



School District of Ashland

Guidance K - 12

Learner Outcomes

By the end of the course, students are expected to:

Grade Kindergarten:

The participants will describe physical and situational clues to identify others' feelings and their own feelings. The participants will understand that feelings about a situation can change and that others can have the same feeling about the same situation. The participants will use words and actions to show they care.

Grade 1:

The participants will define impulsive behavior and overcome troublesome social situations using problem-solving. The participants will reduce impulsive behavior using calming down techniques so problem-solving can occur. The participant will demonstrate how to share, trade, and take turns as acceptable means for dealing with wanting something that isn't yours.

Grade 2:

The participants will demonstrate how to ask for help politely and patiently. The participant will define ways to get along with others by making an apology and offering to make amends. The participant will also control impulses in learning how to apply problem-solving to ask permission.

Grade 3:

The participants will apply the basic concepts of empathy by recognizing feelings, taking others perspectives, and responding empathetically to others. The participants will be able to apply and practice active listening skills.

Grade 4:

The participants will define impulsive behavior, practicing calming down techniques and overcoming troublesome social situations using problem-solving. The participants will identify

problems, overcoming impulsive behavior by brainstorming possible situations, in choosing a fair, safe, workable solution. The participants will apply solutions into steps, trying and evaluating the solution and trying a different solution if necessary.

Grade 5:

The participants will be able to identify and describe personal strengths and assets and establish challenging academic goals in the elementary school. The participants will set goals to improve personal and social skills.

Grade 6:

The participants will describe the emotional and physical dangers of substance use and abuse. The participants will apply the skills needed to cope effectively with peer pressure.

Grade 7:

The participants will understand and model techniques for managing daily stress and conflicts. The participants will demonstrate the ability to set personal boundaries and advocate for self and others for when these boundaries are violated.

Grade 8:

The participants will become aware of how their experiences and choices along with the environment in which they live, influence, mold, and shape who they are today.



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Grade 9:

The participants will demonstrate skills for establishing meaningful relationships. The participants will demonstrate commitment and persistence in the pursuit of a goal. The participants will identify and describe characteristics of physical and psychological growth and development. The participants will describe how career plans may be affected by personal growth, external events, and changes in motivations and aspirations.

Grade 10:

The participants will give examples of how chance might play a role in career decisions. The participants will demonstrate skills or strategies for overcoming barriers to one's career goals and plans. The participants will demonstrate multi-cultural and cross-cultural knowledge, skills and perspectives. The participants will demonstrate attitudes, behaviors, and skills characterized fairness, equality, justice, inclusiveness and civic responsibility that are critical to effective work places and communities.

Grade 11:

The students will demonstrate job seeking skills, including the ability to create and adapt resumes and cover letters, complete a job application, interview for a job, and network to find and pursue employment leads. The students will recognize the importance of life-long learning to career success in a diverse and changing economy. The students will identify multiple life roles that are important now and across the life-span.

Grade 12:

The students will recognize that all careers demand and reward self-directed and independent learning. The students will identify strategies for responding to transition and change with flexibility and adaptability. The students will develop and use positive coping skills to manage significant life events. The students will give specific examples of how biases and stereotypes may affect career decisions. The students will recognize and describe the limiting effects of stereotypes, biases, past discrimination, and unconscious prejudice based on race, culture, national origin, gender, disability, economic status, religion, sexual orientation or other factors of human differences on career aspirations and plans.