



© 2008

STANDARDS

PAGE REFERENCES

Standard 4: Design a Career Blueprint

Students will develop, implement, and periodically review and revise a career blueprint in the context of other life choices and changing employment trends, societal needs and economic conditions. The blueprint will include educational plans supportive of their personal and career goals. It will also include supportive extra-curricular and community activities and work experience. Students will analyze and document personal interests, talents, skills, aptitudes and values in relation to career options. They will plan for development of core employability skills needed by all students to succeed in school and by all workers to succeed in the workplace.

Introductory Benchmarks: Design a Career Blueprint

Introductory Benchmark A: Develop an individual academic career plan based on self-knowledge and interests.

Descriptor:

1. Develop profile of interests, attitudes, goals, skills, and expectations related to career options.
2. Identify career information resources.
3. Recognize factors affecting career choices.
4. Relate career clusters to interest and talents.
5. Identify education and training opportunities (e.g., military, college apprenticeship, career and technical education, entrepreneurship).
6. Draft individual career plan.

Student Edition:

32-34, 35-43, 58-66, 67-73, 102-105, 111-114
Career Spotlight 22-23, 74-75, 104-105, 276-277, 302-303, 436-437, 520-521
Figure 60, 104
Review Key Concepts 43 #2, 66 #1, 115 #3

Teacher Wraparound Edition:

CT 60, 69, 72, 111; DS 103; RS 33; SP 37, 38, 40; WS 63

STANDARDS	PAGE REFERENCES
Introductory Benchmark B: Identify job search skills.	
Descriptor:	
<ol style="list-style-type: none"> 1. Write beginning resume. 2. Recognize possible job search resources (e.g., family, neighbors, friends). 3. Explore career possibilities through volunteer activities. 	<p>Student Edition: 59-66, 140-141, 144-145, 566-567 <i>Figure 142, 143</i> <i>Real-World Connection 109</i> <i>Review Key Concepts 66 #1, #3</i></p> <p>Teacher Wraparound Edition: CA 66; CT 63, 566; DS 64; R 59; RS 140, 140; SP 141; WS 142</p>
Introductory Benchmark C: Understand career and workplace issues.	
Descriptor:	
<ol style="list-style-type: none"> 1. Identify social, economic, technical, and global trends impacting the workplace. 2. Identify implications of life and work changes (e.g., multiple careers in a lifetime, work-from-home technologies, emerging careers, secure technology systems). 	<p>Student Edition: 14-17, 19, 36-39, 555 <i>The 21st Century Workplace 14</i> <i>Figure 18</i> <i>Review Key Concepts 43 #2</i></p> <p>Teacher Wraparound Edition: DS 36; SP 17, 37; T 18; WS 16</p>
Intermediate Benchmark: Design a Career Blueprint	
Introductory Benchmark A: Update an individual academic career plan based on self-knowledge and interests.	
Descriptor:	
<ol style="list-style-type: none"> 1. Update personal profile of interests, attitudes, goals, skills, and expectations related to career options. 2. Explore career information resources. 3. Interpret factors affecting career choices. 4. Differentiate among education and training opportunities (e.g., military, college, apprenticeship, career and technical education, entrepreneurship). 5. Construct individual career plan. 	<p>Student Edition: 32-34, 35-43, 58-66, 67-73, 102-105, 111-114 <i>Career Spotlight 22-23, 74-75, 104-105, 276-277, 302-303, 436-437, 520-521</i> <i>Figure 60, 104</i> <i>Review Key Concepts 43 #2, 66 #1, 115 #3</i></p> <p>Teacher Wraparound Edition: CT 60, 69, 72, 111; DS 103; RS 33; SP 37, 38, 40; WS 63</p>

STANDARDS	PAGE REFERENCES
<p>Intermediate Benchmark B: Practice job search skills.</p>	
<p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Explore resume writing styles. 2. Identify job hunting skills including: <ol style="list-style-type: none"> a. Find job postings; b. Send out resumes; c. Schedule interviews; d. Prepare for interviews. 3. Cite examples of jobs and needed qualifications or background. 4. Explore employment opportunities locally and nationally. 	<p>Student Edition: 59-66, 130-135, 136-141, 144-145, 154-159, 161, 162-169 <i>Figure 142, 143, 160</i> <i>Real-World Connection 141</i> <i>Review Key Concepts 66 #1, 161 #1</i></p> <p>Teacher Wraparound Edition: CA 66; CT 63; DS 64, 137, 163; R 59; RS 140, 140; SP 132, 141, 158</p>
<p>Intermediate Benchmark C: Interpret career and workplace issues.</p>	
<p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Explore social, economic, and global trends impacting the employment opportunities including: <ol style="list-style-type: none"> a. Outsourcing; b. Minimum wage; c. Multi-cultural expectations and understandings; d. Changes in pensions and Social Security; e. Ethical workplace standards (e.g., sexual harassment, theft, financial accounting, falsifying records, technology abuse, personal and professional conduct). 2. Examine implications of life and work changes (e.g., multiple careers in a lifetime, work-from-home technologies, emerging careers). 3. Explore work and family relationship related to healthcare benefits, daycare for children, family leave, job sharing, and relocation. 	<p>Student Edition: 14-17, 19, 36-39, 71-72, 213, 265, 267, 268, 270, 518-519, 555 <i>The 21st Century Workplace 14</i> <i>Figure 18</i> <i>Review Key Concepts 43 #2</i></p> <p>Teacher Wraparound Edition: CT 267, 268; DS 36; RS 265; SP 17, 37, 71; T 18; WS 16</p>

STANDARDS	PAGE REFERENCES
<p>Advanced Benchmark: Design a Career Blueprint</p>	
<p>Advanced Benchmark A: Assess career plan based on self knowledge and interests. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Revise career options profile (e.g., interests, attitudes, goals, skills, expectations about work). 2. Evaluate career information resources. 3. Judge factors affecting career choices. 4. Compare and contrast education and training opportunities (e.g., military, college, apprenticeship, career and technical education, entrepreneurship). 5. Revise individual career plan. 	<p>Student Edition: 32-34, 35-43, 58-66, 67-73, 102-105, 111-114 <i>Career Spotlight</i> 22-23, 74-75, 104-105, 276-277, 302-303, 436-437, 520-521 <i>Figure</i> 60, 104 <i>Review Key Concepts</i> 43 #2, 66 #1, 115 #3</p> <p>Teacher Wraparound Edition: CT 60, 69, 72, 111; DS 103; RS 33; SP 37, 38, 40; WS 63</p>
<p>Advanced Benchmark B: Manage job search skills. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Write resumes meeting employer expectations. 2. Develop effective interview skills including: <ol style="list-style-type: none"> a. Maintaining eye contact; b. Articulating knowledge of company; c. Conducting introductions and portfolio presentations; d. Representing own skills. 3. Plan postsecondary educational goals including implementation strategy. 4. Investigate career trend data. 	<p>Student Edition: 59-66, 71-73, 130-135, 136-141, 144-145, 154-159, 161, 162-169 <i>Figure</i> 142, 143, 160 <i>Real-World Connection</i> 141 <i>Review Key Concepts</i> 66 #1, 161 #1</p> <p>Teacher Wraparound Edition: CA 66; CT 63, 71, 72; DS 64, 137, 163; R 59; RS 140, 140; SP 132, 141, 158</p>

STANDARDS

PAGE REFERENCES

Advanced Benchmark C: Examine career and workplace issues.**Descriptor:**

1. Evaluate social, economic, and global trends impacting the employment opportunities.
 - a. Outsourcing;
 - b. Minimum wage;
 - c. Multicultural expectations and understandings;
 - d. Changes in pensions and social security;
 - e. Examine ethical workplace standards (e.g., sexual harassment, theft, financial accounting, falsifying records, technology abuse, personal and professional conduct).
2. Evaluate implications of life and work changes (e.g., multiple careers in a lifetime, work-from-home technologies, emerging careers).
3. Assess work and family relationships related to healthcare benefits, family daycare, family leave, job sharing, and relocation.

Student Edition:

14-17, 19, 36-39, 71-72, 213, 265, 267, 268, 270, 518-519, 555

The 21st Century Workplace 14

Figure 18

Review Key Concepts 43 #2

Teacher Wraparound Edition:

CT 267, 268; DS 36; RS 265; SP 17, 37, 71; T 18; WS 16

Advanced Benchmark D: Develop interpersonal skills essential in the workplace.**Descriptor:**

1. Assess diverse workplace experiences resulting from gender, age, socioeconomic status, ethnicity, religion.
2. Evaluate how differences impact productivity and workplace interactions.
3. Develop team interpersonal and problem-solving skills to enhance productivity.
4. Develop essential workplace skills for effective communication namely:
 - a. Create presentations to develop concepts;
 - b. Develop writing skills to synthesize and convey concepts to a group;
 - c. Hone ability to find answers;
 - d. Direct work projects.
5. Develop essential workplace skills for conflict resolution namely:
 - a. Listening and responding skills (e.g., supporting, probing, understanding);
 - b. Ethics of relationships (e.g., perspective taking, civility, manners, etiquette);
 - c. Sensitivity to cultural differences;
 - d. Interpersonal skills (e.g., take perspectives, determine reasons for positions; find mutual gain, manage anger and stress).

Student Edition:

18-19, 239, 297-300, 311-316, 319-320, 335-339, 341, 359

The 21st Century Workplace 188

Figure 18, 299, 320

Review Key Concepts 339 #3

Teacher Wraparound Edition:

CT 314; DS 297, 311, 319; RS 312, 336; SP 299

STANDARDS	PAGE REFERENCES
<p>Advanced Benchmark E: Develop skills that employers demand.</p>	
<p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Use technology to perform work functions, keep records, and prepare presentations and documents. 2. Demonstrate critical skills for problem-solving and creative solutions. 3. Develop team-building skills. 4. Develop and practice leadership skills through Family, Career and Community Leaders of America (FCCLA). 5. Develop personal attributes that lead to effective, reliable employees (e.g., meeting deadlines, punctuality, self-initiative, accountability). 	<p>Student Edition: 17-18, 166, 297-301, 311-315, 363-367, 377-383 <i>The 21st Century Workplace</i> 359 <i>Review Key Concepts</i> 21 #3, 301 #2, 383 #1 <i>Technology Applications</i> 173, 305, 371</p> <p>Teacher Wraparound Edition: CA 301; CT 166; DS 363; RS 312, 379; SP 17</p>
<p>Advanced Benchmark F: Develop workplace communication skills to promote self.</p>	
<p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Propose skills to develop and monitor positive work image. 2. Illustrate work achievements. 3. Predict ways to continue to learn, network, and contribute in the workplace. 4. Describe self-confidence, loyalty, and self-assuredness, as they contribute to a positive work climate. 	<p>Student Edition: 209, 291-295, 297-301 <i>The 21st Century Workplace</i> 359 <i>Creative Business Practices</i> 294 <i>Everyday Ethics</i> 536 <i>Review Key Concepts</i> 295 #1</p> <p>Teacher Wraparound Edition: CT 293; DS 291, 292, 297; UA 300</p>

STANDARDS

PAGE REFERENCES

Standard 7: Manage a Life Plan

Students will integrate management principles that will lead to more productive and meaningful lives. Goal setting, planning and time management skills will be applied in reference to the family and workplace. Students will develop an understanding of the causes and implications of all types of stress and will build their capacity to address stress and cope with change. Students will develop and extend their thinking on the changes in gender roles and responsibilities and their impact on the home and work. Students will learn the importance of accepting responsibility for the management of personal, family and environmental resources.

Introductory Benchmark: Manage a Life Plan

Introductory Benchmark A: Recognize values and resources that support goals.

Descriptor:

1. Identify short-term, goal-setting processes related to interpersonal relationships, academics, money, health, and community involvement.
2. Identify long-term, goal-setting processes related to interpersonal relationships, academics, money, health, and community involvement.
3. Define values that impact goal setting (e.g., aesthetic, health, safety, intellectual, economic, prudential, ethical, environmental).
4. Identify resources related to current goals including:
 - a. Skills (e.g., interpersonal, technology, energy, talents);
 - b. Education (e.g., teachers, books, school, information services);
 - c. Community (e.g., support services, family, professionals);
 - d. Financial (e.g., saving, spending, gifting).

Student Edition:
 36-38, 107-109, 111-115, 314
Active Learning 119
Figure 110
Personal Academic and Career Portfolio 121
Review Key Concepts 42 #2, 115 #1-#3
Teacher Wraparound Edition:
 CT 110, 111; DS 36; RS 107, 108, 111; SP 37;
 WS 109

Introductory Benchmark B: Identify time management strategies related to personal, educational, and family goals.

Descriptor:

1. Identify time management techniques that help meet goals (e.g., setting priorities, using schedules and planners, avoiding procrastination, multi-tasking).
2. Recognize self-management as essential to time management.
3. Describe barriers that prevent or interfere with time management (e.g., procrastination).

Student Edition:
 208, 291, 401-405
Figure 403
Review Key Concepts 209 #3, 405 #3
Teacher Wraparound Edition:
 CT 402; DS 401, 404; RS 401; SP 208, 403

STANDARDS	PAGE REFERENCES
<p>Introductory Benchmark C: Recognize methods to reduce and manage stress.</p>	
<p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Describe the impact of internal and external stressors. 2. Identify positive steps to reduce stress including: <ol style="list-style-type: none"> a. Describe healthy and unhealthy ways to deal with stress; b. Identify how to build self-worth and self-efficacy to reduce stress; c. Identify strategies for coping with change that can cause stress. 3. Recognize support services available for coping with stress (e.g., professionals, family, government and community agencies, school personnel). 	<p>Student Edition: 166, 185, 232, 246-247 <i>Everyday Ethics</i> 254 <i>Practice Academic Skills</i> 247 <i>Review Key Concepts</i> 233 #2</p> <p>Teacher Wraparound Edition: SP 246; WS 232</p>
<p>Introductory Benchmark D: Identify daily life practices, routines and procedures that sustain the environment.</p>	
<p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Define how to reduce, reuse, recycle, and conserve resources by naming: <ol style="list-style-type: none"> a. Materials to recycle; b. Methods to reduce goods and services; c. Goods whose re-use benefits the environment. 2. Identify role of resource conservation in choosing goods and services to meet daily needs. 3. Define natural resources and ways to conserve them in daily life practices. 	<p>Student Edition: 252 <i>The 21st Century Workplace</i> 252 <i>Creative Business Practices</i> 314, 454</p> <p>Teacher Wraparound Edition: UA 252</p>

STANDARDS

PAGE REFERENCES

Introductory Benchmark E: Define decision-making process.**Descriptor:**

<ol style="list-style-type: none"> 1. Recognize decision-making skills needed to achieve goals namely: <ol style="list-style-type: none"> a. Define rational and irrational decision-making behaviors; b. Recognize different individual perspectives related to decision-making; c. Recognize consequences of decision actions. 2. Outline steps to decision making process namely: <ol style="list-style-type: none"> a. Define problem and its context; b. Name alternatives and consequences; c. Choose best alternative based on workable, valued ends; d. Identify plan to carry out decision; e. Discuss intended and unintended outcomes. 3. Explore reliable resources to assist in decision making. 	<p>Student Edition: 31-34, 85, 357-359, 361 <i>Everyday Ethics</i> 20 <i>Figure 32</i>, 360 <i>Review Key Concepts</i> 34 #2, 361 #1</p> <p>Teacher Wraparound Edition: CA 34; CT 32; DS 31, 357; RS 31; SP 357</p>
--	--

Introductory Benchmark F: Apply skills for resisting peer pressure and to resolve conflict in interpersonal, educational and workplace relationships.**Descriptor:**

<ol style="list-style-type: none"> 1. Define pressures related to resisting adolescent peer pressure. 2. Identify support systems available for resisting peer pressure and resolving conflict. 3. Describe how self-worth, self-confidence, and self-efficacy assist in resisting unproductive peer pressure. 4. Define conflict resolution skills related to: <ol style="list-style-type: none"> a. Negotiable and non-negotiable areas of conflict; b. Appropriate ways to express anger in interpersonal conflicts; c. Limits and boundaries for respecting and protecting self and others. 	<p>Student Edition: 292, 297-300, 338, 359 <i>Figure 299</i> <i>Review Key Concepts</i> 301 #2</p> <p>Teacher Wraparound Edition: DS 292, 297; SP 299; WS 338</p>
---	---

STANDARDS	PAGE REFERENCES
<p>Introductory Benchmark G: Define multicultural awareness in interpersonal, educational and workplace relationships.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Identify effects of multi-cultural issues (e.g., stereotypes, prejudices, discrimination, bias, hate, racism, sexism). 2. Recognize educational and workplace miscommunication based on differences in: <ol style="list-style-type: none"> a. Verbal and nonverbal gestures and behaviors; b. Language; c. Clothing; d. Religious practice; e. Gender; f. Values; g. Beliefs. 3. Describe components of culture (e.g., family systems, religious beliefs, food, clothing, housing, customs, traditions, holidays). 	<p>Student Edition: 19, 268-270, 300-301 <i>The 21st Century Workplace</i> 188, 312 <i>Creative Business Practices</i> 268 <i>Figure 18</i> <i>Review Key Concepts</i> 270 #2, 301 #3</p> <p>Teacher Wraparound Edition: CT 268; RS 18; UA 300</p>
<p>Introductory Benchmark H: Describe friend and family systems that support and sustain a productive and meaningful life.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Explain effective techniques for building positive, supportive personal relationships. 2. Describe qualities of healthy relationships. 	<p>Student Edition: 37, 230, 292, 331-332 <i>Everyday Ethics</i> 232</p> <p>Teacher Wraparound Edition: RS 331</p>

STANDARDS	PAGE REFERENCES
<p>Intermediate Benchmark: Manage a Life Plan</p>	
<p>Intermediate Benchmark A: Examine values and resources that support lifestyle goals. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Examine goal-setting processes to meet interpersonal, academic, financial, health and community needs by identifying: <ol style="list-style-type: none"> a. Processes in setting short- and long-term goals; b. Standards or characteristics of measurable goals. 2. Consider values in goal setting and resolving value conflicts. 3. Create plans that use resources in reaching lifestyle goals including <ol style="list-style-type: none"> a. Skills (e.g., interpersonal, technological, energy, talents); b. Education (e.g., teachers, books, school, information services); c. Community (e.g., support services, family, professionals); d. Financial (e.g., banking services to manage money). 	<p>Student Edition: 36-38, 107-109, 111-115, 314 <i>Active Learning</i> 119 <i>Figure</i> 110 <i>Personal Academic and Career Portfolio</i> 121 <i>Review Key Concepts</i> 42 #2, 115 #1-#3</p> <p>Teacher Wraparound Edition: CT 110, 111; DS 36; RS 107, 108, 111; SP 37; WS 109</p>
<p>Intermediate Benchmark B: Explore time management strategies related to educational, work and family goals. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Explore time management techniques that meet educational, work and family goals. 2. Differentiate discretionary and non-discretionary time use. 3. Examine how time use meets personal and academic goals. 4. Implement self-management as essential to time management. 	<p>Student Edition: 208, 291, 401-405 <i>Figure</i> 403 <i>Review Key Concepts</i> 209 #3, 405 #3</p> <p>Teacher Wraparound Edition: CT 402; DS 401, 404; RS 401; SP 208, 403</p>

STANDARDS	PAGE REFERENCES
<p>Intermediate Benchmark C: Develop plans to reduce and manage stress.</p>	
<p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Interpret factors that contribute to stress. 2. Differentiate between internal and external stressors. 3. Illustrate steps to reduce stress including: <ol style="list-style-type: none"> a. Compare healthy and unhealthy ways to deal with stress; b. Compare strategies for coping with change. 4. Consider plans for coping with stress (e.g., support services, professionals, family, community, school personnel). 	<p>Student Edition: 166, 185, 232, 246-247 <i>Everyday Ethics</i> 254 <i>Practice Academic Skills</i> 247 <i>Review Key Concepts</i> 233 #2 Teacher Wraparound Edition: SP 246; WS 232</p>
<p>Intermediate Benchmark D: Apply environmentally sustaining practices in school, home, work and community.</p>	
<p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Select behaviors that encourage the sustainability of natural resources. <ol style="list-style-type: none"> a. Explore plans to reduce, reuse, and recycle goods and services; b. Illustrate plans to protect natural resources. 2. Describe environmental-related career opportunities (e.g., environmental engineer, horticulturalist, Environmental Protection Agency [EPA] specialist, park ranger). 	<p>Student Edition: 252 <i>The 21st Century Workplace</i> 252 <i>Creative Business Practices</i> 314, 454 Teacher Wraparound Edition: UA 252</p>
<p>Intermediate Benchmark E: Apply decision-making skills to educational, work and interpersonal problems.</p>	
<p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Apply decision-making process steps namely: <ol style="list-style-type: none"> a. Define problem and its context; b. Name alternatives and consequences; c. Explore best alternative based on workable, valued ends; d. Outline plan to carry out decision; e. Examine intended and unintended outcomes. 2. Define critical thinking skills related to practical reasoning and decision making. 3. Examine reliable resources for decision making. 4. Define ethical principles, value judgments, and moral reasoning related to decision making. 5. Implement decision-making process for educational, workplace, and interpersonal problems. 	<p>Student Edition: 31-34, 85, 357-359, 361 <i>Everyday Ethics</i> 20 <i>Figure</i> 32, 360 <i>Review Key Concepts</i> 34 #2, 361 #1 Teacher Wraparound Edition: CA 34; CT 32; DS 31, 357; RS 31; SP 357</p>

STANDARDS	PAGE REFERENCES
<p>Intermediate Benchmark F: Utilize skills for resisting peer pressure and resolve conflict in interpersonal, educational and workplace relationships.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Explain stages and pressures of adolescent development related to resisting unproductive peer pressure. 2. Explain how personal skills, support systems, and adult mentors assist in resisting negative peer pressure and resolving conflict. 3. Explain self-worth, self-confidence and self-efficacy related to resisting negative peer pressure. 4. Illustrate conflict resolution skills namely: <ol style="list-style-type: none"> a. Appraise negotiable and non negotiable conflicts; b. Model appropriate ways to express anger in interpersonal conflicts; c. Examine productive and unproductive responses to conflict. 	<p>Student Edition: 292, 297-300, 338, 359 <i>Figure 299</i> <i>Review Key Concepts 301 #2</i></p> <p>Teacher Wraparound Edition: DS 292, 297; SP 299; WS 338</p>
<p>Intermediate Benchmark G: Utilize skills for resisting peer pressure and resolve conflict in interpersonal, educational and workplace relationships.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Describe effects of stereotypes, prejudices, discrimination, bias, hate, racism and sexism. 2. Interpret educational and workplace miscommunication based on differences in: <ol style="list-style-type: none"> a. Verbal and nonverbal gestures and behaviors; b. Language; c. Clothing; d. Religious practice; e. Gender; f. Values; g. Beliefs. 3. Explore components of culture (e.g., family systems, religious beliefs, food, clothing, housing, customs, traditions, holidays). 4. Recognize characteristics of diversity in educational, community, and workplace settings. 5. Contrast components of differing cultural backgrounds and experiences. 	<p>Student Edition: 19, 268-270, 300-301 <i>The 21st Century Workplace</i> 188, 312 <i>Creative Business Practices</i> 268 <i>Figure 18</i> <i>Review Key Concepts 270 #2, 301 #3</i></p> <p>Teacher Wraparound Edition: CT 268; RS 18; UA 300</p>

STANDARDS	PAGE REFERENCES
<p>Intermediate Benchmark H: Recognize friend, family and community systems that sustain productive, meaningful lifestyles.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> Employ effective techniques for building positive, supportive personal and group relationships. Describe qualities of healthy long-term mate relationships to build strong families. 	<p>Student Edition: 37, 230, 292, 331-332 <i>Everyday Ethics</i> 232</p> <p>Teacher Wraparound Edition: RS 331</p>
<p>Advanced Benchmark: Manage a Life Plan</p>	
<p>Advanced Benchmark A: Assess values and resources that support lifestyle goals.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> Compare how short- and long-term goals meet interpersonal, recreational, academic, financial, health, and community needs. Demonstrate importance of values in goal-setting process. Prioritize resources in reaching lifestyle goals including: <ol style="list-style-type: none"> Skills (e.g., interpersonal, technological, energy, talents); Education (e.g., teachers, books, school, information services); Community (e.g., support services, family, professionals); Financial (e.g., banking, investing for future). 	<p>Student Edition: 36-38, 107-109, 111-115, 314 <i>Active Learning</i> 119 <i>Figure</i> 110 <i>Personal Academic and Career Portfolio</i> 121 <i>Review Key Concepts</i> 42 #2, 115 #1-#3</p> <p>Teacher Wraparound Edition: CT 110, 111; DS 36; RS 107, 108, 111; SP 37; WS 109</p>
<p>Advanced Benchmark B: Evaluate effectiveness of time management plans related to educational, work and family goals.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> Identify time management strategies that meet personal, educational, work, and family goals. Evaluate time management techniques to balance personal, work, family, and educational goals. Reflect on techniques used by self and others to meet goals. Evaluate time management plans to meet personal, work, family, and educational goals. 	<p>Student Edition: 208, 291, 401-405 <i>Figure</i> 403 <i>Review Key Concepts</i> 209 #3, 405 #3</p> <p>Teacher Wraparound Edition: CT 402; DS 401, 404; RS 401; SP 208, 403</p>

STANDARDS	PAGE REFERENCES
<p>Advanced Benchmark C: Recommend plans for reducing and managing stress. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Choose appropriate stress management techniques. 2. Evaluate plans for reducing stress including; <ol style="list-style-type: none"> a. Strategies to manage stress; b. Strategies for coping with change; c. Techniques to reduce stress; 3. Recommend private, government and community support services available for coping with stress. 	<p>Student Edition: 166, 185, 232, 246-247 <i>Everyday Ethics</i> 254 <i>Practice Academic Skills</i> 247 <i>Review Key Concepts</i> 233 #2 Teacher Wraparound Edition: SP 246; WS 232</p>
<p>Advanced Benchmark D: Assess practices that sustain environment. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Analyze data on how human actions are detrimental to the environment. 2. Evaluate present data and predict future methods of sustaining the environment. 3. Gather and analyze data to justify reducing, reusing, and recycling. 4. Develop environment-sustaining practices for school, home, workplace, neighborhood, and larger community. 5. Maintain environment-sustaining practices. 6. Promote future environment-sustaining practices. 	<p>Student Edition: 252 <i>The 21st Century Workplace</i> 252 <i>Creative Business Practices</i> 314, 454 Teacher Wraparound Edition: UA 252</p>
<p>Advanced Benchmark E: Choose decision-making skills to solve individual, family, group, school and workplace problems. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Apply decision-making process steps namely: <ol style="list-style-type: none"> a. Define problem and its context; b. Name alternatives and consequences; c. Explore best alternative based on workable, valued ends; d. Outline plan to carry out decision; e. Examine intended and unintended outcomes. 2. Evaluate critical thinking skills in decision-making process. 3. Critique ethical principles to guide decision making. 4. Evaluate the decision-making process for personal, educational, workplace and family problems that emerge and re-emerge over time. 	<p>Student Edition: 31-34, 85, 357-359, 361 <i>Everyday Ethics</i> 20 <i>Figure</i> 32, 360 <i>Review Key Concepts</i> 34 #2, 361 #1 Teacher Wraparound Edition: CA 34; CT 32; DS 31, 357; RS 31; SP 357</p>

STANDARDS	PAGE REFERENCES
<p>Advanced Benchmark F: Recommend skills for resisting peer pressure and resolving conflict in interpersonal, educational and workplace relationships.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Assess peer pressure experienced at various developmental stages in school, workplace, personal relationships, and community. 2. Recommend support systems that help resist negative peer pressures and conflict. 3. Critique skills for resisting negative peer pressures (e.g., self-worth, self-efficacy, self-actualization, ethical thinking, and advocacy of self and others). 4. Justify conflict resolution skills including: <ol style="list-style-type: none"> a. Negotiable and non-negotiable conflicts; b. Methods to express anger in interpersonal conflicts. c. Responses to conflict. 	<p>Student Edition: 292, 297-300, 338, 359 <i>Figure 299</i> <i>Review Key Concepts 301 #2</i></p> <p>Teacher Wraparound Edition: DS 292, 297; SP 299; WS 338</p>
<p>Advanced Benchmark G: Justify the value of multicultural awareness in interpersonal, educational and workplace relationships.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Critique effects of stereotypes, prejudice, discrimination, hate, racism, and sexism. 2. Recommend strategies for correcting miscommunications arising from cultural differences. 3. Design processes to inform others how cultural differences impact school and workplace relationships. 4. Champion diversity in educational, community, and workplace settings. 5. Contrast components of differing cultural backgrounds and experiences. 6. Assess diverse cultural components (e.g., family systems, religious beliefs, gender expectations, food, clothing, housing, customs, traditions, holidays). 	<p>Student Edition: 19, 268-270, 300-301 <i>The 21st Century Workplace 188, 312</i> <i>Creative Business Practices 268</i> <i>Figure 18</i> <i>Review Key Concepts 270 #2, 301 #3</i></p> <p>Teacher Wraparound Edition: CT 268; RS 18; UA 300</p>
<p>Advanced Benchmark H: Evaluate friend, family and community systems that support and sustain a productive, meaningful lifestyle.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Assess effective techniques for building positive, supportive personal and group relationships. 2. Identify qualities of healthy long-term mate relationships to build strong families. 	<p>Student Edition: 37, 230, 292, 331-332 <i>Everyday Ethics 232</i></p> <p>Teacher Wraparound Edition: RS 331</p>

STANDARDS**PAGE REFERENCES****Standard 8: Manage Personal Transitions**

Students assume increasing responsibility for their own growth and development. They analyze their personal assets and plan strategies to increase these assets that make them caring, healthy, confident, and responsible people. They set school, family, and life goals, develop and implement plans to achieve those goals, and reflect on the process and product. They exercise personal leadership in creating a self-identify; making ethical choices; controlling impulses; showing confidence in ability to interpret, respond to, and influence change; and taking reasoned risks. They develop strategies for lifelong learning. They assess the impact of their behavior on the world around them—friends, family, school, community, nation, world—and develop ways to improve conditions affecting others.

Introductory Benchmark: Manage Personal Transitions**Introductory Benchmark A: Explore the role of academic achievement in transitions.
Descriptor:**

1. Describe roles of multiple intelligences as a way to direct and manage learning about transitions.
2. Identify study skills that best facilitate achievement.
3. Apply test-taking procedures and skills needed for academic success related to transitions.
4. Manage personal schedule and calendar systems that support academic achievement related to transitions.
5. Describe metacognitive skills needed to chart progress toward self-efficacious personal and academic growth.

Student Edition:

40-43, 71-72, 111-114, 140, 314, 403-404

Figure 42, 403

Review Key Concepts 43 #3, 405 #3

Teacher Wraparound Edition:

CT 42, 71, 111, 402; SP 140, 403

STANDARDS	PAGE REFERENCES
<p>Introductory Benchmark B: Explain factors that influence personal and academic life transitions.</p>	
<p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Describe risks and benefits associated with personal and academic choices. 2. Identify reliable sources of information for developing a plan for personal and academic success (e.g., adult mentors). 3. Identify personal interests and developmental assets applicable to transitions. 4. Apply goal setting and planning strategies to guide life transitions. 5. Explain universal values that guide choices during times of transition (e.g., honesty, integrity, fairness). 6. Identify decision-making steps related to making transitions. 7. Describe context, sources of information, alternatives, and consequences as related to functioning in a new situation. 8. Describe the role of feedback in modifying behaviors. 9. Identify skills necessary to give and receive feedback. 	<p>Student Edition: 31-34, 36-43, 59-64, 108-109, 161, 357-359, 361 <i>Everyday Ethics</i> 39 <i>Figure</i> 32, 110 <i>Review Key Concepts</i> 34 #2, 43 #2, 66 #2, 161 #1</p> <p>Teacher Wraparound Edition: CA 64; CT 32, 110; DS 31, 36; RS 59, 108; SP 33, 37, 40, 357; WS 62</p>
<p>Introductory Benchmark C: Explore skills to express emotions and resolve differences and conflict in school and family relationships.</p>	
<p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Recognize emotions to express them in socially acceptable ways. 2. Compare alternative responses to conflict and the consequences. 3. Describe appropriate strategies to effectively resolve conflicts. 4. Explore effective communication skills to resolve interpersonal conflicts. 	<p>Student Edition: 293, 298-300, 335, 338 <i>Figure</i> 299 <i>Review Key Concepts</i> 301 #2</p> <p>Teacher Wraparound Edition: CT 293, 335; DS 292; SP 299; WS 338</p>

STANDARDS	PAGE REFERENCES
<p>Introductory Benchmark D: Apply social skills that lead to effective school and family relationships.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Identify productive school behaviors (e.g., cooperation, personal responsibility, appropriate dress, appropriate language, punctuality). 2. Demonstrate use of team skills that promote task completion. 3. Express effective responses to cultural and ethnic diversity. 	<p>Student Edition: 19, 297-298, 300-301, 311-317 <i>The 21st Century Workplace</i> 312 <i>Figure 18</i> <i>Review Key Concepts</i> 317 #1</p> <p>Teacher Wraparound Edition: CA 301; CT 314; DS 297, 311; RS 312; UA 300</p>
<p>Intermediate Benchmark: Manage Personal Transitions</p>	
<p>Introductory Benchmark A: Demonstrate how academic achievement supports personal and career growth.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Evaluate academic achievement in relation to learning style and the multiple intelligences. 2. Demonstrate study skills that enhance achievement. 3. Apply test-taking procedures and skills for academic success. 4. Identify academic achievement indicators associated with setting new goals (e.g., GPA, proficiency exams, other standardized measures). 5. Create a system that can be used to manage personal and career growth. 6. Explore skills needed for self-efficacious personal and academic growth. 7. Demonstrate technologies that effectively manage learning. 	<p>Student Edition: 40-43, 71-72, 111-114, 140, 314, 403-404 <i>Figure 42</i>, 403 <i>Review Key Concepts</i> 43 #3, 405 #3</p> <p>Teacher Wraparound Edition: CT 42, 71, 111, 402; SP 140, 403</p>

STANDARDS	PAGE REFERENCES
<p>Introductory Benchmark B: Examine various influences on personal and academic life transitions.</p>	
<p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Compare risks and benefits associated with personal and academic choices. 2. Relate physical, emotional, and social development factors to life transition points. 3. Gather reliable resources that support planning for personal and academic success. 4. Assess personal interests and developmental assets. 5. Use examples of goal setting and planning strategies to guide life transitions. 6. Describe actions and attributes needed during times of transition (e.g., honesty, integrity, fairness). 7. Apply decision-making steps related to context, sources of information, alternatives, and consequences of functioning in a new situation. 8. Explain the role of feedback in modifying behaviors. 9. Apply skills needed to effectively give and receive feedback. 	<p>Student Edition: 31-34, 36-43, 59-64, 108-109, 161, 357-359, 361 <i>Everyday Ethics</i> 39 <i>Figure</i> 32, 110 <i>Review Key Concepts</i> 34 #2, 43 #2, 66 #2, 161 #1</p> <p>Teacher Wraparound Edition: CA 64; CT 32, 110; DS 31, 36; RS 59, 108; SP 33, 37, 40, 357; WS 62</p>
<p>Intermediate Benchmark C: Recognize skills to express emotions and resolve differences and conflict.</p>	
<p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Examine skills needed to recognize emotions and express them appropriately. 2. Evaluate alternative responses and their consequences to conflict situations. 3. Apply appropriate strategies for effectively resolving conflicts. 4. Apply effective communication skills to resolve interpersonal conflicts. 	<p>Student Edition: 293, 298-300, 335, 338 <i>Figure</i> 299 <i>Review Key Concepts</i> 301 #2</p> <p>Teacher Wraparound Edition: CT 293, 335; DS 292; SP 299; WS 338</p>

STANDARDS	PAGE REFERENCES
<p>Intermediate Benchmark D: Apply social skills that lead to effective school and family relationships.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Describe productive school behaviors (e.g., cooperation, personal responsibility, appropriate dress, appropriate language, punctuality). 2. Apply skills needed to promote task completion. 3. Initiate effective responses to cultural and ethnic diversity. 	<p>Student Edition: 19, 297-298, 300-301, 311-317 <i>The 21st Century Workplace</i> 312 <i>Figure 18</i> <i>Review Key Concepts</i> 317 #1</p> <p>Teacher Wraparound Edition: CA 301; CT 314; DS 297, 311; RS 312; UA 300</p>