.5 Demonstrate conventional spelling.</p> <p>7.8.3 Use internal and external punctuation correctly.</p> <p>7.8.4 Use rules of capitalization.</p> <p>7.8.5 Demonstrate conventional spelling.</p> <p>7.12.3 Use rules of punctuation; manipulate conventions for emphasis in writing.</p> <p>7.12.4 Use rules of capitalization.</p> <p>7.12.5 Demonstrate conventional spelling.</p> <p>4.8.1, 4.8.2, 4.8.3, 4.8.4, 4.8.5, 4.8.6, 4.8.7, 4.8.8, 4.9.1, 4.9.2, 4.9.3, 4.9.4, 4.9.5, 4.9.6, 4.9.7, 4.9.8 (Employability Skills)</p> <p>4.8.1 Students prepare a job application.</p> <p>4.8.2 Students prepare a personal resume.</p> <p>4.8.3 Students complete a personal aptitude and interest inventory.</p> <p>4.8.4 Students participate in a job interview.</p> <p>4.8.5 Students establish short-term career goals.</p> <p>4.8.6 Students establish long-term career goals.</p> <p>4.8.7 Students will use the Nevada Career Information System (NCIS) or a similar computer-based program to research careers in a chosen field.</p> <p>4.8.8 Students will participate in career exploration activities such as job-shadowing,</p>

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	<p>community service projects, and constructing a career portfolio.</p> <p>4.9.1 Students maintain an employment/career portfolio.</p> <p>4.9.2 Students identify strategies for balancing work and family roles.</p> <p>4.9.3 Students demonstrate understanding of the need for lifelong learning, in a rapidly changing job market.</p> <p>4.9.4 Students identify strategies to maintain employment in the face of job reduction.</p> <p>4.9.5 Students develop long-term career-planning strategies.</p> <p>4.9.6 Students identify various educational options needed for job advancement.</p> <p>4.9.7 Students demonstrate interpersonal skills needed for job retention.</p> <p>4.9.8 Students identify and model sound workplace ethics, such as loyalty, punctuality, and initiative.</p>
<p>2.3.1, 2.3.2, 2.3.3. 2.3.4</p>	<p>5.0, 7.0, 8.0, 10.0, 11.0 (English)</p> <p>5.5.1 Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources.</p> <p>5.5.2 Write well-organized communications such as friendly or business letter in an appropriate format for a specific audience and purpose.</p> <p>5.6.1 Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources and have a distinct beginning, middle, and ending.</p> <p>5.6.2 Extract and reformat information into workplace communications, such as lists and memos.</p> <p>5.7.1 Write informative papers that have a structured beginning, middle and conclusion and draw upon a variety of sources.</p> <p>5.7.2 Convert text into visual formats, such as charts and graphs for a specific audience and purpose.</p> <p>5.8.1 Write informative papers that develop a topic with introductory and concluding statements and supporting ideas, examples and details from a variety of sources.</p> <p>5.8.2 Write career and workplace communications, such as business letters, resumes, or job applications and produce workplace communications such as memos, charts, and graphs.</p> <p>5.12.1 Write a research paper that develops a thesis, contains information selected from at least ten sources, and conforms to a style manual.</p> <p>5.12.2 Produce subject-specific technical writing, such as instructions for a shop project, or field reports for science.</p> <p>5.5.3 Write a narrative or story that develops a plot or sequence and uses "showing" rather than "telling" details to describe the setting, characters, and events of the story.</p> <p>5.5.4 Write responses to literary selections by supporting ideas with selected examples.</p> <p>5.6.3 Write narratives or short stories that include relevant and meaningful dialogue.</p> <p>5.6.4 Write responses to literary selections that demonstrate an understanding of character motivation and development.</p> <p>5.7.3 Write narratives or short stories that include appropriate transitional words or phrases.</p> <p>5.7.4 Write responses to literary selections that demonstrate an understanding of theme supported by examples from the text.</p> <p>5.8.3 Write narratives or short stories that reveal the writer's attitude toward the subject; relate a clear coherent incident, event, or situation with detail; and employ strategies such as relevant dialogue and physical description.</p> <p>5.8.4 Write responses to literary selections that demonstrate an understanding of the work, using supporting evidence from the texts and prior knowledge or experience.</p> <p>5.12.3 Write reflective texts that draw comparisons between specific incidents and broader themes.</p> <p>5.12.4 Write responses to literature that analyze and critique the use of imagery, language, themes, stylistic devices, and tone.</p> <p>5.5.5 Write summaries of oral and written stories.</p>

Performance Indicator	Academic Standards
	<p>5.5.6 Write short expository texts that speculate on causes and effects and offer simple persuasive evidence.</p> <p>5.6.5 Write summaries of non-fiction text such as magazine or newspaper articles.</p> <p>5.6.6 Write short expository texts that propose a solution to a problem and offer simple persuasive evidence in support of the solution.</p> <p>5.7.5 Write summaries of procedures such as a science lab experiment or an explanation of how to solve a math problem.</p> <p>5.7.6 Write position papers with a clear beginning, middle, and ending that offer persuasive evidence in support of the position.</p> <p>5.8.5 Write summaries that present main ideas and key supporting information.</p> <p>5.8.6 Write persuasive editorials or essays that state a thesis and arrange supporting details, reasons, and examples, effectively anticipating and answering reader concerns and counter-arguments.</p> <p>5.12.5 Write summaries or abstracts that distill large amounts of information into clear, concise prose.</p> <p>5.12.6 Write persuasive texts that evaluate, interpret, or speculate using specific rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence.</p> <p>7.5.1 Identify and correctly use pronoun case, comparative and superlative modifiers, and often misused verbs such as lie/lay, sit/set, and rise/raise in writing.</p> <p>7.5.2 Identify and write prepositional phrases and appositives; use transitions and conjunctions to elaborate ideas.</p> <p>7.6.1 Use correct verb tense consistently in writing.</p> <p>7.6.2 Identify and correct fragments and run-on sentences in writing.</p> <p>7.7.1 Use correct verb tense and subject/verb agreement in writing.</p> <p>7.7.2 Use varied sentence structure in writing.</p> <p>7.8.1 Apply the rules of usage and grammar such as subject/verb agreement, pronoun/antecedent agreement, and usage in writing.</p> <p>7.8.2 Use varied sentence structure, including complex sentences, to reinforce the presentation of a personal writing style.</p> <p>7.12.1 Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and subordination correctly in writing.</p> <p>7.12.2 Use multiple structures such as inversion, parallelism, and sentences of varying lengths for stylistic effect.</p> <p>7.5.3 Use colons to introduce a list; use quotation marks around exact words of speakers and names of poems, songs, and short stories.</p> <p>7.5.4 Use rules of capitalization.</p> <p>7.5.5 Use correct spelling of frequently used words, with special attention to roots, suffixes, and prefixes.</p> <p>7.6.3 Use semi-colons to correct run-on sentences, use colons in business letters, and use apostrophes in contractions and possessives.</p> <p>7.6.4 Use rules of capitalization.</p> <p>7.6.5 Spell frequently misspelled words correctly (e.g., their/they're/there and you're/your).</p> <p>7.7.3 Identify and correctly use hyphens and parentheses; use correct punctuation in complex sentences.</p> <p>7.7.4 Use rules of capitalization.</p> <p>7.7.5 Demonstrate conventional spelling.</p> <p>7.8.3 Use internal and external punctuation correctly.</p> <p>7.8.4 Use rules of capitalization.</p> <p>7.8.5 Demonstrate conventional spelling.</p> <p>7.12.3 Use rules of punctuation; manipulate conventions for emphasis in writing.</p> <p>7.12.4 Use rules of capitalization.</p> <p>7.12.5 Demonstrate conventional spelling.</p> <p>8.5.1 Interpret a speaker's verbal and nonverbal messages, purposes, and viewpoint;</p>

Performance Indicator	Academic Standards
	<p>distinguish fact from opinion.</p> <p>8.5.2 Identify the intent of persuasive speaking techniques, evaluate a speaker's delivery using given criteria, and provide constructive feedback.</p> <p>8.5.3 Recognize and describe language and dialect usage that vary in different contexts, regions, and cultures.</p> <p>8.6.1 Identify the tone, mood, and emotion conveyed in both verbal and nonverbal communication.</p> <p>8.6.2 Identify effective speaking techniques and develop criteria for evaluating oral presentations.</p> <p>8.6.3 Recognize that language usage varies in formal and informal settings.</p> <p>8.7.1 Interpret a speaker's verbal and nonverbal messages and identify the main ideas.</p> <p>8.7.2 Determine a speaker's attitude toward the subject by evaluating the use of speaking techniques.</p> <p>8.7.3 Recognize colloquialisms and jargon as reflections of contexts, regions, and cultures.</p> <p>8.8.1 Identify and paraphrase a speaker's main ideas and supporting evidence to draw meaning from and ask relevant questions about content and purpose of oral presentations.</p> <p>8.8.2 Evaluate content and delivery of oral presentations using given criteria and provide constructive feedback.</p> <p>8.8.3 Analyze how dialects associated with informal and formal speaking contexts are reflected in slang, jargon, and language styles.</p> <p>8.12.1 Summarize and evaluate communications that inform, persuade, and entertain.</p> <p>8.12.2 Create and apply criteria for evaluating content and delivery of oral and multi-media presentations.</p> <p>8.12.3 Analyze the effects of language and dialect on audience response.</p> <p>8.5.4 Follow multi-step oral directions to complete a task.</p> <p>8.6.4 Follow multi-step oral directions to complete a task.</p> <p>8.7.4 Follow multi-step oral directions to complete a task.</p> <p>8.8.4 Follow multi-step oral directions to complete a task.</p> <p>10.5.1 Participate in conversations and group discussions as a contributor and leader.</p> <p>10.5.2 Ask and answer questions to clarify or extend ideas.</p> <p>10.5.3 Share ideas, opinions, and information with a group, choosing language that communicates messages clearly and effectively.</p> <p>10.5.4 Compare and contrast ideas and viewpoints of several speakers.</p> <p>10.6.1 Demonstrate active listening skills by participating in conversations and group discussions.</p> <p>10.6.2 Ask and answer questions to generate possible solutions to a problem.</p> <p>10.6.3 Develop criteria for evaluating effective group participation.</p> <p>10.6.4 Evaluate the logic and effectiveness of a speaker's argument(s).</p> <p>10.8.1 Participate in conversations and group discussions as active listeners who provide constructive feedback.</p> <p>10.8.2 Ask for and provide specific evidence in support of an opinion.</p> <p>10.8.3 Apply understanding of agreed-upon rules and individual roles in a variety of discussion formats.</p> <p>10.8.4 Express supported opinions while considering divergent viewpoints.</p> <p>10.12.1 Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.</p> <p>10.12.2 Negotiate to arrive at consensus by proposing and examining possible options.</p> <p>10.12.3 Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.</p> <p>10.12.4 Justify a position using logic and refuting opposing viewpoints.</p> <p>11.5.1 Formulate research questions and establish a focus and purpose for inquiry.</p> <p>11.5.2 Select information from multiple resources to answer questions.</p> <p>11.5.3 Give credit for others' ideas, images, and information by listing sources used in</p>

Performance Indicator	Academic Standards
	<p>research.</p> <p>11.6.1 Formulate a plan for research to answer a focused question.</p> <p>11.6.2 Distinguish between information from primary and secondary sources.</p> <p>11.6.3 Document research sources in order to prevent plagiarism.</p> <p>11.7.1 Formulate questions and statements of purpose to guide cross-curricular research.</p> <p>11.7.2 Locate and use primary and secondary sources to investigate a research question.</p> <p>11.7.3 Document research sources using a given format.</p> <p>11.8.1 Formulate questions and develop a clear statement of purpose that lead to inquiry, investigation, and research of cross-curricular topics.</p> <p>11.8.2 Locate and select relevant information from multiple primary and secondary sources.</p> <p>11.8.3 Document research sources using a given format.</p> <p>11.12.1 Formulate cross-curricular research questions and use an appropriate research design to gather information.</p> <p>11.12.2 Evaluate possible sources of information for credibility and usefulness.</p> <p>11.12.3 Cite sources of information using a standard method of documentation.</p> <p>11.5.4 Record information using given note-taking and organizational formats.</p> <p>11.5.5 Present research findings using charts, maps, or graphs with written text.</p> <p>11.6.4 Record information using note-taking and organizational formats.</p> <p>11.6.5 Present research findings using written text or media.</p> <p>11.7.4 Record information using a self-selected note-taking or organizational strategy.</p> <p>11.7.5 Organize and present research findings using written text and/or media.</p> <p>11.8.4 Record information using a variety of note-taking and organizational strategies.</p> <p>11.8.5 Organize and present research findings using appropriate media.</p> <p>11.12.5 Organize and present research findings using appropriate media.</p> <p>4.8.1, 4.8.2, 4.8.3, 4.8.4, 4.8.5, 4.8.6, 4.8.7, 4.8.8, 4.9.1, 4.9.2, 4.9.3, 4.9.4, 4.9.5, 4.9.6, 4.9.7, 4.9.8 (Employability Skills)</p> <p>4.8.1 Students prepare a job application.</p> <p>4.8.2 Students prepare a personal resume.</p> <p>4.8.3 Students complete a personal aptitude and interest inventory.</p> <p>4.8.4 Students participate in a job interview.</p> <p>4.8.5 Students establish short-term career goals.</p> <p>4.8.6 Students establish long-term career goals.</p> <p>4.8.7 Students will use the Nevada Career Information System (NCIS) or a similar computer-based program to research careers in a chosen field.</p> <p>4.8.8 Students will participate in career exploration activities such as job-shadowing, community service projects, and constructing a career portfolio.</p> <p>4.9.1 Students maintain an employment/career portfolio.</p> <p>4.9.2 Students identify strategies for balancing work and family roles.</p> <p>4.9.3 Students demonstrate understanding of the need for lifelong learning, in a rapidly changing job market.</p> <p>4.9.4 Students identify strategies to maintain employment in the face of job reduction.</p> <p>4.9.5 Students develop long-term career-planning strategies.</p> <p>4.9.6 Students identify various educational options needed for job advancement.</p> <p>4.9.7 Students demonstrate interpersonal skills needed for job retention.</p> <p>4.9.8 Students identify and model sound workplace ethics, such as loyalty, punctuality, and initiative.</p>

CROSSWALK OF SCHOOL COUNSELING PROGRAM STANDARDS

Students Acquire Skills That Maximize Their Personal and Social Development.

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<p>3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6</p>	<p>1.5.2, 1.8.2, 1.12.2, 1.2.3, 1.3.3, 1.5.3, 1.8.3, 1.12.3, 1.2.4, 1.3.4, 1.5.4, 1.8.4, 1.12.4, 1.2.5, 1.3.5, 1.5.5, 1.8.5, 1.12.5, 1.2.6, 1.3.6, 1.5.6, 1.8.6, 1.12.6, 1.2.7, 1.3.7, 1.5.7, 1.8.7, 1.12.7, 1.2.8, 1.3.8, 1.5.8, 1.8.8, 1.12.8, 2.3.1, 2.5.1, 2.8.1, 2.12.1, 2.2.2, 2.3.2, 2.5.2, 2.8.2, 2.12.2, 3.2.1, 3.3.1, 3.5.1A, 3.5.1B, 3.8.1A, 3.8.1B, 3.12.1, 3.2.3, 3.3.2, 3.5.2, 3.8.2, 3.12.2, 3.2.3, 3.3.3A, 3.3.3B, 3.5.3, 3.8.3A, 3.8.3B, 3.12.3, 3.2.4, 3.3.4, 3.5.4, 3.8.4, 3.12.4, 4.2.1, 4.3.1, 4.5.1, 4.8.1, 4.12.1, 4.2.3, 4.3.3, 4.5.3, 4.8.3, 4.12.3, 5.2.1, 5.3.1, 5.8.1, 5.12.1, 5.2.2, 5.3.2, 5.5.2, 5.8.2, 5.12.2, 6.2.1, 6.3.1A, 6.3.1B, 6.5.1, 6.8.1, 6.12.1, 6.3.2, 6.5.2, 6.8.2, 6.12.2, 6.3.3, 6.5.3, 6.8.3, 7.2.1, 7.3.1, 7.5.1A, 7.5.1B, 7.12.1A, (Health)</p> <p>1.5.2 Name and explain the stages of growth and development. 1.8.2 Describe how growth and development relate to personal health decisions. 1.12.2 Examine the health implications of the aging process. 1.2.3 Describe how healthy eating promotes growth and well-being. 1.3.3 Identify essential components of a balanced diet and recognize their importance to growth and good health. 1.5.3 Identify the key nutrients and the relationship of a balanced diet and these nutrients to health. 1.8.3 Describe how age, gender, physical activity, lifestyle and heredity affect nutrient needs. 1.12.3 Demonstrate knowledge of food selection and nutrient needs to personal eating decisions and meal planning. 1.2.4 Identify and differentiate between helpful and harmful drugs. 1.3.4 Explain how drugs can affect the way people make decisions and perform tasks. 1.5.4 Describe how family, peers, and information influence the use, misuse, and abuse of drugs. 1.8.4 Analyze the physiological and psychological effects of drug usage. 1.12.4 Analyze beneficial and appropriate versus harmful and inappropriate use of drugs. 1.2.5 Identify hazardous conditions related to personal health and safety. 1.3.5 Explain how childhood injuries can be prevented or treated. 1.5.5 Explain procedures for personal safety when confronted with violence or other hazards. 1.2.6 Recognize basic prevention strategies of common illnesses. 1.3.6 Differentiate between communicable and non-communicable diseases. 1.2.7 Demonstrate the ability to locate school and community health helpers. 1.3.7 Explain how appropriate health care can prevent premature death and disability. 1.5.7 Identify programs designed to promote community health. 1.8.7 Identify laws and regulations made to protect the health of the community. 1.2.8 Identify elements of the environment that affect personal health (air, water, food, soil and pollutants). 1.3.8 Describe how physical, social, and emotional environments influence personal health. 1.5.8 Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness, disease, and premature death. 2.3.1 Examine the consequences of positive and negative health behaviors. 2.5.1 Identify community sources that provide preventive health care. 2.8.1 Differentiate health concerns as personal responsibility or professional responsibility. 2.12.1 Analyze health promotion and disease prevention efforts. 2.2.2 Identify positive and negative behaviors with need for health care.</p>

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	<p>2.3.2 Identify health care workers.</p> <p>2.5.2 Describe situations requiring professional health services.</p> <p>2.8.2 Identify characteristics of scientifically valid health information.</p> <p>2.12.2 Critique sources of health information for accuracy.</p> <p>3.2.1 Identify characteristics of bullies and victims.</p> <p>3.3.1 Describe where to go and what to do in an unsafe situation.</p> <p>3.5.1A List consequences of harassment, fighting and intimidation.</p> <p>3.5.1B Demonstrate anger management techniques.</p> <p>3.8.1A Apply conflict resolution techniques including peer mediation within the school environment.</p> <p>3.8.1B Analyze the school environment for personal safety and security.</p> <p>3.2.2 Identify basic refusal skills.</p> <p>3.3.2 Practice refusal skills when confronted with unhealthy situations including alcohol, tobacco, and other drugs.</p> <p>3.5.2 Demonstrate refusal skills and ways to seek assistance.</p> <p>3.8.2 Use appropriate methods of response to negative risk-taking behaviors including suicide, alcohol, tobacco, and other drugs.</p> <p>3.12.2 Develop knowledge and strategies for avoiding negative social situations including suicide, alcohol, tobacco, and other drugs.</p> <p>3.2.3 Demonstrate basic injury prevention and management strategies for personal health.</p> <p>3.3.3A Identify hazards found in the home, school, and community and intervention strategies.</p> <p>3.3.3B Demonstrate safe behavior when encountering potentially dangerous objects/weapons.</p> <p>3.5.3 Distinguish between safe and risky/harmful behaviors.</p> <p>3.8.3A Describe and follow rules prohibiting possession of weapons at school and in the community.</p> <p>3.8.3B Demonstrate compliance with school safety procedures including emergency drills.</p> <p>3.12.3 Apply injury prevention and management strategies to improve and maintain personal, family, and community health.</p> <p>3.2.4 Identify stress.</p> <p>3.3.4 Identify basic skills for managing stress.</p> <p>3.5.4 Demonstrate strategies to manage stress.</p> <p>3.8.4 Evaluate the role others play in stress.</p> <p>3.12.4 Compare and contrast stress management techniques.</p> <p>4.2.1 Identify foods of various cultures.</p> <p>4.3.1 Discuss nutrition and exercise habits in different cultures.</p> <p>4.5.1 Compare and contrast factors responsible for differences in health behavior and health services in different cultures.</p> <p>4.2.3 Identify health advertising in a variety of forms.</p> <p>4.3.3 Explain how media influences decisions on health products and services.</p> <p>4.5.3 Analyze how stated and implied messages from media influence health behaviors.</p> <p>4.8.3 Critique a variety of consumer influences that affect health decisions.</p> <p>4.12.3 Assess the impact of promotion and distribution of products and services on consumer health.</p> <p>5.2.1 Name basic verbal and nonverbal communication techniques.</p> <p>5.3.1 Discuss the need for acceptable social skills with others.</p> <p>5.8.1 Role play decision-making and problem-solving skills, which enhance interpersonal relationships.</p> <p>5.12.1 Utilize skills for communicating effectively.</p> <p>5.2.2 Describe ways to communicate care, consideration, and respect for self and others.</p>

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	<p>5.3.2 Identify behaviors exhibited in conflict situations and strategies for mediation.</p> <p>5.5.2 Refine skills and strategies for solving interpersonal conflicts without harming self and others.</p> <p>5.8.2 Explore the causes of conflict in school and community and demonstrate refusal and negotiation skills.</p> <p>5.12.2 Analyze a school plan for conflict management.</p> <p>6.2.1 Identify a decision-making process model.</p> <p>6.3.1A Apply a decision-making process to resolve class-identified health issues and problems.</p> <p>6.3.1B Set an individual health goal and identify the steps necessary to achieve it.</p> <p>6.5.1A Demonstrate a collaborative decision-making process to resolve health issues and problems that includes an examination of alternatives and consequences.</p> <p>6.5.1B Set an individual health goal, and identify the steps necessary to achieve it.</p> <p>6.8.1A Apply a decision-making process to a significant health issue or problem.</p> <p>6.8.1B Develop a personal health plan that addresses personal strengths, needs, and health risks.</p> <p>6.12.1 Formulate an effective plan for lifelong health enhancement.</p> <p>6.3.2 Explain the consequences of individual health care decisions.</p> <p>6.5.2 Predict how decisions regarding health behaviors have consequences for self and others.</p> <p>6.8.2 Compare and contrast the short- and long-term impact of health decisions on the individual and society.</p> <p>6.3.3 Identify the importance of asking for assistance in making health-related decisions and setting health goals.</p> <p>6.5.3 Explain when to ask for assistance in making health-related decisions and setting health goals.</p> <p>6.8.3 Determine contacts for assistance with health issues.</p> <p>7.2.1 Identify positive health choices.</p> <p>7.3.1A Demonstrate the ability to work cooperatively and productively with others.</p> <p>7.3.1B Encourage others to make healthy choices.</p> <p>7.5.1A Demonstrate the ability to work independently when promoting health for self and others.</p> <p>7.5.1B Encourage others to make healthy choices.</p> <p>7.12.1A Identify the methods for being a responsible voice for self and others when promoting health practices in the community.</p> <p>7.12.1B Demonstrate the ability to adapt health messages to meet the characteristics and needs of a particular audience.</p> <p>7.0, 8.0, 9.0 (Mathematics)</p> <p>7.1 Discuss and exchange ideas about mathematics as a part of learning.</p> <p>7.2 Use inquiry techniques to solve mathematical problems.</p> <p>7.3 Read expository text to learn about mathematics.</p> <p>7.4 Use pictorial representations to identify mathematical operations and concepts.</p> <p>7.5 Identify and translate key words and phrases that imply mathematical operations.</p> <p>7.6 Interpret and solve word problems, without the necessity of key words or phrases.</p> <p>7.7 Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas.</p> <p>7.8 Use physical material, diagrams, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats.</p> <p>7.9 Model and explain mathematical relationships using oral, written, graphical and algebraic methods.</p> <p>7.10 Evaluate the effectiveness of written and oral presentations of mathematics.</p> <p>7.11 Make conjectures and present arguments in discussions of mathematical ideas.</p> <p>7.12 Explain and justify thinking about mathematical ideas and solutions.</p> <p>7.13 Explain and evaluate thinking about mathematical ideas and solutions.</p> <p>7.14 Explain and evaluate thinking about mathematical ideas and solutions based on</p>

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	<p>the role of definitions, properties, common rules, and symbols in solving problems.</p> <p>7.15 Use everyday language to explain thinking about strategies and solutions to mathematical problems.</p> <p>7.16 Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.</p> <p>7.17 Use mathematical notation to communicate and explain mathematical situations.</p> <p>9.1 Link new concepts to prior knowledge.</p> <p>9.2 Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.</p> <p>9.3 Use models to explain the relationship of concepts to procedures.</p> <p>9.4 Use the connections among mathematical topics to develop multiple approaches to problems.</p> <p>9.5 Identify practical applications of mathematical principles that can be applied to other disciplines.</p> <p>9.6 Use and analyze the connections between mathematics and other disciplines.</p> <p>9.7 Apply mathematical thinking and modeling to solve problems that arise in other disciplines.</p> <p>9.8 Identify, explain, and use mathematics in everyday life.</p> <p>3.0, 5.0, 7.0, 8.0, 10.0 (English)</p> <p>4.5.1 Use knowledge of format, graphics, sequence, diagrams, illustrations, charts, and maps to comprehend text.</p> <p>4.5.2 Clarify and connect main ideas and concepts and identify their relationship to other sources and related topics.</p> <p>4.5.3 Read to evaluate new information and hypotheses by comparing them to known information and ideas.</p> <p>4.6.1 Identify and use the text features of newspapers, magazines, and editorials to gain meaning.</p> <p>4.6.2 Find similarities and differences among texts in the treatment, scope, or organization of ideas.</p> <p>4.6.3 Evaluate information from and differentiate between primary and secondary sources.</p> <p>4.7.1 Compare and contrast the features and elements of consumer materials (e.g., warranties, contracts, product information, and instructional manuals) to gain meaning from text.</p> <p>4.7.2 Identify and trace the development of an author's argument, viewpoint, or perspective in text.</p> <p>4.7.3 Paraphrase and synthesize information from several sources to demonstrate comprehension.</p> <p>4.8.1 and 4.8.2 Use knowledge of text features and common expository structures such as cause/effect and comparison/contrast to comprehend text.</p> <p>4.8.3 Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.</p> <p>4.12.1 and 4.12.2 Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes.</p> <p>4.5.4 Draw conclusions and make inferences about text supported by textual evidence and experience.</p> <p>4.5.5 Identify authors' ideas and purposes in texts, including advertisements and public documents.</p> <p>4.5.6 Read and follow multi-step directions in order to perform procedures and complete tasks.</p> <p>4.6.4 Verify information from one source by consulting other sources.</p> <p>4.6.5 Evaluate how authors' ideas and purposes shape the content of texts, such as advertisements and public documents.</p> <p>4.6.6 Read and follow multi-step directions to complete a complex task.</p>

Performance Indicator	Academic Standards
	<p>4.7.4 Assess the reasonableness and adequacy of the evidence used to support an author's position.</p> <p>4.7.5 Identify unsupported inferences, faulty reasoning, and propaganda techniques in texts.</p> <p>4.7.6 Read and follow multi-step directions to complete a complex task.</p> <p>4.8.4 Identify and assess the validity, accuracy, and adequacy of evidence that supports an author's ideas.</p> <p>4.8.5 Summarize authors' ideas and information in texts, including advertisements and public documents.</p> <p>4.8.6 Read and follow multi-step directions to complete a complex task.</p> <p>4.12.4 Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts.</p> <p>4.12.5 Analyze how historical and cultural contexts influence the content and validity of informational texts.</p> <p>4.12.6 Read and apply multi-step directions to perform complex procedures and tasks.</p> <p>5.5.1 Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources.</p> <p>5.5.2 Write well-organized communications such as friendly or business letter in an appropriate format for a specific audience and purpose.</p> <p>5.6.1 Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources and have a distinct beginning, middle, and ending.</p> <p>5.6.2 Extract and reformat information into workplace communications, such as lists and memos.</p> <p>5.7.1 Write informative papers that have a structured beginning, middle and conclusion and draw upon a variety of sources.</p> <p>5.7.2 Convert text into visual formats, such as charts and graphs for a specific audience and purpose.</p> <p>5.8.1 Write informative papers that develop a topic with introductory and concluding statements and supporting ideas, examples and details from a variety of sources.</p> <p>5.8.2 Write career and workplace communications, such as business letters, resumes, or job applications and produce workplace communications such as memos, charts, and graphs.</p> <p>5.12.1 Write a research paper that develops a thesis, contains information selected from at least ten sources, and conforms to a style manual.</p> <p>5.12.2 Produce subject-specific technical writing, such as instructions for a shop project, or field reports for science.</p> <p>5.5.3 Write a narrative or story that develops a plot or sequence and uses "showing" rather than "telling" details to describe the setting, characters, and events of the story.</p> <p>5.5.4 Write responses to literary selections by supporting ideas with selected examples.</p> <p>5.6.3 Write narratives or short stories that include relevant and meaningful dialogue.</p> <p>5.6.4 Write responses to literary selections that demonstrate an understanding of character motivation and development.</p> <p>5.7.3 Write narratives or short stories that include appropriate transitional words or phrases.</p> <p>5.7.4 Write responses to literary selections that demonstrate an understanding of theme supported by examples from the text.</p> <p>5.8.3 Write narratives or short stories that reveal the writer's attitude toward the subject; relate a clear coherent incident, event, or situation with detail; and employ strategies such as relevant dialogue and physical description.</p> <p>5.8.4 Write responses to literary selections that demonstrate an understanding of the work, using supporting evidence from the texts and prior knowledge or experience.</p> <p>5.12.3 Write reflective texts that draw comparisons between specific incidents and broader themes.</p> <p>5.12.4 Write responses to literature that analyze and critique the use of imagery,</p>

Performance Indicator	Academic Standards
	<p>language, themes, stylistic devices, and tone.</p> <p>5.5.5 Write summaries of oral and written stories.</p> <p>5.5.6 Write short expository texts that speculate on causes and effects and offer simple persuasive evidence.</p> <p>5.6.5 Write summaries of non-fiction text such as magazine or newspaper articles.</p> <p>5.6.6 Write short expository texts that propose a solution to a problem and offer simple persuasive evidence in support of the solution.</p> <p>5.7.5 Write summaries of procedures such as a science lab experiment or an explanation of how to solve a math problem.</p> <p>5.7.6 Write position papers with a clear beginning, middle, and ending that offer persuasive evidence in support of the position.</p> <p>5.8.5 Write summaries that present main ideas and key supporting information.</p> <p>5.8.6 Write persuasive editorials or essays that state a thesis and arrange supporting details, reasons, and examples, effectively anticipating and answering reader concerns and counter-arguments.</p> <p>5.12.5 Write summaries or abstracts that distill large amounts of information into clear, concise prose.</p> <p>5.12.6 Write persuasive texts that evaluate, interpret, or speculate using specific rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence.</p> <p>7.5.1 Identify and correctly use pronoun case, comparative and superlative modifiers, and often misused verbs such as lie/lay, sit/set, and rise/raise in writing.</p> <p>7.5.2 Identify and write prepositional phrases and appositives; use transitions and conjunctions to elaborate ideas.</p> <p>7.6.1 Use correct verb tense consistently in writing.</p> <p>7.6.2 Identify and correct fragments and run-on sentences in writing.</p> <p>7.7.1 Use correct verb tense and subject/verb agreement in writing.</p> <p>7.7.2 Use varied sentence structure in writing.</p> <p>7.8.1 Apply the rules of usage and grammar such as subject/verb agreement, pronoun/antecedent agreement, and usage in writing.</p> <p>7.8.2 Use varied sentence structure, including complex sentences, to reinforce the presentation of a personal writing style.</p> <p>7.12.1 Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and subordination correctly in writing.</p> <p>7.12.2 Use multiple structures such as inversion, parallelism, and sentences of varying lengths for stylistic effect.</p> <p>7.5.3 Use colons to introduce a list; use quotation marks around exact words of speakers and names of poems, songs, and short stories.</p> <p>7.5.4 Use rules of capitalization.</p> <p>7.5.5 Use correct spelling of frequently used words, with special attention to roots, suffixes, and prefixes.</p> <p>7.6.3 Use semi-colons to correct run-on sentences, use colons in business letters, and use apostrophes in contractions and possessives.</p> <p>7.6.4 Use rules of capitalization.</p> <p>7.6.5 Spell frequently misspelled words correctly (e.g., their/they're/there and you're/your).</p> <p>7.7.3 Identify and correctly use hyphens and parentheses; use correct punctuation in complex sentences.</p> <p>7.7.4 Use rules of capitalization.</p> <p>7.7.5 Demonstrate conventional spelling.</p> <p>7.8.3 Use internal and external punctuation correctly.</p> <p>7.8.4 Use rules of capitalization.</p> <p>7.8.5 Demonstrate conventional spelling.</p> <p>7.12.3 Use rules of punctuation; manipulate conventions for emphasis in writing.</p> <p>7.12.4 Use rules of capitalization.</p>

Performance Indicator	Academic Standards
	<p>7.12.5 Demonstrate conventional spelling.</p> <p>8.5.1 Interpret a speaker's verbal and nonverbal messages, purposes, and viewpoint; distinguish fact from opinion.</p> <p>8.5.2 Identify the intent of persuasive speaking techniques, evaluate a speaker's delivery using given criteria, and provide constructive feedback.</p> <p>8.5.3 Recognize and describe language and dialect usage that vary in different contexts, regions, and cultures.</p> <p>8.6.1 Identify the tone, mood, and emotion conveyed in both verbal and nonverbal communication.</p> <p>8.6.2 Identify effective speaking techniques and develop criteria for evaluating oral presentations.</p> <p>8.6.3 Recognize that language usage varies in formal and informal settings.</p> <p>8.7.1 Interpret a speaker's verbal and nonverbal messages and identify the main ideas.</p> <p>8.7.2 Determine a speaker's attitude toward the subject by evaluating the use of speaking techniques.</p> <p>8.7.3 Recognize colloquialisms and jargon as reflections of contexts, regions, and cultures.</p> <p>8.8.1 Identify and paraphrase a speaker's main ideas and supporting evidence to draw meaning from and ask relevant questions about content and purpose of oral presentations.</p> <p>8.8.2 Evaluate content and delivery of oral presentations using given criteria and provide constructive feedback.</p> <p>8.8.3 Analyze how dialects associated with informal and formal speaking contexts are reflected in slang, jargon, and language styles.</p> <p>8.12.1 Summarize and evaluate communications that inform, persuade, and entertain.</p> <p>8.12.2 Create and apply criteria for evaluating content and delivery of oral and multi-media presentations.</p> <p>8.12.3 Analyze the effects of language and dialect on audience response.</p> <p>8.5.4 Follow multi-step oral directions to complete a task.</p> <p>8.6.4 Follow multi-step oral directions to complete a task.</p> <p>8.7.4 Follow multi-step oral directions to complete a task.</p> <p>8.8.4 Follow multi-step oral directions to complete a task.</p> <p>10.5.1 Participate in conversations and group discussions as a contributor and leader.</p> <p>10.5.2 Ask and answer questions to clarify or extend ideas.</p> <p>10.5.3 Share ideas, opinions, and information with a group, choosing language that communicates messages clearly and effectively.</p> <p>10.5.4 Compare and contrast ideas and viewpoints of several speakers.</p> <p>10.6.1 Demonstrate active listening skills by participating in conversations and group discussions.</p> <p>10.6.2 Ask and answer questions to generate possible solutions to a problem.</p> <p>10.6.3 Develop criteria for evaluating effective group participation.</p> <p>10.6.4 Evaluate the logic and effectiveness of a speaker's argument(s).</p> <p>10.8.1 Participate in conversations and group discussions as active listeners who provide constructive feedback.</p> <p>10.8.2 Ask for and provide specific evidence in support of an opinion.</p> <p>10.8.3 Apply understanding of agreed-upon rules and individual roles in a variety of discussion formats.</p> <p>10.8.4 Express supported opinions while considering divergent viewpoints.</p> <p>10.12.1 Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.</p> <p>10.12.2 Negotiate to arrive at consensus by proposing and examining possible options.</p> <p>10.12.3 Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.</p> <p>10.12.4 Justify a position using logic and refuting opposing viewpoints.</p> <p>4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.6, 4.3.7, 4.5.1, 4.6.1, 4.7.1, 4.7.2, 4.7.3, 4.7.4, 4.7.5,</p>

Performance Indicator	Academic Standards
	<p>4.9.1, 4.9.2, 4.9.3, 4.9.4, 4.9.5, 4.9.6, 4.9.7, 4.9.8 (Employability Skills)</p> <p>4.3.1 Students explain the benefits of effective communication skills.</p> <p>4.3.2 Students effectively interpret and respond to verbal and nonverbal messages.</p> <p>4.3.3 Students effectively communicate thoughts, ideas and information.</p> <p>4.3.4 Students locate, understand and interpret information.</p> <p>4.3.5 Students select and utilize an appropriate medium for conveying messages with dignity and respect.</p> <p>4.3.6 Students demonstrate sensitivity to cultural diversity in communication.</p> <p>4.3.7 Identify common communication barriers and methods for improving communication.</p> <p>4.5.1 Students work cooperatively with others when in a group.</p> <p>4.6.1 Students will develop personal work ethics.</p> <p>4.7.1 Students identify and organize resources needed to complete a job assignment.</p> <p>4.7.2 Students will demonstrate cooperation and leadership in a team at school or in a workplace setting.</p> <p>4.7.3 Students will use the basic components of effective time management.</p> <p>4.7.4 Students will recognize the need for management skills with regard to stress, anger management, and substance abuse.</p> <p>4.7.5 Students will develop a time schedule and prioritize a task list to complete an assignment.</p>
<p>3.2.1, 3.2.2, 3.2.3, 3.2.4</p>	<p>1.5.2, 1.8.2, 1.12.2, 1.2.3, 1.3.3, 1.5.3, 1.8.3, 1.12.3, 1.2.4, 1.3.4, 1.5.4, 1.8.4, 1.12.4, 1.2.5, 1.3.5, 1.5.5, 1.8.5, 1.12.5, 1.2.6, 1.3.6, 1.5.6, 1.8.6, 1.12.6, 1.2.7, 1.3.7, 1.5.7, 1.8.7, 1.12.7, 1.2.8, 1.3.8, 1.5.8, 1.8.8, 1.12.8, 2.3.1, 2.5.1, 2.8.1, 2.12.1, 2.2.2, 2.3.2, 2.5.2, 2.8.2, 2.12.2, 3.2.1, 3.3.1, 3.5.1A, 3.5.1B, 3.8.1A, 3.8.1B, 3.12.1, 3.2.3, 3.3.2, 3.5.2, 3.8.2, 3.12.2, 3.2.3, 3.3.3A, 3.3.3B, 3.5.3, 3.8.3A, 3.8.3B, 3.12.3, 3.2.4, 3.3.4, 3.5.4, 3.8.4, 3.12.4, 4.2.1, 4.3.1, 4.5.1, 4.8.1, 4.12.1, 4.2.3, 4.3.3, 4.5.3, 4.8.3, 4.12.3, 5.2.1, 5.3.1, 5.8.1, 5.12.1, 5.2.2, 5.3.2, 5.5.2, 5.8.2, 5.12.2, 6.2.1, 6.3.1A, 6.3.1B, 6.5.1, 6.8.1, 6.12.1, 6.3.2, 6.5.2, 6.8.2, 6.12.2, 6.3.3, 6.5.3, 6.8.3, 7.2.1, 7.3.1, 7.5.1A, 7.5.1B, 7.12.1A (Health)</p> <p>1.5.2 Name and explain the stages of growth and development.</p> <p>1.8.2 Describe how growth and development relate to personal health decisions.</p> <p>1.12.2 Examine the health implications of the aging process.</p> <p>1.2.3 Describe how healthy eating promotes growth and well-being.</p> <p>1.3.3 Identify essential components of a balanced diet and recognize their importance to growth and good health.</p> <p>1.5.3 Identify the key nutrients and the relationship of a balanced diet and these nutrients to health.</p> <p>1.8.3 Describe how age, gender, physical activity, lifestyle and heredity affect nutrient needs.</p> <p>1.12.3 Demonstrate knowledge of food selection and nutrient needs to personal eating decisions and meal planning.</p> <p>1.2.4 Identify and differentiate between helpful and harmful drugs.</p> <p>1.3.4 Explain how drugs can affect the way people make decisions and perform tasks.</p> <p>1.5.4 Describe how family, peers and information influence the use, misuse, and abuse of drugs.</p> <p>1.8.4 Analyze the physiological and psychological effects of drug usage.</p> <p>1.12.4 Analyze beneficial and appropriate versus harmful and inappropriate use of drugs.</p> <p>1.2.5 Identify hazardous conditions related to personal health and safety.</p> <p>1.3.5 Explain how childhood injuries can be prevented or treated.</p> <p>1.5.5 Explain procedures for personal safety when confronted with violence or other hazards.</p> <p>1.2.6 Recognize basic prevention strategies of common illnesses.</p> <p>1.3.6 Differentiate between communicable and non-communicable diseases.</p>

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	<p>1.2.7 Demonstrate the ability to locate school and community health helpers.</p> <p>1.3.7 Explain how appropriate health care can prevent premature death and disability.</p> <p>1.5.7 Identify programs designed to promote community health.</p> <p>1.8.7 Identify laws and regulations made to protect the health of the community.</p> <p>1.2.8 Identify elements of the environment that affect personal health (air, water, food, soil and pollutants).</p> <p>1.3.8 Describe how physical, social, and emotional environments influence personal health.</p> <p>1.5.8 Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness, disease, and premature death.</p> <p>2.3.1 Examine the consequences of positive and negative health behaviors.</p> <p>2.5.1 Identify community sources that provide preventive health care.</p> <p>2.8.1 Differentiate health concerns as personal responsibility or professional responsibility.</p> <p>2.12.1 Analyze health promotion and disease prevention efforts.</p> <p>2.2.2 Identify positive and negative behaviors with need for health care.</p> <p>2.3.2 Identify health care workers.</p> <p>2.5.2 Describe situations requiring professional health services.</p> <p>2.8.2 Identify characteristics of scientifically valid health information.</p> <p>2.12.2 Critique sources of health information for accuracy.</p> <p>3.2.1 Identify characteristics of bullies and victims.</p> <p>3.3.1 Describe where to go and what to do in an unsafe situation.</p> <p>3.5.1A List consequences of harassment, fighting and intimidation.</p> <p>3.5.1B Demonstrate anger management techniques.</p> <p>3.8.1A Apply conflict resolution techniques including peer mediation within the school environment.</p> <p>3.8.1B Analyze the school environment for personal safety and security.</p> <p>3.2.2 Identify basic refusal skills.</p> <p>3.3.2 Practice refusal skills when confronted with unhealthy situations including alcohol, tobacco, and other drugs.</p> <p>3.5.2 Demonstrate refusal skills and ways to seek assistance.</p> <p>3.8.2 Use appropriate methods of response to negative risk-taking behaviors including suicide, alcohol, tobacco, and other drugs.</p> <p>3.12.2 Develop knowledge and strategies for avoiding negative social situations including suicide, alcohol, tobacco, and other drugs.</p> <p>3.2.3 Demonstrate basic injury prevention and management strategies for personal health.</p> <p>3.3.3A Identify hazards found in the home, school, and community and intervention strategies.</p> <p>3.3.3B Demonstrate safe behavior when encountering potentially dangerous objects/weapons.</p> <p>3.5.3 Distinguish between safe and risky/harmful behaviors.</p> <p>3.8.3A Describe and follow rules prohibiting possession of weapons at school and in the community.</p> <p>3.8.3B Demonstrate compliance with school safety procedures including emergency drills.</p> <p>3.12.3 Apply injury prevention and management strategies to improve and maintain personal, family, and community health.</p> <p>3.2.4 Identify stress.</p> <p>3.3.4 Identify basic skills for managing stress.</p> <p>3.5.4 Demonstrate strategies to manage stress.</p> <p>3.8.4 Evaluate the role others play in stress.</p> <p>3.12.4 Compare and contrast stress management techniques.</p> <p>4.2.1 Identify foods of various cultures.</p> <p>4.3.1 Discuss nutrition and exercise habits in different cultures.</p>

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	<p>4.5.1 Compare and contrast factors responsible for differences in health behavior and health services in different cultures.</p> <p>4.2.3 Identify health advertising in a variety of forms.</p> <p>4.3.3 Explain how media influences decisions on health products and services.</p> <p>4.5.3 Analyze how stated and implied messages from media influence health behaviors.</p> <p>4.8.3 Critique a variety of consumer influences that affect health decisions.</p> <p>4.12.3 Assess the impact of promotion and distribution of products and services on consumer health.</p> <p>5.2.1 Name basic verbal and nonverbal communication techniques.</p> <p>5.3.1 Discuss the need for acceptable social skills with others.</p> <p>5.8.1 Role play decision-making and problem-solving skills, which enhance interpersonal relationships.</p> <p>5.12.1 Utilize skills for communicating effectively.</p> <p>5.2.2 Describe ways to communicate care, consideration, and respect for self and others.</p> <p>5.3.2 Identify behaviors exhibited in conflict situations and strategies for mediation.</p> <p>5.5.2 Refine skills and strategies for solving interpersonal conflicts without harming self and others.</p> <p>5.8.2 Explore the causes of conflict in school and community and demonstrate refusal and negotiation skills.</p> <p>5.12.2 Analyze a school plan for conflict management.</p> <p>6.2.1 Identify a decision-making process model.</p> <p>6.3.1A Apply a decision-making process to resolve class identified health issues and problems.</p> <p>6.3.1B Set an individual health goal and identify the steps necessary to achieve it.</p> <p>6.5.1A Demonstrate a collaborative decision-making process to resolve health issues and problems that includes an examination of alternatives and consequences.</p> <p>6.5.1B Set an individual health goal, and identify the steps necessary to achieve it.</p> <p>6.8.1A Apply a decision-making process to a significant health issue or problem.</p> <p>6.8.1B Develop a personal health plan that addresses personal strengths, needs, and health risks.</p> <p>6.12.1 Formulate an effective plan for lifelong health enhancement.</p> <p>6.3.2 Explain the consequences of individual health care decisions.</p> <p>6.5.2 Predict how decisions regarding health behaviors have consequences for self and others.</p> <p>6.8.2 Compare and contrast the short- and long-term impact of health decisions on the individual and society.</p> <p>6.3.3 Identify the importance of asking for assistance in making health-related decisions and setting health goals.</p> <p>6.5.3 Explain when to ask for assistance in making health-related decisions and setting health goals.</p> <p>6.8.3 Determine contacts for assistance with health issues.</p> <p>4.0, 10.0 (English)</p> <p>4.5.1 Use knowledge of format, graphics, sequence, diagrams, illustrations, charts, and maps to comprehend text.</p> <p>4.5.2 Clarify and connect main ideas and concepts and identify their relationship to other sources and related topics.</p> <p>4.5.3 Read to evaluate new information and hypotheses by comparing them to known information and ideas.</p> <p>4.6.1 Identify and use the text features of newspapers, magazines, and editorials to gain meaning.</p> <p>4.6.2 Find similarities and differences among texts in the treatment, scope, or organization of ideas.</p> <p>4.6.3 Evaluate information from and differentiate between primary and secondary</p>

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	<p>sources.</p> <p>4.7.1 Compare and contrast the features and elements of consumer materials (e.g., warranties, contracts, product information, instructional manuals) to gain meaning from text.</p> <p>4.7.2 Identify and trace the development of an author's argument, viewpoint, or perspective in text.</p> <p>4.7.3 Paraphrase and synthesize information from several sources to demonstrate comprehension.</p> <p>4.8.1 and 4.8.2 Use knowledge of text features and common expository structures such as cause/effect and comparison/contrast to comprehend text.</p> <p>4.8.3 Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.</p> <p>4.12.1 and 4.12.2 Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes.</p> <p>4.5.4 Draw conclusions and make inferences about text supported by textual evidence and experience.</p> <p>4.5.5 Identify authors' ideas and purposes in texts, including advertisements and public documents.</p> <p>4.5.6 Read and follow multi-step directions in order to perform procedures and complete tasks.</p> <p>4.6.4 Verify information from one source by consulting other sources.</p> <p>4.6.5 Evaluate how authors' ideas and purposes shape the content of texts, such as advertisements and public documents.</p> <p>4.6.6 Read and follow multi-step directions to complete a complex task.</p> <p>4.7.4 Assess the reasonableness and adequacy of the evidence used to support an author's position..</p> <p>4.7.5 Identify unsupported inferences, faulty reasoning, and propaganda techniques in texts.</p> <p>4.7.6 Read and follow multi-step directions to complete a complex task.</p> <p>4.8.4 Identify and assess the validity, accuracy, and adequacy of evidence that supports an author's ideas.</p> <p>4.8.5 Summarize authors' ideas and information in texts, including advertisements and public documents.</p> <p>4.8.6 Read and follow multi-step directions to complete a complex task.</p> <p>4.12.4 Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts.</p> <p>4.12.5 Analyze how historical and cultural contexts influence the content and validity of informational texts.</p> <p>4.12.6 Read and apply multi-step directions to perform complex procedures and tasks.</p> <p>10.5.1 Participate in conversations and group discussions as a contributor and leader.</p> <p>10.5.2 Ask and answer questions to clarify or extend ideas.</p> <p>10.5.3 Share ideas, opinions, and information with a group, choosing language that communicates messages clearly and effectively.</p> <p>10.5.4 Compare and contrast ideas and viewpoints of several speakers.</p> <p>10.6.1 Demonstrate active listening skills by participating in conversations and group discussions.</p> <p>10.6.2 Ask and answer questions to generate possible solutions to a problem.</p> <p>10.6.3 Develop criteria for evaluating effective group participation.</p> <p>10.6.4 Evaluate the logic and effectiveness of a speaker's argument(s).</p> <p>10.8.1 Participate in conversations and group discussions as active listeners who provide constructive feedback.</p> <p>10.8.2 Ask for and provide specific evidence in support of an opinion.</p> <p>10.8.3 Apply understanding of agreed-upon rules and individual roles in a variety of discussion formats.</p>

Performance Indicator	Academic Standards
	<p>10.8.4 Express supported opinions while considering divergent viewpoints.</p> <p>10.12.1 Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.</p> <p>10.12.2 Negotiate to arrive at consensus by proposing and examining possible options.</p> <p>10.12.3 Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.</p> <p>10.12.4 Justify a position using logic and refuting opposing viewpoints.</p> <p>4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.5.1, 4.6.1, 4.7.1, 4.7.2, 4.7.3, 4.7.4, 4.7.5, 4.9.1, 4.9.2, 4.9.3, 4.9.4, 4.9.5, 4.9.6, 4.9.7, 4.9.8 (Employability Skills)</p> <p>4.1.1 Students solve a problem using the appropriate steps in a problem-solving process.</p> <p>4.1.2 Students demonstrate brainstorming techniques.</p> <p>4.1.3 Students examine and explain the advantages and disadvantages of alternative solutions to one or more problems.</p> <p>4.1.4 Students create an action plan based upon a solution to a problem.</p> <p>4.1.5 Students identify the benefits of solving a problem.</p> <p>4.2.1 Students identify and explain the essential elements of the critical thinking process.</p> <p>4.2.2 Students demonstrate critical-thinking skills.</p> <p>4.2.3 Students explain how emotional thinking and logical thinking affect decision making.</p> <p>4.2.4 Students explain the difference between reliable and unreliable observations and discovery.</p> <p>4.2.5 Students recognize patterns or relationships through observation and discovery.</p> <p>4.5.1 Students work cooperatively with others when in a group.</p> <p>4.6.1 Students will develop personal work ethics.</p> <p>4.7.1 Students identify and organize resources needed to complete a job assignment.</p> <p>4.7.2 Students will demonstrate cooperation and leadership in a team at school or in a workplace setting.</p> <p>4.7.3 Students will use the basic components of effective time management.</p> <p>4.7.4 Students will recognize the need for management skills with regard to stress, anger management, and substance abuse.</p> <p>4.7.5 Students will develop a time schedule and prioritize a task list to complete an assignment.</p> <p>4.9.1 Students maintain an employment/career portfolio.</p> <p>4.9.2 Students identify strategies for balancing work and family roles.</p> <p>4.9.3 Students demonstrate understanding of the need for lifelong learning, in a rapidly changing job market.</p> <p>4.9.4 Students identify strategies to maintain employment in the face of job reduction.</p> <p>4.9.5 Students develop long-term career-planning strategies.</p> <p>4.9.6 Students identify various educational options needed for job advancement.</p> <p>4.9.7 Students demonstrate interpersonal skills needed for job retention.</p> <p>4.9.8 Students identify and model sound workplace ethics, such as loyalty, punctuality and initiative.</p>
<p>3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5</p>	<p>1.5.2, 1.8.2, 1.12.2, 1.2.3, 1.3.3, 1.5.3, 1.8.3, 1.12.3, 1.2.4, 1.3.4, 1.5.4, 1.8.4, 1.12.4, 1.2.5, 1.3.5, 1.5.5, 1.8.5, 1.12.5, 1.2.6, 1.3.6, 1.5.6, 1.8.6, 1.12.6, 1.2.7, 1.3.7, 1.5.7, 1.8.7, 1.12.7, 1.2.8, 1.3.8, 1.5.8, 1.8.8, 1.12.8, 2.3.1, 2.5.1, 2.8.1, 2.12.1, 2.2.2, 2.3.2, 2.5.2, 2.8.2, 2.12.2, 3.2.1, 3.3.1, 3.5.1A, 3.5.1B, 3.8.1A, 3.8.1B, 3.12.1, 3.2.3, 3.3.2, 3.5.2, 3.8.2, 3.12.2, 3.2.3, 3.3.3A, 3.3.3B, 3.5.3, 3.8.3A, 3.8.3B, 3.12.3, 3.2.4, 3.3.4, 3.5.4, 3.8.4, 3.12.4, 4.2.1, 4.3.1, 4.5.1, 4.8.1, 4.12.1, 4.2.3, 4.3.3, 4.5.3, 4.8.3, 4.12.3, 5.2.1, 5.3.1, 5.8.1, 5.12.1, 5.2.2, 5.3.2, 5.5.2, 5.8.2, 5.12.2, 6.2.1, 6.3.1A, 6.3.1B, 6.5.1, 6.8.1, 6.12.1, 6.3.2, 6.5.2, 6.8.2, 6.12.2, 6.3.3, 6.5.3, 6.8.3, 7.2.1, 7.3.1, 7.5.1A, 7.5.1B, 7.12.1A (Health)</p>

Performance Indicator	Academic Standards
	<p>1.5.2 Name and explain the stages of growth and development.</p> <p>1.8.2 Describe how growth and development relate to personal health decisions.</p> <p>1.12.2 Examine the health implications of the aging process.</p> <p>1.2.3 Describe how healthy eating promotes growth and well-being.</p> <p>1.3.3 Identify essential components of a balanced diet and recognize their importance to growth and good health.</p> <p>1.5.3 Identify the key nutrients and the relationship of a balanced diet and these nutrients to health.</p> <p>1.8.3 Describe how age, gender, physical activity, lifestyle and heredity affect nutrient needs.</p> <p>1.12.3 Demonstrate knowledge of food selection and nutrient needs to personal eating decisions and meal planning.</p> <p>1.2.4 Identify and differentiate between helpful and harmful drugs.</p> <p>1.3.4 Explain how drugs can affect the way people make decisions and perform tasks.</p> <p>1.5.4 Describe how family, peers and information influence the use, misuse, and abuse of drugs.</p> <p>1.8.4 Analyze the physiological and psychological effects of drug usage.</p> <p>1.12.4 Analyze beneficial and appropriate versus harmful and inappropriate use of drugs.</p> <p>1.2.5 Identify hazardous conditions related to personal health and safety.</p> <p>1.3.5 Explain how childhood injuries can be prevented or treated.</p> <p>1.5.5 Explain procedures for personal safety when confronted with violence or other hazards.</p> <p>1.2.6 Recognize basic prevention strategies of common illnesses.</p> <p>1.3.6 Differentiate between communicable and non-communicable diseases.</p> <p>1.2.7 Demonstrate the ability to locate school and community health helpers.</p> <p>1.3.7 Explain how appropriate health care can prevent premature death and disability.</p> <p>1.5.7 Identify programs designed to promote community health.</p> <p>1.8.7 Identify laws and regulations made to protect the health of the community.</p> <p>1.2.8 Identify elements of the environment that affect personal health (air, water, food, soil and pollutants).</p> <p>1.3.8 Describe how physical, social, and emotional environments influence personal health.</p> <p>1.5.8 Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness, disease, and premature death.</p> <p>2.3.1 Examine the consequences of positive and negative health behaviors.</p> <p>2.5.1 Identify community sources that provide preventive health care.</p> <p>2.8.1 Differentiate health concerns as personal responsibility or professional responsibility.</p> <p>2.12.1 Analyze health promotion and disease prevention efforts.</p> <p>2.2.2 Identify positive and negative behaviors with need for health care.</p> <p>2.3.2 Identify health care workers.</p> <p>2.5.2 Describe situations requiring professional health services.</p> <p>2.8.2 Identify characteristics of scientifically valid health information.</p> <p>2.12.2 Critique sources of health information for accuracy.</p> <p>3.2.1 Identify characteristics of bullies and victims.</p> <p>3.3.1 Describe where to go and what to do in an unsafe situation.</p> <p>3.5.1A List consequences of harassment, fighting and intimidation.</p> <p>3.5.1B Demonstrate anger management techniques.</p> <p>3.8.1A Apply conflict resolution techniques including peer mediation within the school environment.</p> <p>3.8.1B Analyze the school environment for personal safety and security.</p> <p>3.2.2 Identify basic refusal skills.</p> <p>3.3.2 Practice refusal skills when confronted with unhealthy situations including alcohol, tobacco, and other drugs.</p>

Performance Indicator	Academic Standards
	<p>3.5.2 Demonstrate refusal skills and ways to seek assistance.</p> <p>3.8.2 Use appropriate methods of response to negative risk-taking behaviors including suicide, alcohol, tobacco, and other drugs.</p> <p>3.12.2 Develop knowledge and strategies for avoiding negative social situations including suicide, alcohol, tobacco, and other drugs.</p> <p>3.2.3 Demonstrate basic injury prevention and management strategies for personal health.</p> <p>3.3.3A Identify hazards found in the home, school, and community and intervention strategies.</p> <p>3.3.3B Demonstrate safe behavior when encountering potentially dangerous objects/weapons.</p> <p>3.5.3 Distinguish between safe and risky/harmful behaviors.</p> <p>3.8.3A Describe and follow rules prohibiting possession of weapons at school and in the community.</p> <p>3.8.3B Demonstrate compliance with school safety procedures including emergency drills.</p> <p>3.12.3 Apply injury prevention and management strategies to improve and maintain personal, family, and community health.</p> <p>3.2.4 Identify stress.</p> <p>3.3.4 Identify basic skills for managing stress.</p> <p>3.5.4 Demonstrate strategies to manage stress.</p> <p>3.8.4 Evaluate the role others play in stress.</p> <p>3.12.4 Compare and contrast stress management techniques.</p> <p>4.2.1 Identify foods of various cultures.</p> <p>4.3.1 Discuss nutrition and exercise habits in different cultures.</p> <p>4.5.1 Compare and contrast factors responsible for differences in health behavior and health services in different cultures.</p> <p>4.2.3 Identify health advertising in a variety of forms.</p> <p>4.3.3 Explain how media influences decisions on health products and services.</p> <p>4.5.3 Analyze how stated and implied messages from media influence health behaviors.</p> <p>4.8.3 Critique a variety of consumer influences that affect health decisions.</p> <p>4.12.3 Assess the impact of promotion and distribution of products and services on consumer health.</p> <p>5.2.1 Name basic verbal and nonverbal communication techniques.</p> <p>5.3.1 Discuss the need for acceptable social skills with others.</p> <p>5.8.1 Role play decision-making and problem-solving skills, which enhance interpersonal relationships.</p> <p>5.12.1 Utilize skills for communicating effectively.</p> <p>5.2.2 Describe ways to communicate care, consideration, and respect for self and others.</p> <p>5.3.2 Identify behaviors exhibited in conflict situations and strategies for mediation.</p> <p>5.5.2 Refine skills and strategies for solving interpersonal conflicts without harming self and others.</p> <p>5.8.2 Explore the causes of conflict in school and community and demonstrate refusal and negotiation skills.</p> <p>5.12.2 Analyze a school plan for conflict management.</p> <p>6.2.1 Identify a decision-making process model.</p> <p>6.3.1A Apply a decision-making process to resolve class-identified health issues and problems.</p> <p>6.3.1B Set an individual health goal and identify the steps necessary to achieve it.</p> <p>6.5.1A Demonstrate a collaborative decision-making process to resolve health issues and problems that includes an examination of alternatives and consequences.</p> <p>6.5.1B Set an individual health goal, and identify the steps necessary to achieve it.</p> <p>6.8.1A Apply a decision-making process to a significant health issue or problem.</p>

Performance Indicator	Academic Standards
	<p>6.8.1B Develop a personal health plan that addresses personal strengths, needs, and health risks.</p> <p>6.12.1 Formulate an effective plan for lifelong health enhancement.</p> <p>6.3.2 Explain the consequences of individual health care decisions.</p> <p>6.5.2 Predict how decisions regarding health behaviors have consequences for self and others.</p> <p>6.8.2 Compare and contrast the short- and long-term impact of health decisions on the individual and society.</p> <p>6.3.3 Identify the importance of asking for assistance in making health-related decisions and setting health goals.</p> <p>6.5.3 Explain when to ask for assistance in making health-related decisions and setting health goals.</p> <p>6.8.3 Determine contacts for assistance with health issues.</p> <p>7.2.1 Identify positive health choices.</p> <p>7.3.1A Demonstrate the ability to work cooperatively and productively with others.</p> <p>7.3.1B Encourage others to make healthy choices.</p> <p>7.5.1A Demonstrate the ability to work independently when promoting health for self and others.</p> <p>7.5.1B Encourage others to make healthy choices.</p> <p>7.12.1A Identify the methods for being a responsible voice for self and others when promoting health practices in the community.</p> <p>7.12.1B Demonstrate the ability to adapt health messages to meet the characteristics and needs of a particular audience.</p> <p>4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.5.1, 4.6.1, 4.7.1, 4.7.2, 4.7.3, 4.7.4, 4.7.5, 4.9.1, 4.9.2, 4.9.3, 4.9.4, 4.9.5, 4.9.6, 4.9.7, 4.9.8 (Employability Skills)</p> <p>4.2.1 Students identify and explain the essential elements of the critical thinking process.</p> <p>4.2.2 Students demonstrate critical-thinking skills.</p> <p>4.2.3 Students explain how emotional thinking and logical thinking affect decision making.</p> <p>4.2.4 Students explain the difference between reliable and unreliable observations and discovery.</p> <p>4.2.5 Students recognize patterns or relationships through observation and discovery.</p> <p>4.5.1 Students work cooperatively with others when in a group.</p> <p>4.6.1 Students will develop personal work ethics.</p> <p>4.7.1 Students identify and organize resources needed to complete a job assignment.</p> <p>4.7.2 Students will demonstrate cooperation and leadership in a team at school or in a workplace setting.</p> <p>4.7.3 Students will use the basic components of effective time management.</p> <p>4.7.4 Students will recognize the need for management skills with regard to stress, anger management, and substance abuse.</p> <p>4.7.5 Students will develop a time schedule and prioritize a task list to complete an assignment.</p> <p>4.9.1 Students maintain an employment/career portfolio.</p> <p>4.9.2 Students identify strategies for balancing work and family roles.</p> <p>4.9.3 Students demonstrate understanding of the need for lifelong learning, in a rapidly changing job market.</p> <p>4.9.4 Students identify strategies to maintain employment in the face of job reduction.</p> <p>4.9.5 Students develop long-term career-planning strategies.</p> <p>4.9.6 Students identify various educational options needed for job advancement.</p> <p>4.9.7 Students demonstrate interpersonal skills needed for job retention.</p> <p>4.9.8 Students identify and model sound workplace ethics, such as loyalty, punctuality and initiative.</p>