



## Academic Development

Standard 1: The student will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Benchmark 1: The student will demonstrate academic self-confidence, skills and attitudes to enhance learning.

<p><b>K-2 Knowledge Base Indicators</b></p> <p>The student...</p> <ol style="list-style-type: none"> <li>demonstrates creative thinking and questioning skills;</li> <li>identifies short- and long-term academic goals;</li> <li>accepts challenges as essential to the learning process;</li> <li>identifies use of time management, organizational and study skills necessary for academic success;</li> <li>develops a sense of belonging and self-confidence in achieving high-quality results and outcomes.</li> </ol>	<p><b>3-5 Knowledge Base Indicators</b></p> <p>The student...</p> <ol style="list-style-type: none"> <li>demonstrates critical thinking skills to make informed decisions that promote academic success;</li> <li>identifies short- and long-term academic goals;</li> <li>accepts challenges as essential to the learning process;</li> <li>identifies use of time management, organizational and study skills necessary for academic success;</li> <li>demonstrates a personal trust, sense of belonging and self-confidence in achieving high- quality results and outcomes;</li> <li>demonstrates positive attitude and perseverance toward work and learning.</li> </ol>
<p><b>6-8 Knowledge Base Indicators</b></p> <p>The student...</p> <ol style="list-style-type: none"> <li>demonstrates critical thinking skills that include logic and reasoning;</li> <li>creates a plan to achieve short- and long-term academic goals and the tasks necessary to meet the goals (e.g., Individual Plan of Study);</li> <li>accepts intellectual challenges to develop personal competence as essential to the learning process;</li> </ol>	<p><b>9-12 Knowledge Base Indicators</b></p> <p>The student...</p> <ol style="list-style-type: none"> <li>demonstrates critical thinking skills to make informed decisions based on reason and evidence that promote academic success;</li> <li>creates a plan to achieve short- and long-term academic goals (e.g., Individual Plan of Study)</li> <li>applies personal strengths and attributes to enhance learning;</li> </ol>

<ol style="list-style-type: none"> <li>4. demonstrates effective time management, organizational and study skills necessary for academic success;</li> <li>5. demonstrates personal trust, self-confidence and a sense of responsibility in achieving high- quality results and outcomes;</li> <li>6. identifies attitudes, behaviors and feelings that lead to academic success;</li> <li>7. explores personal interests and abilities to enhance learning;</li> <li>8. recognizes the external and internal motivating factors and personal attributes that contribute to learning.</li> </ol>	<ol style="list-style-type: none"> <li>4. demonstrates positive attitude and perseverance toward work and learning;</li> <li>5. demonstrates self-confidence in achieving high-quality results and outcomes;</li> <li>6. demonstrates attitudes, behaviors, and feelings that lead to academic success.</li> </ol>
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Benchmark 2: The student will achieve school success.

<p><b>K-2 Knowledge Base Indicators</b></p> <p>The student...</p> <ol style="list-style-type: none"> <li>1. develops creative and critical thinking skills that include questioning necessary for academic success;</li> <li>2. develops effective cooperative and collaborative skills;</li> <li>3. applies perseverance and independent learning skills;</li> <li>4. identifies short and long-term academic goals;</li> <li>5. develops a positive attitude toward learning.</li> </ol>	<p><b>3-5 Knowledge Base Indicators</b></p> <p>The student...</p> <ol style="list-style-type: none"> <li>1. demonstrates critical thinking that includes skills in consideration of accuracy, relevance and significance in learning situations;</li> <li>2. demonstrates independent, cooperative and collaborative skills to complete academic tasks;</li> <li>3. recognizes the importance of effort and persistence to promote academic success;</li> <li>4. recognizes the importance of regular school attendance;</li> <li>5. practices effective learning and test-taking strategies;</li> <li>6. recognizes the importance of effort and persistence to achieve academic success;</li> <li>7. uses appropriate communication skills to seek assistance;</li> <li>8. actively engages in challenging coursework.</li> </ol>
<p><b>6-8 Knowledge Base Indicators</b></p> <p>The student...</p> <ol style="list-style-type: none"> <li>1. demonstrates critical thinking skills to evaluate and develop inferences to make informed decisions that promote academic success;</li> <li>2. demonstrates independent, cooperative and collaborative skills to complete academic tasks;</li> </ol>	<p><b>9-12 Knowledge Base Indicators</b></p> <p>The student...</p> <ol style="list-style-type: none"> <li>1. demonstrates critical thinking skills that include creating new ideas, hypothesizing and evaluating decisions that promote academic success;</li> <li>2. practices effective time management,</li> </ol>

<ol style="list-style-type: none"> <li>3. recognizes the importance of effort and persistence to promote academic success;</li> <li>4. recognizes the importance of regular school attendance;</li> <li>5. recognizes the importance of enrichment and extra-curricular activities;</li> <li>6. practices effective learning and test-taking strategies;</li> <li>7. applies appropriate communication skills to seek assistance;</li> <li>8. identifies a personal learning preference that promotes academic success;</li> <li>9. applies information and resources to promote academic success.</li> </ol>	<p>organizational and study skills necessary for academic success;</p> <ol style="list-style-type: none"> <li>3. demonstrates effort, self-advocacy and persistence to promote academic success;</li> <li>4. recognizes the relationship between attendance and academic success;</li> <li>5. engages in enrichment and extra-curricular activities that promote academic and career success;</li> <li>6. applies knowledge of learning preferences to positively influence academic success;</li> <li>7. practices self-directed, independent and cooperative learning skills;</li> <li>8. applies information and support from research based sources;</li> <li>9. recognizes the importance of lifelong learning;</li> <li>10. applies media and technology skills.</li> </ol>
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Standard 2: The student will complete school with the academic preparation to choose from postsecondary options.

Benchmark 1: The students will plan to achieve goals for lifelong learning.

<p><b>K-2 Knowledge Base Indicators</b></p> <p>The student...</p> <ol style="list-style-type: none"> <li>1. identifies short- and long-term academic goals;</li> <li>2. practices self-assessment skills.</li> </ol>	<p><b>3-5 Knowledge Base Indicators</b></p> <p>The student...</p> <ol style="list-style-type: none"> <li>1. practices setting short- and long-term academic goals;</li> <li>2. demonstrates self-assessment skills.</li> </ol>
<p><b>6-8 Knowledge Base Indicators</b></p> <p>The student...</p> <ol style="list-style-type: none"> <li>1. identifies and practices challenging academic goals;</li> <li>2. uses assessment results to develop and implement an Individual Plan of Study;</li> <li>3. explores academic options.</li> </ol>	<p><b>9-12 Knowledge Base Indicators</b></p> <p>The student...</p> <ol style="list-style-type: none"> <li>1. establishes challenging academic goals;</li> <li>2. uses assessment results to review and modify an Individual Plan of Study;</li> <li>3. identifies postsecondary options;</li> <li>4. develops and implements an educational plan based on postsecondary goals</li> </ol>

Standard 3: The student will understand the relationship of academics to life skills and college and career readiness.

Benchmark 1: The student will relate school to life experience.

<p><b>K-2 Knowledge Base Indicators</b></p>	<p><b>3-5 Knowledge Base Indicators</b></p>
<p>The student...</p> <ol style="list-style-type: none"> <li>1. identifies academic skills used in the home, school, and community;</li> <li>2. identifies life skills (i.e. self-discipline, perseverance, responsibility) factors used in home, school, and community;</li> <li>3. prepares for transition from home to school.</li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li>1. uses academic skills to balance home, school and community activities;</li> <li>2. applies non-cognitive (i.e. attitudes, behaviors and strategies) factors in the home, school and community;</li> <li>3. demonstrates individual responsibility for educational tasks and skills.</li> </ol>
<p><b>6-8 Knowledge Base Indicators</b></p>	<p><b>9-12 Knowledge Base Indicators</b></p>
<p>The student...</p> <ol style="list-style-type: none"> <li>1. balances home, school, and community activities;</li> <li>2. applies support skills in the home, school, and community;</li> <li>3. seeks extra-curricular and community activities to enhance the school experience;</li> <li>4. recognizes that school success enhances opportunities;</li> <li>5. prepares for the transition to high school;</li> <li>6. recognizes ongoing academic expectations.</li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li>1. recognizes the importance of balancing home, school, and community activities;</li> <li>2. explores extra-curricular and community activities to enhance the school experience;</li> <li>3. understands that school success enhances opportunities;</li> <li>4. prepares for the transition from high school to college and/or career.</li> </ol>

# Career Development

Standard 1: The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions.

Benchmark 1: The student will develop career awareness.

<p><b>K-2 Knowledge Base Indicators</b></p> <p>The student...</p> <ol style="list-style-type: none"> <li>1. identifies work and skills of self and family members;</li> <li>2. recognizes that men and women can do the same work;</li> <li>3. identifies and becomes aware of occupations in the school and community;</li> <li>4. recognizes that all work has value.</li> </ol>	<p><b>3-5 Knowledge Base Indicators</b></p> <p>The student...</p> <ol style="list-style-type: none"> <li>1. develops awareness of career interests and related occupations;</li> <li>2. develops awareness of nontraditional occupations and stereotypes;</li> <li>3. recognizes and describes the various life roles people play;</li> <li>4. recognizes that all work has value.</li> </ol>
<p><b>6-8 Knowledge Base Indicators</b></p> <p>The student...</p> <ol style="list-style-type: none"> <li>1. identifies personal interests and abilities and relates them to one's Individual Plan of Study;</li> <li>2. describes how good habits in school relate to career success;</li> <li>3. explores a variety of traditional and nontraditional occupations related to specific interests;</li> <li>4. recognizes that all occupations are available regardless of diversity (e.g., gender, ethnicity);</li> <li>5. recognizes the value of all occupations.</li> </ol>	<p><b>9-12 Knowledge Base Indicators</b></p> <p>The student...</p> <ol style="list-style-type: none"> <li>1. explores career options related to one's interests, skills, and values;</li> <li>2. analyzes how choices will affect future goals (e.g., Individual Plan of Study);</li> <li>3. knows the required education, skills, certification and training needed to achieve career goals and prepare for the changing workplace;</li> <li>4. recognizes diversity in the workplace;</li> <li>5. recognizes the value of all occupations</li> </ol>

Benchmark 2: The student will develop employment readiness.

<p><b>K-2 Knowledge Base Indicators</b></p> <p>The student ...</p> <ol style="list-style-type: none"> <li>1. identifies and communicates goals;</li> <li>2. describes personal strengths and interests;</li> <li>3. develops good work habits;</li> <li>4. makes choices and describes consequences of those choices.</li> </ol>	<p><b>3-5 Knowledge Base Indicators</b></p> <p>The student ...</p> <ol style="list-style-type: none"> <li>1. makes informed decisions, solves problems, and sets goals;</li> <li>2. demonstrates cooperative work habits;</li> <li>3. demonstrates being a positive team member;</li> <li>4. demonstrates effective communication skills;</li> </ol>
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	5. identifies, describes, and recognizes consequences of decisions.
<b>6-8 Knowledge Base Indicators</b>	<b>9-12 Knowledge Base Indicators</b>
The student... 1. demonstrates the importance of planning and goal setting; 2. demonstrates positive work habits in the classroom; 3. recognizes and describes the importance of personal qualities of responsibility, dependability, punctuality, and integrity in the workplace; 4. demonstrates effective communication skills; 5. recognizes real world consequences of decisions in one's career choices.	The student... 1. demonstrates the importance of planning and goal setting to meet needs in work and leisure; 2. acquires employability skills necessary to obtain and maintain jobs; 3. applies effective communication skills (e.g., resume, letter of introduction, job applications, and job interviews); 4. recognizes decisions made in high school can have real world consequences on one's career; 5. learns laws and strategies for dealing with discrimination and sexual harassment.

Standard 2: The student will employ strategies to achieve future career goals with success and satisfaction.

Benchmark 1: The student will acquire career information.

<b>K-2 Knowledge Base Indicators</b>	<b>3-5 Knowledge Base Indicators</b>
The student ... 1. identifies workers in various settings and their tasks.	The student ... 1. identifies career fields; 2. describes business and industry in the community and its contribution.
<b>6-8 Knowledge Base Indicators</b>	<b>9-12 Knowledge Base Indicators</b>
The student... 1. identifies and uses resources for career planning; 2. identifies personal characteristics (e.g., aptitudes, interests, and strengths); 3. explores career choices and career fields and clusters; 4. identifies secondary and post-secondary opportunities; 5. explores career choices through experiential activities (e.g., career fairs, Naviance, CAPS visit).	The student... 1. uses skills to locate, evaluate, and interpret career information; 2. demonstrates how personal characteristics influence career choices; 3. uses career information and resources for planning; 4. applies decision-making skills to the career planning process; 5. understands how changing societal and economic needs influence employment trends and requires lifelong learning (e.g., Department of Labor trends)

Benchmark 2: The student will identify career goals.

<b>K-2 Knowledge Base Indicators</b>	<b>3-5 Knowledge Base Indicators</b>
The student... 1. identifies goals; 2. develops plans to achieve goals.	The student... 1. identifies challenging goals; 2. develops plans to achieve goals.
<b>6-8 Knowledge Base Indicators</b>	<b>9-12 Knowledge Base Indicators</b>
The student... 1. identifies strategies for managing personal resources (e.g., talents, time, money) to achieve career goals; 2. develops and implements an Individual Plan of Study that effectively prepares the student for career success; 3. recognizes need to balance school, home, and career; 4. identifies career goals utilizing the SMART goal format.	The student... 1. identifies how economic, personal, and societal factors influence career goals; 2. assesses and modifies the Individual Plan of Study based upon career goals; 3. applies decision-making skills to career planning.

Standard 3: The student will understand the relationship between personal qualities, education, training, and career success.

Benchmark 1: The student will acquire knowledge to achieve career goals.

<b>K-2 Knowledge Base Indicators</b>	<b>3-5 Knowledge Base Indicators</b>
The student... 1. identifies personal skills and talents; 2. describes work tasks, roles, and responsibilities; 3. describes the characteristics and habits of a good worker; 4. describes home and school responsibilities.	The student... 1. identifies personal skills and talents; 2. describes the relationship between academic achievement and career goals; 3. recognizes the relationship between personal qualities, habits, talents, and career goals.
<b>6-8 Knowledge Base Indicators</b>	<b>9-12 Knowledge Base Indicators</b>
The student... 1. develops self-knowledge for career planning (e.g., abilities, skills, interests); 2. recognizes the relationship of essential knowledge and employability skills to career success (e.g., responsibility, dependability, punctuality, and integrity); 3. identifies the education and training needed to achieve career goals;	The student... 1. applies self-knowledge for career planning (e.g., abilities, skills, interests); 2. has awareness that educational achievement and work are related to career success; 3. relates knowledge of the changing workplace to postsecondary options and the need for lifelong learning;

4. demonstrates effective decision-making skills to achieve career goals.	4. describes how the rights and responsibilities of employers and employees relate to career success.
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Benchmark 2: The student will apply skills to achieve career goals.

<b>K-2 Knowledge Base Indicators</b>	<b>3-5 Knowledge Base Indicators</b>
The student... 1. develops good work habits; 2. develops interpersonal skills; 3. develops teamwork skills.	The student... 1. describes how personal activities and interests influence career and leisure choices; 2. describes skills learned at home or in school that apply to career success; 3. demonstrates problem-solving and decision-making skills; 4. works cooperatively.
<b>6-8 Knowledge Base Indicators</b>	<b>9-12 Knowledge Base Indicators</b>
The student... 1. relates personal activities and interests to career goals and leisure choices; 2. demonstrates appropriate interpersonal skills; 3. applies problem-solving and decision-making skills; 4. demonstrates teamwork; 5. demonstrates the ability to balance school, home, and career.	The student... 1. applies knowledge of self (e.g., personal skills, interests, abilities, aptitudes) to career decisions; 2. demonstrates a positive attitude toward learning and work; 3. demonstrates critical thinking skills to solve problems and make informed decisions; 4. applies problem-solving and decision-making skills; 5. demonstrates essential knowledge and employability skills (e.g., dependability, integrity, punctuality, and interpersonal skills); 6. uses time-management skills to balance school, work, and leisure activities; 7. applies college and career readiness skills; 8. identifies conflict management strategies.



# Social and Emotional Development

Standard 1: The student will acquire knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Benchmark 1: The student will acquire and use self-knowledge.

<p><b>K-2 Knowledge Base Indicators</b></p>	<p><b>3-5 Knowledge Base Indicators</b></p>
<p>The student...</p> <ol style="list-style-type: none"> <li>1. identifies positive attitudes toward self;</li> <li>2. identifies a variety of feelings;</li> <li>3. describes behaviors associated with various feelings;</li> <li>4. identifies people who can help them understand their feelings.</li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li>1. identifies positive attitudes toward self;</li> <li>2. recognizes and expresses feelings in an appropriate manner;</li> <li>3. recognizes the effects of responsible behavior;</li> <li>4. identifies resources in the school and community that provide assistance;</li> <li>5. recognizes impact of personal, family, and social changes.</li> </ol>
<p><b>6-8 Knowledge Base Indicators</b></p>	<p><b>9-12 Knowledge Base Indicators</b></p>
<p>The student...</p> <ol style="list-style-type: none"> <li>1. demonstrates positive attitudes toward self and others including personal strengths and assets;</li> <li>2. recognizes feelings and how to constructively handle emotions;</li> <li>3. recognizes how attitudes and choices affect behavior;</li> <li>4. exhibits positive self-control;</li> <li>5. recognizes that change is part of growth and development;</li> <li>6. identifies and uses resources in the school and community that provide assistance.</li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li>1. demonstrates appropriate social behavior;</li> <li>2. identifies personal strengths and assets;</li> <li>3. understands how attitudes and choices affect outcomes;</li> <li>4. understands change is a factor in growth and development;</li> <li>5. analyzes appropriate ways to take responsibility for themselves;</li> <li>6. identifies and uses resources in the school and community that provide assistance;</li> <li>7. demonstrates resiliency skills.</li> </ol>

Benchmark 2: The student will acquire and use interpersonal skills.

<b>K-2 Knowledge Base Indicators</b>	<b>3-5 Knowledge Base Indicators</b>
<p>The student...</p> <ol style="list-style-type: none"> <li>1. identifies appropriate times to talk and play;</li> <li>2. develops skills to make and keep friends;</li> <li>3. recognizes the differences between cooperative and uncooperative behaviors;</li> <li>4. recognizes similarities and differences between self and others.</li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li>1. demonstrates effective communication skills;</li> <li>2. recognizes and demonstrates the skills necessary to make and keep friends;</li> <li>3. understands how behavior affects school and family relationships;</li> <li>4. develops an appreciation of individual and cultural differences;</li> <li>5. learns that cooperation takes thought and planning;</li> <li>6. demonstrates self-control and the ability to hear another's perspective.</li> </ol>
<b>6-8 Knowledge Base Indicators</b>	<b>9-12 Knowledge Base Indicators</b>
<p>The student...</p> <ol style="list-style-type: none"> <li>1. develops effective coping skills;</li> <li>2. learns and uses conflict resolution skills;</li> <li>3. understands how positive behavior affects success in school and in family relationships;</li> <li>4. develops an appreciation of individual and cultural differences;</li> <li>5. demonstrates cooperation;</li> <li>6. demonstrates self-control and the ability to hear another's perspective.</li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li>1. demonstrates effective communication skills;</li> <li>2. demonstrates empathy;</li> <li>3. applies appropriate interpersonal skills;</li> <li>4. demonstrates respect for diversity.</li> </ol>

Benchmark 3: The student will appreciate perspective and emotions of others.

<b>K-2 Knowledge Base Indicators</b>	<b>3-5 Knowledge Base Indicators</b>
<p>The student...</p> <ol style="list-style-type: none"> <li>1. identifies basic emotions of others;</li> <li>2. understands emotions people experience;</li> <li>3. shows caring for others;</li> <li>4. develops necessary skills to participate in diverse groups.</li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li>1. recognizes a broader spectrum of emotions;</li> <li>2. appreciates the differences of emotions people experience;</li> <li>3. initiates a caring response;</li> <li>4. demonstrates necessary skills to participate in diverse groups.</li> </ol>
<b>6-8 Knowledge Base Indicators</b>	<b>9-12 Knowledge Base Indicators</b>
<p>The student...</p> <ol style="list-style-type: none"> <li>1. anticipates common emotional reactions to a variety of situations;</li> <li>2. develops an understanding of the context of the emotion that others are experiencing;</li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li>1. recognizes the emotions of others;</li> <li>2. respects the rights of others to experience emotions;</li> <li>3. helps people in need access appropriate assistance;</li> </ol>

<ul style="list-style-type: none"> <li>3. expresses an appropriate level of understanding;</li> <li>4. develops skills as a member and leader within a diverse group.</li> </ul>	
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Standard 2: The student will make decisions, set goals, and take necessary action to achieve goals.

Benchmark 1: The student will acquire knowledge and skills to make decisions and set goals.

<b>K-2 Knowledge Base Indicators</b>	<b>3-5 Knowledge Base Indicators</b>
The student... <ul style="list-style-type: none"> <li>1. makes decisions</li> <li>2. identifies choices and consequences;</li> <li>3. identifies a goal and how to achieve it;</li> <li>4. knows how to ask for help.</li> </ul>	The student... <ul style="list-style-type: none"> <li>1. learns the importance of setting goals;</li> <li>2. recognizes the relationship between choices and consequences;</li> <li>3. learns and uses a decision-making and problem-solving model;</li> <li>4. identifies resources to solve problems and make decisions.</li> </ul>
<b>6-8 Knowledge Base Indicators</b>	<b>9-12 Knowledge Base Indicators</b>
The student ... <ul style="list-style-type: none"> <li>1. sets goals and develops a plan to achieve goals;</li> <li>2. recognizes the consequences of decisions and choices</li> <li>3. identifies the influence of peer pressure on decision making;</li> <li>4. seeks help to solve problems and make decisions.</li> </ul>	The student... <ul style="list-style-type: none"> <li>1. sets goals and implements a plan to achieve goals;</li> <li>2. evaluates the impact of consequences in the decision making process;</li> <li>3. seeks help to solve problems and make decisions;</li> <li>4. applies effective coping skills.</li> </ul>

Standard 3: The student will understand personal safety skills.

Benchmark 1: The student will acquire personal safety skills and demonstrate digital citizenship

<b>K-2 Knowledge Base Indicators</b>	<b>3-5 Knowledge Base Indicators</b>
The student ... <ul style="list-style-type: none"> <li>1. recognizes bullying and conflict;</li> <li>2. recognizes refusal skills;</li> <li>3. recognizes the difference between appropriate and inappropriate touch, personal boundaries, and rights;</li> </ul>	The student ... <ul style="list-style-type: none"> <li>1. recognizes the difference between bullying and conflict;</li> <li>2. recognizes and applies refusal skills;</li> <li>3. explores problems associated with the use of personal information;</li> </ul>

<ul style="list-style-type: none"> <li>4. demonstrates the safe use of personal information;</li> <li>5. follows directions, rules, and laws to keep people safe.</li> <li>6. identifies resources in the school and community that provide assistance</li> </ul>	<ul style="list-style-type: none"> <li>4. recognizes the relationship between directions, rules, laws, and personal and school safety;</li> <li>5. reports incidents of unsafe use of personal information.</li> <li>6. identifies resources in the school and community that provide assistance</li> </ul>
<b>6-8 Knowledge Base Indicators</b>	<b>9-12 Knowledge Base Indicators</b>
<p>The student...</p> <ul style="list-style-type: none"> <li>1. understands the difference between bullying and conflict;</li> <li>2. recognizes and applies refusal skills;</li> <li>3. implements safeguards to protect personal information;</li> <li>4. describes abusive situations and plans for seeking help;</li> <li>5. determines actions and resources for ensuring the safety of self and others;</li> <li>6. recognizes and describes how individual choices and decision-making impact personal safety, school safety, and protection of individuals' rights.</li> </ul>	<p>The student...</p> <ul style="list-style-type: none"> <li>1. understands the difference between bullying, conflict, and harassment;</li> <li>2. applies refusal skills;</li> <li>3. implements the use of safeguards to protect personal information;</li> <li>4. recognizes potential crises and takes appropriate action;</li> <li>5. demonstrates appropriate techniques for handling bullying and harassment.</li> </ul>

Benchmark 2: The student will acquire skills to ensure health and well-being.

<b>K-2 Knowledge Base Indicators</b>	<b>3-5 Knowledge Base Indicators</b>
<p>The student...</p> <ul style="list-style-type: none"> <li>1. identifies healthy and unhealthy choices;</li> <li>2. develops self-discipline and self-control;</li> <li>3. identifies risky behaviors and consequences.</li> </ul>	<p>The student...</p> <ul style="list-style-type: none"> <li>1. identifies and applies healthy and unhealthy choices;</li> <li>2. develops and applies self-discipline and self-control;</li> <li>3. identifies risky behavior &amp; understands consequences;</li> <li>4. develops ways to cope with peer pressure.</li> </ul>
<b>6-8 Knowledge Base Indicators</b>	<b>9-12 Knowledge Base Indicators</b>
<p>The student...</p> <ul style="list-style-type: none"> <li>1. demonstrates healthy behaviors to reduce health risks;</li> <li>2. practices self-discipline and self-control;</li> <li>3. identifies the warning signs and consequences associated with risky behaviors;</li> <li>4. recognizes current issues (e.g., drug, alcohol, self-injury, dating violence, teen suicide) and the impact on health and well-being;</li> <li>5. seeks help for self and/or others who might develop problems with risky behaviors.</li> </ul>	<p>The student...</p> <ul style="list-style-type: none"> <li>1. demonstrates healthy behaviors to reduce health risks;</li> <li>2. practices self-discipline and self-control;</li> <li>3. recognizes the risk factors including impact of genetic factors related to risky behaviors;</li> <li>4. recognizes current issues (e.g., drug, alcohol, self-injury, dating violence, teen suicide, and cyber safety) and the impact on health and well-being;</li> <li>5. identifies the warning signs associated with risky behaviors;</li> <li>6. seeks help for self and/or others who might develop problems with risky behaviors.</li> </ul>

