

ROBERTSON COUNTY SCHOOLS

GUIDANCE

MASTERY GUIDE

FIRST GRADE

FIRST NINE WEEKS

Standard 1: Skills for Academic Self-Confidence, Learning and Success

Student will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Learning Expectations

The student will

- 1.1 demonstrate academic self-confidence.
- 1.2 demonstrate pride in work and achievement.
- 1.3 identify the study skills necessary for academic success.
- 1.4 demonstrate taking responsibility for schoolwork.
- 1.5 demonstrate working both independently and cooperatively.

Performance Indicators

- share knowledge with peers.
- • demonstrate working cooperatively in a group.
- • select examples of "best" schoolwork.
- • work independently on tasks to completion.
- • complete assignments on time.

Standard 4: Career Awareness and Employment Readiness Skills

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Learning Expectations

The student will

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4.1 describe personal abilities, work habits, and interests.

4.2 define work and recognize that people work.

4.3 practice making decisions.

4.4 discuss the importance of responsibility, dependability, punctuality, positive attitude, integrity and school performance.

4.5 develop skills to interact and work cooperatively with different people.

4.6 describe the difference between work time and play time.

Performance Indicators

- identify individual interests and abilities.
- • explain the importance of good work habits (e.g., responsibility, dependability, punctuality, and honesty).
- • identify the steps in the decision-making process.
- • explore diversity in school and community.

Standard 7: Self Knowledge and Interpersonal Skills

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Learning Expectations

The student will

7.1 demonstrate a positive attitude toward self as a unique person.

7.2 identify and express feelings.

7.3 distinguish between appropriate and inappropriate behaviors.

7.4 develop appropriate communication skills.

7.5 develop healthy friendships.

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7.6 describe responsibilities in the family, school and community.

7.7 describe individual differences.

Performance Indicators

- display positive, respectful attitudes toward self and others.
- • recognize likenesses and differences in self and others.
- • describe feelings they have in various situations.
- • share examples of growth and change.
- • demonstrate cooperation during group time as well as one-on-one with peers and staff.
- • demonstrate ways to make and keep friends.
- • use behaviors which demonstrate respect for the feelings, property and interests of others.
- • exhibit cooperation and sharing.
- • learn to follow rules, directions and complete tasks.

Units of Study

- **School Expectations**
- • **Career Awareness/Readiness Skills**
- • **Self Knowledge**

SECOND NINE WEEKS

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Learning Expectations

The student will

1.1 demonstrate academic self-confidence.

1.2 demonstrate pride in work and achievement.

1.3 identify the study skills necessary for academic success.

1.4 demonstrate taking responsibility for schoolwork.

1.5 demonstrate working both independently and cooperatively.

Performance Indicators

- share knowledge with peers.
- • demonstrate working cooperatively in a group.
- • select examples of "best" schoolwork.
- • work independently on tasks to completion.
- • complete assignments on time.

Standard 5: Career Information and Career Goals

Students will employ strategies to achieve future career success and satisfaction.

Learning Expectations

The student will

5.1 identify jobs within the classroom.

5.2 identify jobs of workers in the community.

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5.3 recognize the job tasks of school personnel and community workers.

5.4 use technology and other resources to explore the world of work.

5.5 recognize the importance of planning for work and career.

5.6 practice and demonstrate the steps in setting career goals.

Performance Indicators

- **explore personal skills, interests, and abilities.**
- • **use information acquired from technology and other resources to describe jobs within the school and the community.**

Standard 7: Self Knowledge and Interpersonal Skills

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Learning Expectations

The student will

7.1 demonstrate a positive attitude toward self as a unique person.

7.2 identify and express feelings.

7.3 distinguish between appropriate and inappropriate behaviors.

7.4 develop appropriate communication skills.

7.5 develop healthy friendships.

7.6 describe responsibilities in the family, school and community.

7.7 describe individual differences.

Performance Indicators

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- display positive, respectful attitudes toward self and others.
- • recognize likenesses and differences in self and others.
- • describe feelings they have in various situations.
- • share examples of growth and change.
- • demonstrate cooperation during group time as well as one-on-one with peers and staff.
- • demonstrate ways to make and keep friends.
- • use behaviors which demonstrate respect for the feelings, property and interests of others.
- • exhibit cooperation and sharing.
- • learn to follow rules, directions and complete tasks.

Units of Study

- Study Skills/Work Habits
- • School/Community Helpers
- • Interpersonal Skills

THIRD NINE WEEKS

Standard 2: Improve Learning and Achieve Challenging Goals

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Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Learning Expectations

The student will

2.1 practice critical thinking skills in learning situations.

2.2 apply self-directed and independent learning techniques.

2.3 identify academic goals.

2.4 develop positive attitudes toward learning.

Performance Indicators

- **justify answers using critical thinking skills.**
- • **identify school expectations.**
- • **identify positive attitudes toward learning.**
- • **demonstrate the ability to follow instructions and complete assignments.**

Standard 6: Knowledge and Skills to Achieve Career Goals

Students will understand the relationship between personal qualities, education and training, and the world of work.

Learning Expectations

The student will

6.1 describe how interests, abilities and achievement relate to personal behavior and school performance.

6.2 practice listening and working together in teams.

6.3 demonstrate conflict management skills with peers and adults.

6.4 discuss how school habits relate to job habits.

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6.5 identify how school performance relates to the world of work.

6.6 use technology and other sources to identify personal likes and dislikes.

Performance Indicators

- identify appropriate school/work habits.
- • demonstrate the ability to work together.
- • explore conflict management skills.
- • use technology and community resources to discover the world of work.

Standard 8: Self Knowledge Applications

Students will make decisions, set goals, and take necessary action to achieve goals.

Learning Expectations

The student will

8.1 describe the steps in a planning, decision making and goal setting process.

8.2 identify possible consequences of decisions and choices.

8.3 identify a goal and an action plan.

Performance Indicators

- discuss consequences of choices.
- • discuss how behavioral choices affect the actions of others.
- • identify ways to contribute to classroom goals.
- • state personal goals.

Units of Study

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- Skills & Attitudes Toward Learning
- • Knowledge to Achieve Career Goals
- • Decision Making/Goal Setting/Choices

FOURTH NINE WEEKS

Standard 3: Relate School to Life Experiences

Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Learning Expectations

The student will

3.1 identify schoolwork, extracurricular activities and family activities.

3.2 recognize the connection between schoolwork and the world of work.

Performance Indicators

- articulate school work-habits that transfer to the world of work.
-
- Standard 6: Knowledge and Skills to Achieve Career Goals
- Students will understand the relationship between personal qualities, education and training, and the world of work.
- Learning Expectations
- The student will
 - 6.1 describe how interests, abilities and achievement relate to personal behavior and school performance.
 - 6.2 practice listening and working together in teams.
 - 6.3 demonstrate conflict management skills with peers and adults.

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- 6.4 discuss how school habits relate to job habits.
- 6.5 identify how school performance relates to the world of work.
- 6.6 use technology and other sources to identify personal likes and dislikes.
- Performance Indicators
 - identify appropriate school/work habits.
 - • demonstrate the ability to work together.
 - • explore conflict management skills.
 - • use technology and community resources to discover the world of work.

Standard 9: Acquire Personal Safety Skills

Students will understand safety and survival skills.

Learning Expectations

The student will

9.1 practice appropriate coping skills.

9.2 identify community helpers.

9.3 identify safe and healthy choices.

9.4 identify threats to personal safety.

Performance Indicators

- demonstrate the ability to respect boundaries, rights, and personal privacy.
- • identify resources in the home, school, community.
- • know when, where, and how to seek help.

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- • discuss how rules and laws keep us safe.
- • demonstrate the differences in appropriate and inappropriate methods of expressing anger.
- • recognize situations that should be reported to trusted adults.
- • discuss substances that can be hazardous.

Units of Study

- Relating School to the World of Work
- • Skills to Achieve Career Goals
- • Personal Safety