

ROBERTSON COUNTY SCHOOLS

GUIDANCE

MASTERY GUIDE

KINDERGARTEN

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

- describe what is needed to be ready for class.
- • demonstrate good listening skills.

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, and interests.
- 4.2 define work and recognize that people work.
- 4.3 practice making decisions.

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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

- name personal likes and dislikes.
- • explain the importance of sharing and working cooperatively in school.
- • differentiate between work time and play time.

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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- describe some physical and personal traits.
- • illustrate activities one can do well.
- • recognize the vocabulary associated with feelings.
- • identify persons important to them.
- • care for personal possessions.
- • state likenesses and differences between themselves and others.

Units of Study

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

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.

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.

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Performance Indicators

- describe what is needed to be ready for class.
- • demonstrate good listening skills.

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.

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

- identify personal likes and dislikes.
- • recognize that work has different meanings and all jobs are important.

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

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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

- describe some physical and personal traits.
- • illustrate activities one can do well.
- • recognize the vocabulary associated with feelings.
- • identify persons important to them.
- • care for personal possessions.
- • state likenesses and differences between themselves and others.

Units of Study

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

THIRD NINE WEEKS

Standard 2: Improve Learning and Achieve Challenging Goals

Students will complete school with the academic preparation essential to choose

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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

- work independently on a learning task.
- • identify personal strengths.

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.
- 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.

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Performance Indicators

- use appropriate self-management skills in the classroom.
- • recognize the importance of school attendance.

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

- develop plans for specific activities.
- • describe decisions one may make.

Units of Study

- 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

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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

- identify helpers in the school and community.
-
- 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.
 - 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
 - use appropriate self-management skills in the classroom.

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- • recognize the importance of school attendance.

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

- discuss safety rules and laws.
- • recite emergency contact information.
- • recognize differences between appropriate and inappropriate physical contact.
- • name helpers in the school and community.

Units of Study

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