

Indiana Department of Education  
**Indiana Universal Student Indicators for Guidance**

The Indiana Universal Student Indicators for Guidance are a subset of the Indiana Student Standards for Guidance. Schools are encouraged to help all students master the universal guidance indicators. The universal indicators are not required for students. Schools are encouraged to review the universal indicators to ensure local suitability for students

**Kindergarten – Grade 2**

**Standard 1 – Academic Development**

- K-2.1.1 Describe qualities of effective learners (e.g., effort, perseverance, responsibility).
- K-2.1.2 Explain how people can learn from their mistakes.
- K-2.1.5 Explain how students have the ability to choose their behaviors.
- K-2.1.6 Identify people who can help when a student has a problem.
- K-2.1.7 Demonstrate the ability to ask for help when needed.
- K-2.1.13 Demonstrate an understanding that education continues throughout a lifetime.

**Standard 2 – Career Development**

- K-2.2.1 Describe one or more jobs they find interesting.
- K-2.2.3 Discuss occupations held by adults in their community.
- K-2.2.5 Discuss the importance of attendance, punctuality, and doing one's best.

**Standard 3 – Citizenship Development**

- K-2.3.2 Discuss the importance of showing respect for all people.
- K-2.3.4 Identify situations that make them angry.
- K-2.3.5 Practice strategies for reducing anger.
- K-2.3.6 Describe simple ways to resolve conflicts.
- K-2.3.8 Explain the benefits of good listening.
- K-2.3.18 Describe situations in which it is appropriate to seek help and to whom the students may turn to for help in each of those situations (e.g., threat of self-harm, weapon possession at school, physical abuse, emotional abuse, neglect).

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## Indiana Student Standards for Guidance

### Grades 3-5

#### Standard 1 – Academic Development

- 3-5.1.1 Demonstrate learning skills (e.g., taking notes, reading texts, memorization techniques, test taking strategies, active listening).
- 3-5.1.9 Identify their learning style(s).
- 3-5.1.11 Describe how not turning in assignments impacts one's grades in school.
- 3-5.1.12 Identify sources of extra help available to 3-5 students needing academic support.
- 3-5.1.17 Describe in general terms the options that exist for continuing one's education after high school.

#### Standard 2 - Career Development

- 3-5.2.1 Use a career interest inventory to identify career interests.
- 3-5.2.7 List jobs that relate to their hobbies and/or leisure activities.
- 3-5.2.8 Discuss how attendance, punctuality, and completing schoolwork on time are habits that transfer to the workforce.

#### Standard 3 – Citizenship Development

- 3-5.3.1 Describe how to predict and prevent inappropriate expressions of anger.
- 3-5.3.2 Identify cultural groups (e.g., gender, ethnicity) and give examples of the challenges faced by various cultural groups.
- 3-5.3.7 Demonstrate the characteristics of active listening.
- 3-5.3.9 Demonstrate verbal and non-verbal communications.
- 3-5.3.10 Describe how people act when they are aggressive, passive, and assertive.
- 3-5.3.16 Describe ways in which students demonstrate respect for other students.
- 3-5.3.21 Describe the process of grieving.
- 3-5.3.23 Discuss the relationship between behaviors and consequences.
- 3-5.3.24 Apply the steps of a decision-making process
- 3-5.3.32 Discuss the emotional and physical dangers of alcohol and other substance abuse.

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## Indiana Student Standards for Guidance

### Grades 6-8

Indiana Guidance Survey:

\* indicator on 9th grade survey / \*\* activity on 9th grade survey  
 + indicator on 11th grade survey / ++ activity on 11th grade survey

#### Standard 1 – Academic Development

- 6-8-1.2 Develop a system for managing assignments and deadlines.
- 6-8.1.3\*\* ++ Reassess their learning style(s).
- 6-8.1.4 Develop learning strategies for classwork and homework that compliment their learning style(s).
- 6-8.1.5 Demonstrate methods for adapting their learning strategies to different learning environments.
- 6-8.1.8 Analyze their most recent standardized test results to identify their strengths and challenges.
- 6-8.1.9 Identify sources of extra help available to 6-8 students needing academic support.
- 6-8.1.10 Develop an updated plan for academic improvement based on their most recent classroom work, report card grades, standardized test results, teacher comments, and life experiences.
- 6-8.1.11\*\* Describe the requirements for an Indiana high school diploma.
- 6-8.1.12\*\* Describe the requirements for an Indiana Core 40 Diploma.
- 6-8.1.13\*\* Describe the requirements for an Indiana Academic Honors Diploma.
- 6-8.1.14\*\*\*\* Describe the career/technical education programs offered at the high school and area career-technology center.
- 6-8.1.15 Describe in general terms the Indiana Certificates of Technical Achievement.
- 6-8.1.16 Describe an apprenticeship program.
- 6-8.1.17++ Describe a community college.
- 6-8.1.18++ Describe a four-year college.
- 6-8.1.19 Describe occupational training that is available in the military.
- 6-8.1.20 Describe an on-the-job training program.
- 6-8.1.21 Describe a proprietary education institution.
- 6-8.1.22 Describe the eligibility requirements for extracurricular postsecondary activities related to their personal interests (e.g., intercollegiate sports, marching band, newspaper eligibility requirements).
- 6-8.1.23 Describe opportunities to earn postsecondary education credit prior to graduation.
- 6-8.1.24 Describe in general terms the availability of financial aid for postsecondary education.
- 6-8.1.25 \* Describe the general eligibility criteria for merit-based financial aid (e.g. grade point average, community service, extracurricular activities).
- 6-8.1.26 Describe the Indiana Twenty-first Century Scholars Program.
- 6-8.1.27 \* Establish a postsecondary education goal that supports their career plans.
- 6-8.1.28 Describe the admission requirements related to their postsecondary education goals.
- 6-8.1.29 \* Create flexible four-year high school course plans that are based on the students' career plans, postsecondary education goals, standardized test scores, report card grades, and life experiences.
- 6-8.1.31 Describe the educational requirements for employment in today's workforce.
- 6-8.1.32 Discuss the relationship between their flexible career plans, postsecondary education goals, four-year high school course plans, report card grades, standardized test scores, and academic improvement plans, and make revisions as appropriate.

## Standard 2 – Career Development

- 6-8.2.1 \* \*\* Reexamine their career interests based on their additional life experiences and/or updated career interest inventory.
- 6-8.2.2 Use personal, print, and electronic resources to discover occupations that match their career interests.
- 6-8.2.6 \* Establish a flexible career plan that includes one or more career areas (e.g., health services, educational services, building and construction) they would like to explore in high school and specific occupations that are of interest to the student.
- 6-8.2.7 \*\* Research specific occupations identified in their career plans.
- 6-8.2.8 Develop a system for collecting information that will be helpful in writing a resume, (e.g., participation in extracurricular activities, service projects, and awards received).
- 6-8.2.9 Create a resume using a model resume.
- 6-8.2.10 Recognize the likelihood that most people will change jobs over their lifespan and how continuous learning applies when one changes jobs.

## Standard 3 – Citizenship Development

- 6-8.3.3 Discuss responsibility for reporting bullying incidents to an adult.
- 6-8.3.4 Describe ways in which students can support those who are being bullied.
- 6-8.3.5 Describe how assertiveness can be used to help prevent bullying.
- 6-8.3.6 Describe the adolescent need for peer acceptance and how it may affect some students' ability to show kindness and respect for others.
- 6-8.3.7 Describe typical adolescent challenges and successful methods for addressing them.
- 6-8.3.8 Describe decisions adolescents make and their possible consequences.
- 6-8.3.10 Identify their current strengths and weaknesses in the areas of self-management, (e.g., punctuality, attendance, responsibility, dependability, integrity, effort, focus, and persistence).
- 6-8.3.11 Monitor a goal in one or more areas of self-management (e.g., punctuality, attendance, responsibility, dependability, integrity, effort, focus, and persistence).
- 6-8.3.13 Identify stressors common to adolescents and describe appropriate stress management techniques.
- 6-8.3.14 Identify conflicts common to adolescents and describe appropriate conflict management techniques.
- 6-8.3.15 Identify appropriate resources available to adolescents to help them address stressors and conflicts common to adolescents, (e.g., parents, crisis hotlines, school counselors).
- 6-8.3.16 Demonstrate refusal skills applied to adolescent peer pressure.

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## Indiana Student Standards for Guidance

### Grades 9-12

Indiana Guidance Survey: \* indicator on 11th grade survey / \*\* activity on 11th grade survey

#### **Standard 1 – Academic Development**

- 9-12.1.2 \*\* Analyze their most recent standardized test results to identify strengths and challenges.
- 9-12.1.3 \* Identify sources of extra help available to 9-12 students needing academic support.
- 9-12.1.4 Make annual revisions as appropriate to their academic improvement plan based on their most recent classroom work, high school grades, standardized test scores, teacher comments, and life experiences.
- 9-12.1.5 Annually revise their postsecondary education goals as appropriate to reflect changes in their career plans.
- 9-12.1.6 \* Annually revise their four-year high school course plans as appropriate to reflect changes in their career and postsecondary plans, standardized test scores, report card grades, and life experiences.
- 9-12.1.7 \* Develop a postsecondary transition plan (e.g., campus exploration, admissions applications, financial aid to be sought).
- 9-12.1.8 \* Describe how to find and apply for merit-based financial aid.
- 9-12.1.9 \* Describe how to find and apply for need-based financial aid.
- 9-12.1.10 Discuss annually the current relationship between their flexible career plans, postsecondary education goals, four-year high school course plans, report card grades, standardized test scores, and academic improvement plans, and revise each as appropriate.

#### **Standard 2 – Career Development**

- 9-12.2.1 \*\* Reexamine their career interests annually based on their additional life experiences and/or an updated career interest inventory.
- 9-12.2.2 Discuss the employment outlook for occupation(s) of interest.
- 9-12.2.5 \* Make annual revisions as appropriate to their flexible career plans.
- 9-12.2.6 \* Revise their resume annually to include their most recent experiences.
- 9-12.2.7 \* \*\*Research specific occupations identified in their revised career plans.
- 9-12.2.8 Identify several resources for finding employment (e.g., newspapers, professional associations, professional networks).
- 9-12.2.9 Describe effective practices for interviewing.
- 9-12.2.11 Compare and contrast self-management expectations of the school and self-management expectations of the workforce.

#### **Standard 3 – Citizenship Development**

- 9-12.3.1 Describe the unique rights and responsibilities students have as young adults.
- 9-12.3.3 Describe decisions young adults make and the possible consequences of those decisions.
- 9-12.3.4 Describe the obligations young adults have to their family, community, and society (e.g., voting and paying taxes)
- 9-12.3.7 Identify at-risk behaviors that challenge young adults and set healthy goals in those areas.
- 9-12.3.8 Identify stressors common to young adults and describe appropriate stress management techniques.
- 9-12.3.9 Identify conflicts common to young adults and describe appropriate conflict management techniques.
- 9-12.3.10 Identify appropriate resources available to young adults to help them address stressors and conflicts common to young adults (e.g., parents, crisis hotlines, school counselors).