



# GUIDANCE

(GRADES K-12)



2015

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# Guidance Curriculum Guide

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## **Philosophy Statement for Guidance**

Morrison Academy's guidance program uses biblical principles to serve all students, staff and parents. Morrison provides a proactive and preventative program helping students mature spiritually, emotionally, academically, physically and socially.

## **Vision for Our Guidance Learners**

### **Moral and Ethical Citizen**

1. Students make decisions from a Biblical perspective.
2. Students respect persons of other ages, races, cultures, faiths, and values.
3. Students demonstrate self-control in attitude and behavior.

### **Spiritual Discerner**

1. Students rely on Christ's guidance to integrate Biblical values into life situations.
2. Students accept his/her self-worth as God's creation.

### **Critical and Creative Thinker**

1. Students filter secular culture from a biblical worldview.
2. Students discover their passion to direct their purpose

### **Life-Long Learner**

1. Students maintain intellectual curiosity with a teachable attitude.
2. Students strive to go beyond knowledge to wisdom.
3. Students manage change and transition as a part of life.

### **Effective Communicator**

1. Students express thoughts, ideas and emotions positively.
2. Students effectively collaborate in group settings.
3. Students can articulate their faith.

### **Wise and Responsible Steward**

1. Students practice their gifts to generously and compassionately serve others.
2. Students develop disciplined, healthy habits
3. Students utilize technology appropriately.

## Hallmarks

### **Biblical Worldview**

Guidance philosophy and instruction employs a biblical worldview. Truths taught are based on biblical principles to develop wisdom. This wisdom will equip our students to face life challenges and impact today's world as Christians. Prov. 1:7-8, 1 Cor. 1:25

### **Proactive and Preventative Program**

The goal of the guidance program is to be proactive and preventative in developing students in the following areas: personal, social, academic, vocational and character. The curriculum addresses topics every student may face and includes healthy skills to cope with these experiences (Clark). This type of effective guidance program is important to the school climate and a crucial element in improving student achievement (California Dept. of Education).

Engaging students in classroom guidance: management strategies for middle school counselors, Professional School Counseling | Date: 12/1/2005 | Author: Clark, Mary Ann; Geltner, Jill A

<http://bit.ly/1vo74sQ>

California Department of Education - Research on School Counseling Effectiveness

<http://bit.ly/1uOBIPa>

### **Relevant Topics And Materials**

In a rapidly changing world, it is imperative to stay up-to-date on issues that students face. Finding relevant topics to teach and discuss with students is a continuous process. Through collaboration and sharing of new ideas and resources, Morrison's guidance counselors strive to develop age appropriate and applicable lessons for students.

### **TCK Perspective**

"A Third Culture Kid (TCK) is a person who has spent a significant part of his or her developmental years outside the parents' culture. The TCK frequently builds relationships to all of the cultures, while not having full ownership in any. Although elements from each culture may be assimilated into the TCK's life experience, the sense of belonging is in relationship to others in similar background." (David C. Pollock, The TCK Profile seminar materials, Interaction, Inc., 1989) The Morrison guidance counselors are aware of the unique strengths and challenges of TCKs and use this knowledge and experience to help students and parents navigate the intricacies of the TCK world especially in regard to the main challenges of identity and loss. (Third Culture Kids: Growing Up Among Worlds by David C. Pollock and Ruth E. Van Reken) Classes, retreats and seminars for students and parents on TCK issues are an essential part of the guidance curriculum.

### **Partnering with Teachers/Parents/Community on Guidance issues**

Morrison strives to communicate guidance topics to all members of the community. These are shared via parent forums/tea times, individual appointments, college/career days, Power School, email, and updated websites. It is the counselor's intent that all Morrison families have a chance to be involved with these opportunities.

### **Career Exploration/Stewardship**

Morrison students are taught to view their lives as time given to them by God to accomplish His purposes in their generation. They will consider career possibilities in light of their personal uniqueness, gifts, skills, talents and passion and explore how their life can contribute to meeting the needs that exist in their present-day world. Students will be exposed to a wide range of career types throughout their school experience.

### **Child Safety and Protection Network**

Morrison Academy is a member of the [Child Safety and Protection Network](#). Morrison students are trained by skilled staff in child safety. The training promotes a common terminology to constructively talk about child safety and the capacity to respond wisely to child abuse. Parents are informed of the training and given opportunity to observe. Resources are available for parents in campus libraries.

## Engaged Instructional Time Requirements

All engaged instructional time requirements can be found in procedure 295.

Grade Level	Minutes per Week
Kindergarten-Grade 2	30
Grade 3-5	45
Grade 6-8	40

### Strands: Kindergarten through Eighth Grades

- 1 Bullying
- 2 Relationships
- 3 Emotions
- 4 Careers
- 5 Identity
- 6 Life Change/Transition
- 7 Safety
- 8 Character/Citizenship
- 9 Technology

### Strands: High School

- 1 High School Academics
- 2 Extra-Curricular/Community Service
- 3 Time Management/Balanced Goals
- 4 Transition
- 5 Relationships
- 6 College
- 7 Career

## Scope and Sequence for Kindergarten through Second Grade

Strands	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b><i>Bullying</i></b>	Definition/Awareness	Including others	Secrecy of bullying
<b><i>Relationship</i></b>	Fair Play	Listening and sharing	Different behaviors, Adult support network
<b><i>Emotion</i></b>	Identify Feeling	Anger	Fear and Worry
<b><i>Career</i></b>	Job Awareness	Personal strengths	Talents Focus on Health Care
<b><i>Identity</i></b>	People are unique	Cultural difference	Cultural differences Different point of view
<b><i>Life Change</i></b>	Starting school	Birth and Adoption Caring for yourself	Death Unemployment
<b><i>Safety</i></b>	Strangers, touch, seeking help	Touch Fire	Touch Earthquakes
<b><i>Character</i></b>	Honesty/Trustworthy	Repentance Forgiveness	Self control, Respect of Authority and Rules
<b><i>Technology</i></b>	Use with adult supervision	Use with adult supervision	Choosing safe internet sites

## Scope and Sequence for Third through Fifth Grade

<b>Strands</b>	<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<b><i>Bullying</i></b>	Types of bullying	Seeking adult help	Online bullying
<b><i>Relationship</i></b>	People's rights and responsibilities	Peer pressure	Peer influence on decisions
<b><i>Emotion</i></b>	Disappointment Frustrations	Stress management	Mood changes
<b><i>Career</i></b>	School training as preparation for careers	Focus on social services and humanitarian jobs	Traditional vs. Non-traditional jobs
<b><i>Identity</i></b>	Reputation People with disabilities	Values and beliefs Appreciating differences	New roles and responsibilities
<b><i>Life Change</i></b>	Transition and moving	Divorce and remarriage	Puberty Middle school preparation
<b><i>Safety</i></b>	Touch Safety Rules	Touch First Aid	Types of abuse Alcohol and Tobacco
<b><i>Character</i></b>	Humility Compassion and service	Peace maker, having joy and positive attitude	Perseverance
<b><i>Technology</i></b>	Positive communication	Balanced use of technology	Social media Advertising

## Scope and Sequence for Middle School

<b>Strands</b>	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<b><i>Bullying</i></b>	Harassment	Prejudice	Bullying in the learning environment
<b><i>Relationship</i></b>	Peer pressure	Strengthening friendships Parent communication	Sex Education God's design
<b><i>Emotion</i></b>	Reaction to change	Belonging Peer acceptance	Depression
<b><i>Career</i></b>	Pursuing Interests	Connecting abilities to careers Researching careers	Career exploration Personal Finance
<b><i>Identity</i></b>	Cultural heritage	TCK Influence of host culture	Self esteem Eating Disorders
<b><i>Life Change</i></b>	Responsibilities Organization and study skills	Good closure during transition	Grief and loss during transition
<b><i>Safety</i></b>	Drugs Emotional Abuse	Technology addiction Physical Abuse	Sexual Abuse
<b><i>Character</i></b>	Respect	Integrity	Stewardship
<b><i>Technology</i></b>	Digital Footprint	Influence of Media	Balanced use of Technology

## Scope and Sequence for High School

Strands	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>High School Academics</b>	GPA 4 year plan Course Selection	4 year plan* Course Selection AP choices	4 year plan, Course Selection, AP choices	4 year plan, Course Selection, AP choices
<b>Extracurricular/Community Service</b>	Knowing extracurricular benefits & options	Group community service	Service trips	12 hours of community service
<b>Time Management/Balanced Goals</b>	Managing HW / Goals Organization skills	Time management skills* Goal setting*		Differences between HS & college Physical & emotional health
<b>Transition</b>	Transition to HS			<b>Senior Topics class</b>
<b>Relationships</b>		Understand self* Building strong relationship habits* Personal safety*		RAFT Personal safety
<b>College</b>	College tour College/Career Fair College representative visits	College tour College/Career Fair College representative visits	Parent meeting Information session College tour Brag sheet (resume) College/Career Fair College representative visits	One-on-one meetings Application guidance and review College/Career Fair College representative visits
<b>Career</b>	College/Career Fair	Career Options*; Career surveys* College/Career Fair	College/Career Fair	Job interviewing tips Mock interviews Preparing your resume College/Career Fair

\*Topics covered in Bible Study Methods/Life Skills class. Refer to Bible Curriculum Guide for specific benchmarks.

## Primary Resources for Instruction

### Lesson Planning Book Resources

#### Elementary and Middle School

Safe & Caring Schools Preschool-Kindergarten: Hundreds of Ways to Improve Classroom Climate and Achieve Academic Success, Katia S. Petersen, Free Spirit Publishing, 978-1575422879, ©2008

Safe & Caring Schools Grades 1-2: Hundreds of Ways to Improve Classroom Climate and Achieve Academic Success, Katia S. Petersen , Free Spirit Publishing, 978-1575422886, ©2008

Safe & Caring Schools Grades 3-5: Hundreds of Ways to Improve Academic Success, and School Climate, Katia S. Petersen , Free Spirit Publishing, 978-1575422893, ©2008

Safe & Caring Schools Grades 6-8: Hundreds of Ways to Improve Academic Success and School Climate, Katia S. Petersen, Free Spirit Publishing, 978-1575422909, ©2008

Kelso Conflict Management Kit, Sunburst Media, ©2007

#### High School

Common Sense Media

Naviance

## Overview by Grade/Course

### Elementary and Middle School Program

The guidance program for Kindergarten through 8th grade will teach the same strands in each grade. The curriculum is designed to explore and expand their knowledge and application of various age-appropriate aspects to each strand that we cover. These strands include: bullying, relationships, emotions, careers, identity, life change/transition, safety, technology, and character/citizenship.

### K-5 Program

#### Kindergarten

At the Kindergarten level, the focus for guidance will include teaching students to identify feelings and share them in appropriate ways, recognize bullying and unsafe situations, make friends and show respect, and learn to be honest and use technology safely. Kindergarten students will also begin to explore how to develop positive attitudes about themselves as unique and worthwhile people.

#### Grade 1

First grade students will build upon their knowledge and experiences from Kindergarten as we cover the same strands. They will learn more about identifying and sharing feelings, especially anger, in appropriate ways. They will continue to learn how to build good friendships and respect differences. Students will continue to develop positive attitudes about themselves and begin to identify their strengths and how those relate to possible future careers. They will begin learning how to resolve conflicts and deal with life changes.

#### Grade 2

Second grade students will continue to build upon their learning of the strands by considering different aspects of them. Students will progress in learning how to resolve conflicts with others, understand and respect the differences in others, and discuss issues related to personal safety (including fire, weapons, asking for permission, safe and unsafe touch, and dealing with a secret bully).

#### Grade 3

Third grade students will begin to understand how to take responsibility for their actions. They will focus on learning effective communication skills, verbal and non-verbal, in order to be a responsible friend and maintain healthy relationships. They will start to recognize how schoolwork prepares them for future careers. Various safety issues are also covered: appropriate physical contact; safety rules for home, school, community, and technology use; as well as distinguish the different types of bullying. Students are also taught about the process of transition and the changes that occur when people move away.

#### Grade 4

Fourth grade students will continue to learn that it is necessary to take responsibility for their actions. Students will analyze how they can use the skills learned in the classroom to explore their own interests and abilities. They will learn how to set personal boundaries and respect people's privacy online and in person. They will practice how to respond to social influences, bullying, stress, racism, and peer pressure. A safety emphasis will be to understand basic first aid procedures for common emergencies they may encounter. They will continue to discuss the process of transition with an emphasis on the changes involved and coping skills needed for those who experience divorce.

#### Grade 5

Fifth grade students will expand in their knowledge of how to take responsibility for themselves and their choices. Students will learn more about how to deal with online bullying, stress, and peer pressure by looking at the influences and pressures of alcohol, tobacco and other drugs. They will also learn how to recognize different types of abuse and how to seek help for themselves or others in unsafe situations. Students will progress in knowing how skills learned in the classroom, their own interests and abilities, and their schoolwork can prepare them for their future career. They will expand their awareness of various types of careers, emphasizing traditional and nontraditional jobs. Discussion will continue on the process of transition and coping with change with an emphasis on puberty and transitioning into middle school.

### **Middle School Program**

#### Grade 6

Sixth grade is a time of great change emotionally, socially, physically, and academically for students as they move from elementary to middle school. During this year, guidance issues will focus on helping kids make this transition. Topics of special interest are: dealing with change, controlling their emotions, developing good study habits, making wise choices, cultivating healthy friendships, and self-esteem. The goal of the year is to build a strong foundation for their time in middle school. Students will also learn how to recognize different types of abuse (with a focus on emotional abuse) and how to seek help for themselves or others in unsafe situations.

#### Grade 7

Seventh grade is the midway point of middle school. As the students get older, they are confronted with more and more issues where the choices they make can have lifelong consequences. The focus of this year is building a framework to help them make positive choices in their day-to-day lives. Topics of interest include: drug/alcohol abuse, maintaining relationships (family/friend), appreciating diversity, effects of media and safe use of technology. Students will also learn how to recognize different types of abuse (with a focus on physical abuse) and how to seek help for themselves or others in unsafe situations.

### Grade 8

Eighth graders have made it to the end of middle school and are beginning to look ahead to high school. In this final year of middle school, guidance issues continue to focus on the same strands they have learned since Kindergarten, but with a deepened understanding of several critical topics. These topics include: depression and suicide prevention, maintaining healthy relationships, abstinence education, developing a healthy body image, abuse (with a focus on sexual abuse) and how to seek help, determining their values and beliefs, goal development, understanding how high school works and how it relates to admittance into a college or university. The objective of this year is to equip them with the tools and resources they need to have a successful transition into high school.

## **High School Program**

### Key Events

Every high school student will meet with a guidance counselor at least twice a year. This meeting is designed to work on scheduling issues, but other topics such as academics, emotional health, relationship concerns and college plans will also be discussed if needed. Along with meeting with students, each year the Taichung high school guidance department plans a half-day in November to host a College/Career Day (alternating between years). During this half day, each student will have the opportunity to attend several seminars of their choice giving them exposure to various college and career options and all parents are invited to attend.

### Taichung High School Orientation

Each year the Taichung high school guidance department will host a Taichung campus orientation day for students from MAK and Bethany who plan to transfer to the Taichung campus. During this orientation, students discuss high school life, receive a Taichung campus tour, are introduced to important Taichung faculty, participate in a transition discussion, and discuss course scheduling. After school, the Taichung ninth grade students join the visiting students for an afternoon of fun activities designed to help the students get to know one another.

### Grade 9

Ninth grade guidance will primarily emphasize how to succeed in high school and various issues related to transition. Topics will include success in academics, building and promoting positive relationships, benefits of extracurricular involvement and personal issues. These topics will be covered in 4-6 short seminars throughout the year.

### Grade 10

Tenth grade guidance will be delivered during the Bible class Bible Study Methods: Life Skills. In this 10th grade course a variety of effective Bible study tools will be studied and practiced as well as an introduction to valuable life skills. Students will learn the importance of proper biblical interpretation as a foundation to living Godly lives. They will have to opportunity to put various Bible study methods into practice as they study various passages of Scripture. Students will also have to opportunity to discover their interests, values, and personality traits in light of the purposes God may have for their futures.

### Grade 11

Eleventh grade guidance will focus on post high school choices. Each 11<sup>th</sup> grade student will participate in a series of seminars (usually in semester 2) that cover issues related to college and other post high school decisions. The topics during this year include college admissions process, creating a brag sheet (that is used for Teacher Recommendation Letters), submitting your application, financial aid, and alternatives to college.

### Grade 12

Twelfth grade guidance will be delivered during the Bible class, Senior Topics. This course helps prepare seniors for the imminent transitions and issues that they will face in the coming year as they leave Morrison and most likely Taiwan. A variety of outside speakers will present topics that are relevant to the transition process and guidelines for implementation will be given. The book of Proverbs and other selected Bible sections will be used. As part of this course, a mandatory Senior Transition Retreat is held off campus in March of each year, with seminars conducted by a Transition expert.

In addition to the grade level programs for students, each Morrison campus will also host a number of parent education sessions during the school year. Topics include university admissions, technology citizenship, Third Culture Kids, transition and standardized testing.

## Kindergarten Benchmarks

- 1 Bullying**
  - a. I can define bullying, explain why it is wrong and what I can do about it.
- 2 Relationships**
  - a. I know how to share, play fairly and cooperate with others.
- 3 Emotions**
  - a. I can identify the ways that I am feeling and talk about them in appropriate ways.
- 4 Careers**
  - a. I am aware that there are many types of careers.
- 5 Identity**
  - a. I understand that each person is unique and worthwhile.
- 6 Life Change**
  - a. I can identify and understand possible changes in life (starting school).
- 7 Safety**
  - a. I know how to be respectful in the way I touch and interact with others.
  - b. I know precautions to take when around strangers.
  - c. I know ways to seek assistance if I am scared or having trouble.
- 8 Character**
  - a. I understand the importance of being honest and trustworthy.
  - b. I can show love and respect for others by caring and using good manners.
- 9 Technology**
  - a. I know how to use technology safely with adult supervision.

## Grade 1 Benchmarks

### 1 Bullying

- a. I understand that I should not brag or show off and that putting others down is bullying.
- b. I know that I should include others and not leave people out.

### 2 Relationships

- a. I know how to build healthy relationships by listening, sharing, playing fair and getting along with others.
- b. I know that there are many ways to resolve conflict with others.

### 3 Emotions

- a. I can identify feelings and share them in appropriate ways (emphasis on anger).

### 4 Careers

- a. I can identify personal strengths and know how that relates to future career.

### 5 Identity

- a. I am developing positive attitudes about myself as a unique and worthwhile person.
- b. I understand and respect the cultural differences of individuals and their families.

### 6 Life Change

- a. I can identify and understand possible changes in life (birth and adoption).
- b. I know how to care for myself with proper hygiene as I get older.

### 7 Safety

- a. I know that playing with fire is not safe, and I know how to respond if there is a fire.
- b. I know how to be respectful in the way I touch and interact with others.
- c. I know how to identify unsafe situations and how to seek help for myself and others.

### 8 Character

- a. I know I should apologize when I have done something wrong (repentance).
- b. I know I should accept others' apologies (forgiveness).

### 9 Technology

- a. I understand why I should use technology with adult permission and supervision.

## Grade 2 Benchmarks

### 1 Bullying

- a. I understand that bullying can sometimes be hidden and secret and how to deal with it.

### 2 Relationships

- a. I understand personal differences in terms of appearance and behavior.
- b. I can identify important adults in my life and understand how they help me succeed.

### 3 Emotions

- a. I can identify feelings and share them in appropriate ways (emphasis on fear and worry).
- b. I know how to use several strategies to resolve conflict with peers.

### 4 Careers

- a. I can identify my personal strengths and talents.
- b. I understand there are different types of careers (emphasis on health care workers).

### 5 Identity

- a. I respect others' cultural differences and points of view.

### 6 Life Change

- a. I know strategies for dealing with death.
- b. I understand that adults sometimes deal with unemployment and changing jobs.

### 7 Safety

- a. I understand that I live in an earthquake zone and how to respond in case of earthquakes.
- b. I know how to be respectful in the way I touch and interact with others.
- c. I know how to identify unsafe situations and how to seek help for myself and others.

### 8 Character

- a. I know how to demonstrate self-control and order in my life.
- b. I know how to show respect to those in authority and obey rules.

### 9 Technology

- a. I understand that there are safe and unsafe things on the Internet, and I must be careful.

## Grade 3 Benchmarks

### 1 Bullying

- a. I know the different types of bullying- physical, verbal, emotional, social and cyber- bullying.

### 2 Relationships

- a. I recognize that others have rights and responsibilities.
- b. I know several non-violent strategies to resolve conflicts.

### 3 Emotions

- a. I know healthy coping skills to deal with disappointment and frustration.

### 4 Careers

- a. I understand the skills and information that I learn in school are preparing me for the future.
- b. I understand there are different types of careers (emphasis on transportation).

### 5 Identity

- a. I know that my words and actions can affect what others think of me (reputation).
- b. I understand the importance of respect for individuals with disabilities.

### 6 Life Change

- a. I understand that changes occur during times of transition (moving, saying goodbye).

### 7 Safety

- a. I understand the need for safety rules at home, school and in the community.
- b. I know the differences between appropriate and inappropriate touch.
- c. I know how to identify unsafe situations and how to seek help for myself and others.

### 8 Character

- a. I understand the importance of humility.
- b. I know ways to have compassion for others and look for ways to serve them.

### 9 Technology

- a. I know I should use technology to communicate in positive ways.

## Grade 4 Benchmarks

### 1 Bullying

- a. I understand how I can help others and myself by seeking help from adults in cases of bullying.

### 2 Relationships

- a. I know that peer pressure can be used positively and negatively.
- b. I can demonstrate how to set boundaries between my private and public life.

### 3 Emotions

- a. I can identify feelings and share them in appropriate ways (emphasis on stress).

### 4 Careers

- a. I understand there are different types of careers (emphasis on social services and humanitarian work).
- b. I have a broad range of interests and abilities.

### 5 Identity

- a. I am learning how to identify my values and beliefs.
- b. I can recognize, respect, and appreciate others' differences.

### 6 Life Change

- a. I understand that changes occur during times of transition (divorce).

### 7 Safety

- a. I know basic first aid procedures for common emergencies at home and school.
- b. I know the differences between appropriate and inappropriate touch.
- c. I know how to identify unsafe situations and how to seek help for myself and others.

### 8 Character

- a. I know strategies for seeking peace with my peers and avoiding conflict.
- b. I understand the need to have joy and a positive attitude.

### 9 Technology

- a. I can demonstrate self-control and balanced use of technology in my schoolwork and free time.

## Grade 5 Benchmarks

- 1 Bullying**
  - a. I understand that bullying can occur online and know how to report it and seek help.
- 2 Relationships**
  - a. I realize that peer pressure can influence my decisions.
  - b. I understand that my words and actions can affect others.
- 3 Emotions**
  - a. I can identify feelings and share them in appropriate ways (emphasis on mood changes).
- 4 Careers**
  - a. I understand there are different types of careers (traditional vs. nontraditional).
- 5 Identity**
  - a. I understand that my roles and responsibilities are changing as I grow and develop.
- 6 Life Change**
  - a. I know the changes that my body may go through as I begin puberty.
  - b. I understand the new challenges and responsibilities I will face when I transition to middle school.
- 7 Safety**
  - a. I know about alcohol and tobacco, their effects on the body, and the progression of addiction.
  - b. I know the different forms of abuse including emotional, physical, sexual and how to seek help from a trusted adult.
- 8 Character**
  - a. I understand the importance of perseverance and hard work to overcome challenges.
- 9 Technology**
  - a. I know how to demonstrate caution on the Internet and social media.
  - b. I understand the strategies of advertising and its effects on our purchasing decisions.

## Grade 6 Benchmarks

### 1 Bullying

- a. I understand the definition of harassment and try to relate appropriately with friends of the opposite gender.

### 2 Relationships

- a. I know strategies for dealing with the stress of peer pressure.
- b. I show respect to my family's expectations of me and take care of my responsibilities.

### 3 Emotions

- a. I know coping skills to deal with my reaction to changing situations.

### 4 Careers

- a. I am beginning to understand my unique talents and try to pursue my interests.
- b. I can explore and find resources about potential careers opportunities in the future.

### 5 Identity

- a. I understand the cultural heritage of my family and how that influences who I am.

### 6 Life Change

- a. I understand the additional responsibilities and academic requirements of middle school.
- b. I know effective methods for study, time management, organization, and test preparation.

### 7 Safety

- a. I know about the various types of drugs, their effects on the body, and the progression of addiction.
- b. I know the different forms of abuse including emotional, physical, and sexual and how to seek help from a trusted adult (emphasis on emotional abuse).

### 8 Character

- a. I understand the importance of respect for others and myself.

### 9 Technology

- a. I am aware of how my activity online and the information that I share creates a digital footprint for others to see.

## Grade 7 Benchmarks

### 1 Bullying

- a. I understand the definition of prejudice, the potential origins of these ideas and their negative impact.

### 2 Relationships

- a. I know strategies and behaviors that strengthen friendships.
- b. I demonstrate positive and effective communication skills with my parents.

### 3 Emotions

- a. I understand the importance of feeling a sense of belonging with my peers.

### 4 Careers

- a. I can describe how my interests and abilities relate to potential career choices.
- b. I can use the Internet and other resources to obtain information about careers.

### 5 Identity

- a. I know the definition of Third Culture Kid (TCK).
- b. I understand that the culture in which I live influences my development.

### 6 Life Change

- a. I can demonstrate greater responsibility for my education.
- b. I understand the challenges that come during transition and the importance of having good closure.

### 7 Safety

- a. I know the potential negative effects of technology addiction.
- b. I know the different forms of abuse including emotional, physical, and sexual and how to seek help from a trusted adult (emphasis on physical abuse).

### 8 Character

- a. I know it is important to maintain personal integrity.

### 9 Technology

- a. I understand how the media choices that I make affect me.

## Grade 8 Benchmarks

### 1 Bullying

- a. I understand the effect of bullying and the importance of seeking adult help to ensure a safe learning environment.

### 2 Relationships

- a. I understand God's design and plan for sex and the importance of abstinence before marriage.

### 3 Emotions

- a. I know the warning signs of depression and the importance of seeking help for myself or others.

### 4 Careers

- a. I know how to research careers in which I am interested and to seek out individuals who have those careers to obtain information.
- b. I have a basic understanding of personal finances and budgeting.

### 5 Identity

- a. I understand the importance of maintaining a positive self-esteem and body image.
- b. I know the warning signs of eating disorders and the importance of seeking help for myself or others.

### 6 Life Change

- a. I understand the components of grief and loss during times of transition.
- b. I understand the differences between middle school and high school.

### 7 Safety

- a. I know the different forms of abuse including emotional, physical, and sexual and how to seek help from a trusted adult (emphasis on sexual abuse).

### 8 Character

- a. I can demonstrate responsible stewardship of all that God has given me.

### 9 Technology

- a. I can demonstrate a good balance of interpersonal communication with and without technology.

## Senior Topics Benchmarks

### 1 Biblical Literacy

- a. I can discover practical life principles found in Proverbs.
- b. I can identify and summarize key biblical principles in regards to transition to college life (Alcohol, homosexuality, finances, relationships etc.)

### 2 Spiritual Discernment

- a. I can consider and reflect on the responsibilities that will accompany my post high school independence.
- b. I can summarize my personal definition of a “good life.”
- c. I can critique and evaluate the “good life” definitions of my peers.
- d. I can discriminate between Godly and worldly behavior.
- e. I can responsibly and ethically integrate technology into my academic and daily life.

### 3 Biblical Worldview

- a. I can articulate the basic principles of a biblical worldview.
- b. I can analyze my personal worldview and compare it with a biblical worldview.

### 4 Christian Service

- a. I can demonstrate service to my community.
- b. I can reflect on the impact of service on a personal and community level.

### 5 Christian Character

- a. I can describe the characteristics of a Third Culture Kid.
- b. I can apply the principles of building a RAFT and am intentionally building mine.
- c. I can explain my personal preparedness to transition away from Morrison.
- d. I can evaluate personal safety when relationship building in regard to cultural differences.

## **Appendix A: Biblical Principles for Guidance**

### **1 God**

- a. God is sovereign and has a plan for each of our lives.
- b. God has displayed the secret of successful living through his Son, Jesus Christ.

### **2 Creation**

- a. God's creation is good. Man's freedom of choice has resulted in a fallen world. God is able to redeem both man and His creation.

### **3 Mankind**

- a. Man is created in God's image.
- b. Our lives find value when lived in the truth of God's will and word.

### **4 Moral Order**

- a. There is a standard of moral order that can be found in the Bible.
- b. The Biblical themes of redemption and grace provide a hope for proper living.

### **5 Purpose**

- a. God's purpose for our lives is discernible.
- b. Man can successfully live in a temporary world with an eternal perspective.
- c. Man's ultimate purpose is to glorify God by being God-centered instead of self-centered.