

National Career Development Guidelines: Competencies and Indicators

The competencies and indicators are organized into three major areas: self-knowledge, educational and occupational exploration, and career planning. The competencies represent general goals; the indicators define specific knowledge, skills, and abilities that individuals should master in order to deal effectively with lifelong career development tasks. They are consistent with the general developmental capabilities of individuals at that level.

The competencies and indicators represent the knowledge, skills, and abilities students need to cope effectively with daily life, to make the transition to the next level of education, and to develop an educational plan to ensure their academic growth and development. The presentation of the competencies and indicators does not imply a sequential order for delivery but is an inclusive listing of elements important to a student's career guidance and counseling plan.

Elementary School Student: Competencies and Indicators

Self-Knowledge

Competency 1: Knowledge of the importance of a positive self-concept.

- 1.1 Describe positive characteristics about self as seen by self and others.
- 1.2 Identify how behaviors affect school and family situations.
- 1.3 Describe how behavior influences the feelings and actions of others.
- 1.4 Demonstrate a positive attitude about self.
- 1.5 Identify personal interests, abilities, strengths, and weaknesses.
- 1.6 Describe ways to meet personal needs through work.

Competency 2: Skills to interact with others.

- 2.1 Identify how people are unique.
- 2.2 Demonstrate effective skills for interacting with others.
- 2.3 Demonstrate skills in resolving conflicts with peers and adults.
- 2.4 Demonstrate group membership skills.
- 2.5 Identify sources and effects of peer pressure.
- 2.6 Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
- 2.7 Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

Competency 3: Awareness of the importance of change and growth.

- 3.1 Identify personal feelings.
- 3.2 Identify ways to express appropriate behaviors to deal with specific emotional situations.
- 3.3 Describe causes of stress.
- 3.4 Identify and select appropriate behavior to deal with specific emotional situations.
- 3.5 Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
- 3.6 Demonstrate knowledge of good health habits.

Educational and Occupation Exploration

Competency 4: Awareness of the benefits of educational achievement.

- 4.1 Describe how academic skills can be used in the home and community.
- 4.2 Identify personal strengths and weaknesses in subject areas.
- 4.3 Identify academic skills needed in several occupational groups.
- 4.4 Describe relationships among ability, effort, and achievement.
- 4.5 Implement a plan of action for improving academic skills.
- 4.6 Describe school tasks that are similar to skills essential for job success.
- 4.7 Describe how the amount of education needed for different occupational levels varies.

Competency 5: Awareness of the relationship between work and learning.

- 5.1 Identify different types of work, both paid and unpaid.
- 5.2 Describe the importance of preparing for occupations.
- 5.3 Demonstrate effective study and information-seeking habits.
- 5.4 Demonstrate an understanding of the importance of practice, effort, and learning.
- 5.5 Describe how current learning relates to work.
- 5.6 Describe how one's role as a student is like that of an adult worker.

Competency 6: Skills to understand and use career information.

- 6.1 Describe work of family members, school personnel, and community workers.
- 6.2 Identify occupations according to data, people, and things.
- 6.3 Identify work activities of interest to the student.
- 6.4 Describe the relationship of beliefs, attitudes, interest, and abilities to occupations.
- 6.5 Describe jobs that are present in the local community.
- 6.6 Identify working conditions of occupations (e.g., inside/outside, hazardous).
- 6.7 Describe ways in which self-employment differs from working with others.
- 6.8 Describe how parents, relatives, adult friends, and neighbors can provide career information.

Competency 7: Awareness of the importance of personal responsibility and good work habits.

- 7.1 Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.
- 7.2 Demonstrate positive ways of performing work activities.
- 7.3 Describe the importance of cooperation among workers to accomplish a task.
- 7.4 Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender).

Competency 8: Awareness of how work relates to the needs and functions of society.

- 8.1 Describe how work can satisfy personal needs.
- 8.2 Describe the products and services of local employers.
- 8.3 Describe the ways in which work can help overcome social and economic problems.

Career Planning

Competency 9: Understanding how to make decisions.

- 9.1 Describe how choices are made.
- 9.2 Describe what can be learned from making mistakes.
- 9.3 Identify and assess problems that interfere with attaining goals.
- 9.4 Identify strategies used in solving problems.
- 9.5 Identify alternatives in decision-making situations.
- 9.6 Describe how personal beliefs and attitudes affect decision making.
- 9.7 Describe how decisions affect self and others.

Competency 10: Awareness of the interrelationship of life roles.

- 10.1 Describe the various roles an individual may have (e.g., friend, student, worker, family member).
- 10.2 Describe work-related activities in the home, community, and school.
- 10.3 Describe how family members depend on one another, work together, and share responsibilities.
- 10.4 Describe how work roles complement family roles.

Competency 11: Awareness of different occupations and changing male/female roles.

- 11.1 Describe how work is important to all people.
- 11.2 Describe the changing life roles of men and women in work and family.
- 11.3 Describe how contributions of individuals both inside and outside the home are important.

Competency 12: Awareness of the career-planning process.

- 12.1 Describe the importance of planning.
- 12.2 Describe skills needed in a variety of occupational groups.
- 12.3 Develop an individual career plan for the elementary school level.

These activities were adapted from *Developmental Guidance Classroom Activities for Use with National Career Development Guidelines*, 1991-92, Center on Education and Work, University of Wisconsin-Madison, School of Education.

Georgia Quality Core Curriculum (QCC) Competencies Grades K-5

The following QCC competencies for kindergarten through grade five are addressed in the career development activities included in this manual.

Kindergarten

- SS.K.2 - States ways people are alike and different.
- SS.K.4 - Identifies the human characteristics of school in terms of the roles of school helpers and school leaders and the need for school rules.
- SS.K.8 - Recognizes that people live in different places for different reasons (job, families).
- S.K.14 - Recognizes and describes individual characteristics. Names positive ways he or she is similar to and different from others in the group.
- H.K 10 - Illustrates knowledge that everyone is special and unique.
- H.K 11 - Recognizes that there are consequences to actions and behaviors.
- H.K 12 - Practices appropriate skills to manage anxiety and reduce stress.
- H.K 13 - Recognizes emotions and appropriate ways to express them (including effective and ineffective ways to handle anger).
- H.K 24 - Identifies threats to personal safety (child abuse, neglect, and emotional abuse).
- H.K 25 - Identifies local support concerning personal safety (e.g., family, teacher, religious advisor, friend, and counselor).
- H.K 26 - Demonstrates knowledge of dangers and precautions that should be taken in special conditions (e.g., bad weather, staying home alone, fire, being approached by strangers, when lost in darkness).
- PE.K.9 - Shares space and equipment with others.
- LA.K.1 - Listens and speaks in informal conversations with peers and adults.
- LA.K.9 - Communicates effectively when using descriptive language, relating experiences, and retelling stories.
- LA.K.40- Recognizes cultural diversity represented in literature.

First Grade

- PE.1.2 - Works cooperatively with others. Shares equipment, takes turns, and follows directions.
- SS.1.2 - Describes the roles and responsibilities of various family units.
- SS.1.3- Identifies the need for family and community rules. Recognizes that these rules may vary from culture to culture.
- SS.1.9 - Describes how division of labor in a family helps complete a task.
- H.1.2- Recognizes that alcohol and tobacco products are drugs that may harm the body in many ways.
- H.1.3- Knows the reasons for not eating or drinking potentially dangerous substances provided by strangers or others.
- H.1.8- Describes ways to handle disagreements without fighting.
- H.1.9- Identifies conflict and causes of conflict (personal and interpersonal conflict).
- H.1.10- Distinguishes between fact and fiction in media representation of life events (e.g., violence, family, and self-image).
- H.1.11- Explains what it means to be a friend.

- H.1.12- Demonstrates the ability to respect and cooperate with peers.
- H.1.25- Identifies threats to personal safety (e.g., child abuse, physical abuse, neglect, and emotional abuse).
- H.1.26- Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend, and counselor).
- LA.1.44- Recognizes cultural diversity represented in literature.

Second Grade

- PE.2.11- Identifies appropriate behaviors for participating with others in physical activities.
- SS.2.1- Identifies characteristics of neighborhoods and communities.
- LL.2.2- Lists ways to live cooperatively in neighborhoods and communities.
- SS.2.3- Describes and compares the making of some class rules by democracy (class vote) and by representative democracy (class elects smaller group to make rules).
- H.2.1- Discusses how to resist peer and media pressure to use alcohol, tobacco products, and other drugs.
- H.2.2.- Describes the harmful effects of alcohol and tobacco products on the health of a user and a nonuser.
- H.2.3- Interprets the persuasive influences of advertising, peer groups, and adults.
- H.2.4- Explores effective strategies to cope with changes that may occur in families (pregnancy, birth, death, marriage, divorce, relocation, and unemployment).
- H.2.5- Explains the roles of parents in the extended family in supporting a strong family and promoting the health of children (e.g., the limits parents set for children, the values or religious beliefs parents teach, behaviors and values parents model).
- H.2.8- Analyzes outside influences that can affect personal health decisions (e.g., television and peer pressure).
- H.2.9- Identifies the right to differ from others in many ways. (Note: Does not include discussion of sexual orientation.)
- H.2.10- Demonstrates ways to show respect for others. (Note: Does not include discussion of sexual orientation.)
- H.2.11- Defines and/or describes the relationship between choices and consequences.
- H.2.12- Relates how positive and negative attitudes influence behavior.
- H.2.13- Analyzes the consequences of healthy and harmful friendship choices.
- H.2.14- Expresses the ability to assertively refuse when others want him/her to act in ways that would harm others or self.
- LA 2.8- Communicates effectively when using descriptive language, relating experiences, and retelling stories, read, heard, or viewed.
- LA.2.51- Recognizes cultural diversity represented in literature.

Third Grade

- SS.3.3- Distinguishes between rights and privileges.
- SS.3.13- Recognizes how human actions and physical environments affect one another.
- H.3.1- Proposes healthy and enjoyable alternatives to using alcohol, tobacco products, and other drugs.

- H.3.2- Assesses the physical, mental, and social consequences of using alcohol, tobacco products, and other drugs.
- H.3.3- Applies the decision-making steps to avoid threatening situations.
- H.3.5- Examines ways family members can work together to accomplish a task and resolve a conflict.
- H.3.6- Recognizes the importance of discussing health issues with one’s family.
- H.3.9- Demonstrates how listening skills can be used to build and maintain healthy relationships.
- H.3.10- Explains why accepting responsibility and making positive choices (e.g., do legal things, don’t steal, don’t cheat) help develop a healthy self-concept.
- H.3.11- Recognizes causes of stress and applies effective problem-solving skills (e.g., deep breathing, exercising, talking to someone, and organizations).
- H.3.12- Discusses the importance of refusing assertively.
- H.3.13- Demonstrates nonverbal communication.
- H.3.21- Identifies threats to personal safety (e.g., child abuse, sexual and physical abuse, neglect, and emotional abuse).
- H.3.22- Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend, and counselor).
- PE.3.8- Designs and follows class rules and procedures.
- PE.3.9- Demonstrates the ability to work successfully alone, with a partner, and with a small group.
- LA.3.5- Uses oral language for different purposes: to inform, to persuade, and to entertain.
- LA.3.50- Recognizes cultural diversity represented in literature.

Fourth Grade

- PE.4.8- Demonstrates responsible personal and social behavior in physical activity settings. Follows activity-specific rules, procedures, and etiquette.
- H.4.2- Examines the harmful effects of drugs such as inhalants, alcohol, hallucinogens, and marijuana.
- H.4.4- Critiques advertisements and commercials that encourage the use of medicines, alcohol, and tobacco products.
- H.4.8- Identifies the positive and negative peer pressures.
- H.4.9- Explains how to assertively deal with negative peer pressure.
- H.4.10- Practices appropriate negotiation skills to resolve conflict.
- H.4.11- Names and practices skills that communicate care, consideration, and respect of self and others, including those with disabilities.
- H.4.12- Describes and debates consequences of healthy and harmful friendship choices.
- H.4.20- Formulates a responsible personal safety plan for emergencies that occur in the home and/or school.
- H.4.21- Identifies threats to personal safety (e.g., child abuse, sexual and physical abuse, neglect, and emotional abuse).
- H.4.22- Identifies local support system concerning personal safety (e.g., teacher, religious advisor, friend, and counselor).
- LA.4.51- Recognizes cultural diversity represented in literature.

- LA.4.60- Uses a study technique.
PQRST - (preview, question, read, study, test)
SQ3R - (survey, question, read, review, report)
PQ4R - (preview, question, research, read, review, report)
4R - (research, read, review, report)

Fifth Grade

- PE.5.10- Demonstrates responsible personal and social behavior in a physical activity setting. Participates in establishing rules, procedures, and etiquette that are safe and effective for specific activities.
- H.5.3- Identifies ways in which various forms of media, such as movies, glorify drug use.
- H.5.4- Locates sources of help for individuals who have problems with alcohol, tobacco products, and other drugs.
- H.5.5- Discusses and practices how to resist peer pressure.
- H.5.6- Practices peer leadership skills by creating healthy alternatives to drug use.
- H.5.12- Recognizes the importance of the role that both mothers and fathers play in the nurturing, guidance, care, and support of a child.
- H.5.13- Recognizes that having a child involves a commitment on the part of both the mother and the father to nurture, guide, care for, and support the child.
- H.5.17- Defines stress and identifies its causes and physiological and psychological effects.
- H.5.18- Demonstrates and/or proposes ways to manage stress and adapt to change.
- H.5.27- Identifies threats to personal safety (e.g., child abuse, sexual and physical abuse, neglect, and emotional abuse).
- H.5.28- Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend, and counselor).
- LA.5.56- Recognizes cultural diversity represented in literature.
- LA.5.65- Uses a study technique.
PQRST - (preview, question, read, study, test)
SQ3R - (survey, question, read, review, report)
PQ4R - (preview, question, research, read, review, report)
4R - (research, read, review, report)

