

ROBERTSON COUNTY SCHOOLS

GUIDANCE

MASTERY GUIDE

FIFTH 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 demonstrate the study skills necessary for academic success.
- 1.4 practice taking responsibility for schoolwork.
- 1.5 demonstrate the ability to work independently and cooperatively.
- 1.6 recognize the importance of regular school attendance.

Performance Indicators

- facilitate a study group.
- • articulate personal qualities that promote school success.

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:

- 4.1 describe personal abilities, work habits, interests and skills, and relate them to individual career interests.
- 4.2 identify a variety of career options in the community.

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4.3 formulate skills to locate, evaluate, and interpret career information.

4.4 demonstrate decision-making skills.

4.5 describe the importance of responsibility, dependability, punctuality, positive attitude, and integrity in work.

4.6 demonstrate ability to work in teams.

4.7 demonstrate the difference between work time and leisure time.

4.8 recognize the importance of diversity in school and community.

Performance Indicators

- use technological and other resources to find career information.
- • relate career information to interests and abilities.
- • identify difficult decisions and explore possible consequences of those decision.
- • demonstrate responsibility, dependability, punctuality, positive attitude and integrity in work.

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 worthy person.

7.2 identify and express feelings in an appropriate manner.

7.3 monitor behavior and demonstrate self-control.

7.4 recognize change as a part of growth.

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7.5 demonstrate appropriate communication skills.

7.6 recognize meaningful relationships.

7.7 demonstrate an appreciation for individual and cultural differences.

Performance Indicators

- **describe changes that occur in the physical, emotional, and social development over time.**
- • **prioritize interests and responsibilities.**
- • **explore differences in cultures.**
- **analyze how teams utilize each member's talents.**
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- **Units of Study**
- **School Expectations**
- • **Career Awareness**
- • **Self Knowledge/Interpersonal Skills**

SECOND 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.

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1.3 demonstrate the study skills necessary for academic success.

1.4 practice taking responsibility for schoolwork.

1.5 demonstrate the ability to work independently and cooperatively.

1.6 recognize the importance of regular school attendance.

Performance Indicators

- facilitate a study group.
- • articulate personal qualities that promote school success.

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:

4.1 describe personal abilities, work habits, interests and skills, and relate them to individual career interests.

4.2 identify a variety of career options in the community.

4.3 formulate skills to locate, evaluate, and interpret career information.

4.4 demonstrate decision-making skills.

4.5 describe the importance of responsibility, dependability, punctuality, positive attitude, and integrity in work.

4.6 demonstrate ability to work in teams.

4.7 demonstrate the difference between work time and leisure time.

4.8 recognize the importance of diversity in school and community.

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Performance Indicators

- use technological and other resources to find career information.
- • relate career information to interests and abilities.
- • identify difficult decisions and explore possible consequences of those decision.
- • demonstrate responsibility, dependability, punctuality, positive attitude and integrity in 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 use a decision making and problem solving model.

8.2 recognize the connection between ones choices and consequences.

8.3 create long- and short-term goals.

8.4 develop and implement a plan for an individual goal.

Performance Indicators

- discuss how preferences and abilities can affect life goals.
- • relate goals to social, personal, academic, and career areas.

Units of Study

- Study Skills/Work Habits
- • Career Readiness
- • Decision Making/Goal Setting/Choices

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THIRD NINE WEEKS

Standard 2: Improve Learning and Achieve Challenging Goals

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 apply critical thinking skills in learning situations.
- 2.2 apply self-directed and independent learning techniques.
- 2.3 formulate academic goals.
- 2.4 explore aptitudes and interests to learning.

Performance Indicators

- research and present a topic of personal interest.
- 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 describe ways in which family members and adult friends can provide career information.
 - 5.2 explore career clusters.
 - 5.3 articulate the relationship between school success and career goals.
 - 5.4 recognize that careers require a variety of skills, education and interests.
 - 5.5 explore the education and training needed for a variety of

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careers.

- **Performance Indicators**
 - **relate personal interests to jobs within the community.**
 - • **explore the education and training required for future career options.**

Standard 9: Acquire Personal Safety Skills

Students will understand safety and survival skills.

Learning Expectations

The student will

9.1 choose coping skills to manage stress.

9.2 identify resource people in the school and community and know how and when to seek help.

9.3 develop problem-solving and decision-making skills to make safe and healthy choices.

9.4 recognize threats to personal safety.

Performance Indicators

- **explore appropriate skills for dealing with stressful situations.**
- • **identify threats to personal safety as well as the safety of the school community.**

Units of Study

- **Skills & Attitudes Toward Learning**
- • **Careers**
- • **Personal Safety**

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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 examine ways academic skills are used in the home, community, and career development.

3.2 explain how school success enhances future career opportunities.

Performance Indicators

- predict future career opportunities based upon personal aptitudes and interests.
- 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 relate interests, abilities and achievement to possible career opportunities.
 - 6.2 demonstrate cooperation as a team member.
 - 6.3 practice conflict management skills.
 - 6.4 relate school/work habits to future job performance
 - 6.5 identify how school performance and achievement relates to the world of work.
 - 6.6 use technology and other sources to relate personal interests and qualities

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to a variety of careers.

- **Performance Indicators**
 - **research possible career options based on personal interests and abilities.**
 - **Standard 9: Acquire Personal Safety Skills**
 - **Students will understand safety and survival skills.**
 - **Learning Expectations**
 - **The student will**
 - **9.1 choose coping skills to manage stress.**
 - **9.2 identify resource people in the school and community and know how and when to seek help.**
 - **9.3 develop problem-solving and decision-making skills to make safe and healthy choices.**
 - **9.4 recognize threats to personal safety.**
- **Performance Indicators**
 - **explore appropriate skills for dealing with stressful situations.**
 - • **identify threats to personal safety as well as the safety of the school community.**

Units of Study

- **Relating School to the World of Work**
- • **Skills to Achieve Career Goal**
- • **Survival/Safety Skills**