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SECRETARY OF STATE**

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ADMINISTRATIVE LAW DIVISION

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OFFICE OF
WEST VIRGINIA SECRETARY OF STATE

**FORM 5 -- NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE OR
A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW**

AGENCY Education
RULE TYPE Legislative Exempt AMENDMENT TO EXISTING RULE Yes TITLE-SERIES 126-
RULE NAME West Virginia College- and Career-Readiness Dispositions and Standards for Student 044U
Success for Grades K-12 (2520.19)
CITE AUTHORITY W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d
839 (1988)

RULE IS LEGISLATIVE EXEMPT

Yes

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839
(1988)

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS

Saturday, July 01, 2017

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

Yes

Jill M Newman -- By my signature, I certify that I am the person authorized to file legislative rules, in
accordance with West Virginia Code §29A-3-11 and §39A-3-2.



Title-Series: 126-044U



Rule Id: 10378



Document: 48257

126CSR44U

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 44U

WEST VIRGINIA COLLEGE- AND CAREER-READINESS DISPOSITIONS AND STANDARDS FOR STUDENT
SUCCESS FOR GRADES K-12 (2520.19)

§126-44U-1. General.

1.1. Scope. -- W. Va. 126CSR42, West Virginia Board of Education (hereinafter WVBE) Policy 2510, Assuring Quality of Education: Regulations for Education Programs (hereinafter Policy 2510), provides a definition of a delivery system for, and an assessment and accountability for, a thorough and efficient education for West Virginia public school students. WVBE Policy 2520.19, West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12, defines the content standards for assisting all students to achieve school success in grades K-12, and prepares students for seamless and successful entry into post-secondary education, the military, or the workforce.

1.2. Authority. -- W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22.

1.3. Filing Date. -- March 9, 2017.

1.4. Effective Date. -- July 1, 2017.

1.5. Repeal of former rule. -- This legislative rule repeals and replaces W. Va. 126CSR44U, WVBE Policy 2520.19, 21st Century Advisor/Advisee 5-12 Content Standards and Objectives for West Virginia Schools filed May 14, 2010 and effective June 14, 2010.

§126-44U-2. Purpose.

2.1. This policy defines the West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12 (hereinafter WVCCRDS) for the programs of study required by WVBE Policy 2510, providing foundational standards outlining skills, knowledge and disposition required per W. Va. 126CSR99m WVBE Policy 4373, Expected Behavior in Safe and Supportive Schools.

§126-44U-3. Incorporated by Reference.

3.1. A copy of the West Virginia College and Career Readiness Dispositions and Standards for Student Success for Grades K-12 is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education (hereinafter WVDE).

§126-44U-4. Summary of West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12.

4.1. The WVBE has the responsibility to establish high quality standards pertaining to all education programs (W. Va. Code §18-9A-22). The WVCCRDS outline the knowledge, skills, and dispositions

126CSR44U

essential to support all students in achieving everyday school success and in being college and career ready. An intentional process involving all school staff must be utilized to ensure the WVCCRDSSES are integrated within each programmatic level through the use of the developmentally appropriate methods. This policy includes the overarching standards in three programmatic levels: Early Learning Programming, Middle Level Programming, and Adolescent Level Programming.

§126-44U-5. Severability.

5.1. If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

Introduction

West Virginia's College- and Career-Readiness Standards (hereinafter WVCCR) have been developed with the goal of preparing students for a wide range of high-quality post-secondary opportunities. Specifically, college- and career-readiness refers to the knowledge, skills, and dispositions needed to be successful in higher education and/or training that lead to gainful employment. The WVCCR establish a set of knowledge and skills that all individuals need to transition into higher education or into the workplace, as both realms share many expectations. All students throughout their educational experience, should develop a full understanding of the career opportunities available, the education necessary to be successful in their chosen pathway, and a plan to attain their goals.

West Virginia educators provided input to the development of the West Virginia College- and Career-Readiness Dispositions and Standards for Student Success (WVCCRDSSS). They played a key role in shaping the content standards to ensure the WVCCRDSSS complement the core subjects being taught in West Virginia schools and have been identify by research and multiple entities including workforce and post-secondary leaders, WVBE, and school staff as essential for the success of every student.

Per WVBE Policy 2510, the WVCCRDSSS describe the attitudes, knowledge, skills, and dispositions all students shall develop in relation to personal and social development; academic and learning development; career and life planning; and global citizenship. The WVCCRDSSS are critical to the holistic development of all students and require integration into all aspects of each student's educational experience utilizing a variety of delivery modalities. The WVCCRDSSS are foundational standards for all students, and serve as primary standards for middle and high school teacher led, student advisory systems in West Virginia schools.

Explanation of Terms

Dispositions

The following social and emotional dispositions will be the guide for county boards of education. The categories are defined as follows:

1. Individual dispositions – are observable actions that students can demonstrate independently without interaction.
2. Initiative interaction – are observable actions that require students to purposefully start social engagement.
3. Responsive interaction – are observable actions that requires students to engage in reaction to social encounters.
4. Work skills interactions (grades 9-12) – are observable actions that require students to demonstrate social skills and dispositions that are expected in the workplace.

Standards are broad statements that define the knowledge, skills, and dispositions that all students shall demonstrate in a content area in each programmatic level in grades K-12.

Numbering of Standards

The numbering of standards is composed of five parts, each part separated by a period:

- the content area code (DSS – Dispositions Student Success)
- the programmatic level (K-2 – Kindergarten through Grade Two; 3-5 – Grades 3-5; 6-8 – Grades 6-8; and 9-12 – Grades 9-12)
- the standard.

Illustration: DSS.6-8.14 refers to the Student Success standard for Grades 6-8, standard number 14.

Dispositions and Standards for Student Success Kindergarten – Grade 5

The Early Learning Programming (Grades K-5) focus on students’ social and emotional development to lay the foundation for all learning. Progressive physical, cognitive, and academic development depends on a student’s ability to intentionally engage in learning activities through a variety of modalities. Essential to this process is the student’s ability to self-regulate and persist in activities when challenged with new experiences. Active learning is achieved through a student’s ability to solve problems within the context of positive relationships, communicate their needs effectively and evaluate themselves. Effective teaching strategies help students develop strong self-regulation, which in turn prepares students to succeed in school.

K-2 Dispositions		
In a developmentally appropriate fashion: <ul style="list-style-type: none"> • increase interpersonal and social skills. • refine learning, study and work habits. • consider career and life goals. • adopt practices that support global citizenship. 		
Individual Dispositions	Initiative-Interaction	Responsive Interaction
<ul style="list-style-type: none"> • Maintain focus during learning activities • Follow basic routines and rules for play and group participation • Enter class without disruption • Respect property of the school and others • Engage in age-appropriate transition activities • Demonstrate positive dispositions when interacting with peers and adults • Use materials purposely, safely, and responsibly • Utilize good decision-making skills to maintain the safety of self and others 	<ul style="list-style-type: none"> • Ask the teacher or peers for assistance or information • Demonstrate progress in expressing needs, wants, and feelings • Develop and sustain positive relationships with peers • Use communication skills to initiate or join classroom activities • Share materials and experiences • Take turns in games and activities • Imitate typical actions associated with roles • Work collaboratively in structured and unstructured activities 	<ul style="list-style-type: none"> • Respond to questions • Help others when asked • Follow directions • Use and accept negotiation, compromise, and discussion to resolve conflict • Show empathy for others • Accept guidance from a variety of familiar adults

Kindergarten-Second Grade Standards

Through a developmentally appropriate, integrated approach, K-2 learners will have regular opportunities to engage in experiences that promote positive social and communication skills. They will learn to distinguish themselves from others, to understand others’ needs and wants, and to realize that rules, routines, and boundaries help create an environment that is safe and equitable.

Personal and Social Development	
Respect Yourself and Others	
DSS.K-2.1	<i>Understand Self and Others</i> <ul style="list-style-type: none"> • Relate self to others. • Develop positive relationships with other children and adults.
DSS.K-2.2	<i>Maintain Positive Relationships</i> <ul style="list-style-type: none"> • Use appropriate communication skills to initiate or join classroom activities. • Begin to use and accept negotiation, compromise, and discussion to resolve conflicts.
DSS.K-2.3	<i>Exhibit Respectful Behavior</i> <ul style="list-style-type: none"> • Show respect and caring behavior toward others.
Goal Setting and Attainment	
DSS.K-2.4	<i>Decision Making and Personal Responsibility</i> <ul style="list-style-type: none"> • Set goals, develop a plan, and follow it through to completion.
Safety and Survival Skills	
DSS.K-2.5	<i>Protect Emotional and Physical Safety</i> <ul style="list-style-type: none"> • Exhibit respect for physical boundaries, rights, and personal privacy in relation to personal safety. • Express needs, wants, and feelings appropriately. • Demonstrate appropriate use of 911 and knowledge of parents'/guardians' names, phone number, and address.

Academic and Learning Development	
Self-Directed Learning	
DSS.K-2.6	<i>Develop Academic Motivation</i> <ul style="list-style-type: none"> • Identify personal skills, interest, and accomplishments. • Participate in a variety of classroom experiences and tasks. • Approach tasks and activities with flexibility, imagination, and inventiveness. • Demonstrate growing confidence in a range of abilities and express pride in accomplishments. • Demonstrate the ability to manage and adapt to changing situations and responsibilities
DSS.K-2.7	<i>Develop Learning Skills</i> <ul style="list-style-type: none"> • Engage in cooperative group play. • Maintain increasing amounts of concentration over a reasonable amount of time despite distractions and interruptions. • Increase capacity for independence in a range of activities, routines, and tasks.
DSS.K-2.8	<i>Achieve School Success</i> <ul style="list-style-type: none"> • Accept guidance and direction from a variety of familiar adults. • Develop increased ability to make choices from identified options.
Post-Secondary Preparation	
DSS.K-2.9	<i>Prepare for Post-Secondary Success</i> <ul style="list-style-type: none"> • Develop an appreciation for learning. • Develop an awareness of the roles of familiar community members and adults.
DSS.K-2.10	<i>Plan to Achieve Goals</i> <ul style="list-style-type: none"> • Explore the steps used in developing a plan.

	<ul style="list-style-type: none"> • Make short-term and long-term plans, as appropriate. • Persist in activities to achieve goals.
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Career Development and Life Planning	
Career Exploration and Planning	
DSS.K-2.11	<i>Develop Career Awareness</i> <ul style="list-style-type: none"> • Identify and describe roles and relationships among community members.
DSS.K-2.12	<i>Develop Career and Life Plan</i> <ul style="list-style-type: none"> • Identify various careers in the community.
DSS.K-2.13	<i>Careers and Life Success</i> <ul style="list-style-type: none"> • Identify and begin using expected dispositions, skills, and behaviors in school and community (e.g., attendance, punctuality, communication, relationships, attitudes, perseverance, collaboration, critical thinking and leadership).

Global Citizenship	
Intercultural Perspectives	
DSS.K-2.14	<i>Acquire a Diverse and Knowledgeable World View</i> <ul style="list-style-type: none"> • Understand and describe the interactive roles and relationships among family members and classroom community.
DSS.K-2.15	<i>Interact Respectfully with Diverse Cultures</i> <ul style="list-style-type: none"> • Identify self as a member of groups within a community. • Understand similarities and respect differences among people, such as gender, race, disability, culture, language, and family structure.
Democratic Principles	
DSS.K-2.16	<i>Promote Social Justice</i> <ul style="list-style-type: none"> • Demonstrate increasing capacity to follow rules and routines and use materials purposefully and respectfully.
DSS.K-2.17	<i>Assume Responsible Leadership</i> <ul style="list-style-type: none"> • Demonstrate an increasing ability to provide leadership during collaborative tasks.
DSS.K-2.18	<i>Practice Financial Responsibility</i> <ul style="list-style-type: none"> • Understand that items have value

3-5 Dispositions		
In a developmentally appropriate fashion: <ul style="list-style-type: none"> • increase interpersonal and social skills. • refine learning, study, and work habits. • consider career and life goals. • adopt practices that support global citizenship. 		
Individual Dispositions	Initiative Interaction	Responsive Interaction
<ul style="list-style-type: none"> • Complete work on time • Internalize class routines • Maintain healthy habits • Respect others' physical person and space • Express confidence and positive self-esteem • Maintain appropriate focus • Respect the property of others • Assist in development of classroom rules/norms • Make wise behavior choices 	<ul style="list-style-type: none"> • Participate appropriately during classroom discussion • Express emotions in socially acceptable ways • Ask peers or adults for assistance as needed • Engage in appropriate conversations with peers and adults • Treat others with respect and courtesy • Use verbal, written, and electronic communication appropriately • Engage respectfully with persons of different individual, social, and cultural norms • Consider consequences before taking action • Set personal and academic goals. 	<ul style="list-style-type: none"> • Participate in group activities • Help peers when asked • Respect the ideas of others • Interact appropriately with peers and adults • Express empathy and sympathy • Follow directions • Accept responsibility for behaviors • Participate in school-wide and community service projects • Choose appropriate responses when confronted with various options

Third Grade-Fifth Grade Standards

Through a developmentally appropriate, integrated approach, students in the later elementary years will continue to engage in experiences that promote positive social and communication skills. They will develop awareness of how words, actions, and behaviors affect others, learn to be responsible for their actions both socially and academically, and increase their understanding of the world around them through cultural interaction, exposure to career and professional opportunities, and the investigation of local, national, and international events.

Personal and Social Development	
Respect Yourself and Others	
DSS.3-5.1	<i>Understand Self and Others</i> <ul style="list-style-type: none"> • Demonstrate an awareness as to how their words impact others. • Develop positive relationships with peers, other children and adults.
DSS.3-5.2	<i>Maintain Positive Relationships</i> <ul style="list-style-type: none"> • Show respectful and caring behavior toward others.

126CSR44U

	<ul style="list-style-type: none"> • Use appropriate communication skills to initiate and join activities and complete varied learning tasks.
DSS.3-5.3	<i>Exhibit Respectful Behavior</i> <ul style="list-style-type: none"> • Use and accept negotiation and compromise to resolve conflicts.
Goal Setting and Attainment	
DSS.3-5.4	<i>Decision Making and Personal Responsibility</i> <ul style="list-style-type: none"> • Set goals, develop a plan, and follow it through to completion.
Safety and Survival Skills	
DSS.3-5.5	<i>Protect Emotional and Physical Safety</i> <ul style="list-style-type: none"> • Express needs, wants, and feelings appropriately. • Describe how situations such as teasing, bullying, harassment, breaking rules, threats, intimidation, and damaging other’s property impact emotional safety. • Exhibit respect for physical boundaries, rights, and personal privacy in relation to personal safety. • Demonstrate knowledge of emergency contact information (e.g., emergency [police, fire, medical, 911], and family phone numbers, addresses, contact names).

Academic and Learning Development	
Self-Directed Learning	
DSS.3-5.6	<i>Develop Academic Motivation</i> <ul style="list-style-type: none"> • Use personal skills, interest, and accomplishments to support learning. • Independently and collaboratively approach tasks and activities with flexibility and creativity. • Use abilities and accomplishments to maximize learning opportunities.
DSS.3-5.7	<i>Develop Learning Skills</i> <ul style="list-style-type: none"> • Work collaboratively to solve problems, complete tasks, and/or investigate topics of interest. • Explore a variety of learning opportunities within the classroom and home environment. • Maintain concentration over a reasonable amount of time despite distractions and interruptions. • Independently complete routines and learning tasks.
DSS.3-5.8	<i>Achieve School Success</i> <ul style="list-style-type: none"> • Accept guidance and direction from a variety of peers and adults. • Develop increased ability to make choices from identified options.
Post-Secondary Preparation	
DSS.3-5.9	<i>Prepare for Post-Secondary Success</i> <ul style="list-style-type: none"> • Develop an appreciation for and articulate the benefits of learning. • Interact with varied community members.
DSS.3-5.10	<i>Plan to Achieve Goals</i> <ul style="list-style-type: none"> • Demonstrate an understanding of the steps used in developing a plan. • Make short-term and long-term plans, as appropriate. • Persist in activities to achieve goals. • Investigate the importance of early academic planning to prepare for post-secondary success and reaching career goals.

Career Development and Life Planning	
Career Exploration and Planning	
DSS.3-5.11	<i>Develop Career Awareness</i> <ul style="list-style-type: none"> • Interact with a variety of community members. • Investigate career paths.
DSS.3-5.12	<i>Develop Career and Life Plan</i> <ul style="list-style-type: none"> • Interact with local and national professional and/or experts to extend personal knowledge to a variety of careers.
DSS.3-5.13	<i>Careers and Life Success</i> <ul style="list-style-type: none"> • Use expected workplace dispositions, skills, and behaviors in the school and community (e.g., attendance, punctuality, communication, relationships, attitudes, perseverance, collaboration, critical thinking, and leadership).

Global Citizenship	
Intercultural Perspectives	
DSS.3-5.14	<i>Acquire a Diverse and Knowledgeable World View</i> <ul style="list-style-type: none"> • Investigate and respect aspects of various communities and discuss how these contribute to each individual's perspective of local, state, and world events. • Identify themselves as members of varied groups within the local, state, national, and international community.
DSS.3-5.15	<i>Interact Respectfully with Diverse Cultures</i> <ul style="list-style-type: none"> • Interact respectfully with all individuals regardless of gender, race, disability, culture, language, and family structure.
Democratic Principles	
DSS.3-5.16	<i>Promote Social Justice</i> <ul style="list-style-type: none"> • Follow rules and routines and use materials purposefully and respectfully.
DSS.3-5.17	<i>Assume Responsible Leadership</i> <ul style="list-style-type: none"> • Assume leadership roles in collaborative tasks within the classroom and school community.
DSS.3-5.18	<i>Practice Financial Responsibility</i> <ul style="list-style-type: none"> • Evaluate financial choices based on needs and wants. • Create a budget with income from incidental funds to save for goals.

Dispositions and Standards for Student Success Grades 6-8

The Middle Level Programming (Grades 6-8) focuses on academic, career, social, and emotional development. Students need support in developing the knowledge, skills, and dispositions to navigate a socially complex environment and the creation of a vision for their future. The WVCCR DSSS support students to achieve school success, establish the foundation for high school, and become globally competent citizens. The standards will be delivered within the programmatic level in a sequence designed by the school leadership team.

6-8 Dispositions		
<p>In a developmentally appropriate fashion:</p> <ul style="list-style-type: none"> • increase interpersonal and social skills. • refine learning, study, and work habits. • consider career and life goals. • adopt practices that support global citizenship. 		
Individual Dispositions	Initiative-Interaction	Responsive Interaction
<ul style="list-style-type: none"> • Participate politely in classroom discussions • Initiate positive habits that contribute to school readiness • Take responsibility for completing homework • Appropriately cope with stressful situations • Use technology when it is contextually appropriate without interruption or offense to others • Participate appropriately for a variety of situations • Exhibit sportsmanship and appropriate audience behavior • Refrain from spreading rumors • Make thoughtful decisions to balance academic and social success • Assume responsibility for personal and academic success • Seek resources as needed to support success 	<ul style="list-style-type: none"> • Initiate and maintain appropriate conversations • Politely excuse oneself from activities and conversations • Introduce oneself and make introductions • Start activity under one's own motivation • Balance speaking and listening • Utilize cooperation and negotiation in group work • Engage in polite conversation with others about individual, social and cultural differences • Give and ask for directions in public • Engage in positive peer groups and activities • Engage in student leadership • Analyze the accuracy of various digital information sources and networks • Employ digital security techniques to protect oneself and others 	<ul style="list-style-type: none"> • Respond appropriately in various situations • Participate appropriately in group collaboration • Help peers when asked • Accept ideas different from one's own • Interact appropriately with adults • Express sympathy and empathy • Follow verbal and written directions • Respond politely to school and public authorities • Resolve conflict peacefully • Deal with embarrassment in non-aggressive ways • Accept praise with humility • Make one's own responsible decisions in peer settings • Resist pressure to engage in inappropriate behavior • Consider the impact of various choices on one's friends and family

Sixth Grade-Eighth Grade Standards

Through a developmentally appropriate, integrated approach, students in middle school will continue to engage in activities that promote positive social and communication skills. They will refine their ability to determine and comprehend various points of view, solidify their understanding of constructive ways to resolve problems and conflicts, and strengthen their personal and scholastic self-confidence.

Academically they will increase their capacity for both self-direction and for constructive collaborative work. They will familiarize with various careers so they understand both what those careers entail and what types of learning will prepare them for those careers. Students will also increase their exposure to various cultures and communities at the local, state, national and international level.

Personal and Social Development	
Respect Yourself and Others	
DSS.6-8.1	<p><i>Understand Self and Others</i></p> <ul style="list-style-type: none"> • Discuss how thoughts, feelings, attitudes, values, and beliefs affect decision making and behavior. • Practice using listening skills to identify and understand the feelings and perspectives of others. • Use mistakes as opportunities to grow personally and socially, not to define self or others as a failure. • Recognize signs of anger and practice safe, respectful anger management skills.
DSS.6-8.2	<p><i>Maintain Positive Relationships</i></p> <ul style="list-style-type: none"> • Develop positive relationships with peers and adults. • Acquire and use effective conflict resolution techniques. • Demonstrate self-control by minimizing words and actions that hurt self and others. • Model safe and effective ways to address peer pressure. • Describe bullying and use effective practices to address it.
DSS.6-8.3	<p><i>Exhibit Respectful Behavior</i></p> <ul style="list-style-type: none"> • Identify and respect personal boundaries and privacy needs of all self and others. • Respect all individuals as unique and worthy regardless of differences. • use social and communication skills, dispositions, and character traits appropriate for various situations and audiences.
Goal Setting and Attainment	
DSS.6-8.4	<p><i>Decision Making and Personal Responsibility</i></p> <ul style="list-style-type: none"> • Make decisions, set goals and take necessary actions to attain goals. • Analyze situations by comparing and contrasting various behaviors and choices in relation to possible short- and long-term consequences and discuss how to improve choices. • Describe how peer pressure influences personal decisions; create and follow a plan to minimize negative peer pressure. • Describe how peer pressure influences personal decisions; create and follow a plan to minimize negative peer pressure. • Establish action steps to attain school, home, and civic goals. • Apply problem solving techniques to identify and address challenges to goal attainment. • Describe how current decisions have long term consequences and ways to

	achieve desired outcomes.
Safety and Survival Skills	
DSS.6-8.5	<p><i>Protect Emotional and Physical Safety</i></p> <ul style="list-style-type: none"> • Identify and apply strategies to reduce stress and protect safety, differentiating between situations requiring self-help, peer support, adult or professional help. • Develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation, and other violent acts or dangerous situations. • Identify and utilize communication skills and strategies to participate in only safe and healthy activities. • Know emergency contact information; identify and utilize school and community resources to protect personal safety.

Academic and Learning Development	
Self-Directed Learning	
DSS.6-8.6	<p><i>Develop Academic Motivation</i></p> <ul style="list-style-type: none"> • Identify and develop competence in areas of interest. • Apply multiple intelligence Principles to identify personal strengths and improve school focus. • Understand the relationship between school success, academic achievement and future career success.
DSS.6-8.7	<p><i>Develop Learning Skills</i></p> <ul style="list-style-type: none"> • Improve executive function skills (e.g., effort, paying attention, flexibility, memory, self-control, communication, focus and perseverance). • Identify personal learning style(s) and establish habits that enhance personalized learning. • Work collaboratively in groups or independently, as appropriate.
DSS.6-8.8	<p><i>Achieve School Success</i></p> <ul style="list-style-type: none"> • Exhibit personal responsibility. • Evaluate the impact of positive and negative choices on school success and implement a plan to improve outcomes. • Apply goal setting techniques to develop self-direction and improve school performance. • Identify and utilize school and community resources and support services when needed.
Post-Secondary Preparation	
DSS.6-8.9	<p><i>Prepare for Post-Secondary Success</i></p> <ul style="list-style-type: none"> • Identify how performance and course selections in middle school impacts high school course readiness and post-secondary choices. • Explore requirements for success in a variety of post-secondary options and for securing scholarships. • Analyze how personal choices negatively or positively influence high school and post-secondary options and preparedness for success.
DSS.6-8.10	<p><i>Plan to Achieve Goals</i></p> <ul style="list-style-type: none"> • Use a variety of assessments and inventories to identify skills, interest and aptitudes for post-secondary planning. • Use personal data and goals to establish challenging academic, personal and

	<p>post-secondary plans.</p> <ul style="list-style-type: none"> • Seek co-curricular and community experiences to enhance the school experience and post-secondary readiness. • Analyze assets and barriers to academic goal attainment and utilize school and community resources to overcome barriers and strengthen assets. • Explore eligibility requirements and funding opportunities for various post-secondary options.
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Career Development and Life Planning	
Career Exploration and Planning	
DSS.6-8.11	<p><i>Develop Career Awareness</i></p> <ul style="list-style-type: none"> • Explore how personal abilities, skills, interest, and values relate to workplace. • Use a variety of resources and methods to explore career options. • Examine specific job requirements and opportunities for progressions of career levels from entry level to advanced leadership and develop a personal career growth vision. • Explore career options in relation to selecting a career cluster.
DSS.6-8.12	<p><i>Develop Career and Life Plan</i></p> <ul style="list-style-type: none"> • Describe lifestyle dreams and possible career options and evaluate the likelihood of attaining goals. • Begin to develop a possible career/life plan that explores educational credentials, skills and career progressions.
DSS.6-8.13	<p><i>Careers and Life Success</i></p> <ul style="list-style-type: none"> • Explore how identified career choices impact lifestyles and opportunities. • Practice expected workplace dispositions and behaviors. • Explore the need for lifelong learning as situations and responsibilities change, requiring new knowledge and skills.

Global Citizenship	
Intercultural Perspectives	
DSS.6-8.14	<p><i>Acquire a Diverse and Knowledgeable World View</i></p> <ul style="list-style-type: none"> • Compare and contrast aspects of various communities and describe how these contribute to each individual's perspective and world view. • Analyze factors that contribute to different social and world views (e.g., ethnicity, race, culture, gender, sexual orientation, family composition, lifestyle, religion, economic status and nationality).
DSS.6-8.15	<p><i>Interact Respectfully with Diverse Cultures</i></p> <ul style="list-style-type: none"> • Apply an inter-culturally sensitive perspective to social interactions. • Describe global issues and events from perspectives of various individuals and groups to understand viewpoints other than one's own. • Investigate methods for enhancing language proficiency and the ability to communicate effectively across cultural and linguistic boundaries. • Describe how stereotyping and prejudices impact interpersonal relationships.
Democratic Principles	
DSS.6-8.16	<p><i>Promote Social Justice</i></p> <ul style="list-style-type: none"> • Adhere to classroom and school rules and community laws to protect individual

126CSR44U

	<p>rights and property.</p> <ul style="list-style-type: none"> • Identify and discuss issues of social justice. • Investigate programs for advocacy and promotion of social justice.
DSS.6-8.17	<p><i>Assume Responsible Leadership</i></p> <ul style="list-style-type: none"> • Identify the qualities of successful leaders. • Exhibit leadership to improve school and the local community.
DSS.6-8.18	<p><i>Practice Financial Responsibility</i></p> <ul style="list-style-type: none"> • Evaluate financial choices based on one's own needs, wants and values and how they guide spending, saving, credit and implications for the family budget. • Create a personal budget with income from incidental funds (birthday and other gifts, allowance, chores, entrepreneurial endeavors, part-time jobs, etc.) and track spending and payments. • Discuss concepts of consumer protection (e.g., laws, identify theft and predatory scams). • Discuss concepts related to financial institutions (e.g., laws, banks, credit unions and check cashing services).

Dispositions and Standards for Student Success Grades 9-12)

The High School Level Programming (Grades 9-12) focuses on academic, career, social and emotional development, and global citizenship. Acquisition of the knowledge, skills, and dispositions described in WVCCRDSSS help students achieve school success and prepare to successfully transition to their post-secondary choices; whether it is direct placement in entry-level jobs, credit-bearing academic college course, industry-recognized certificate, license, or workforce training programs. These standards will be delivered within the programmatic level in a sequence designed by the school leadership team.

9-12 Dispositions	
<p>In a developmentally appropriate fashion:</p> <ul style="list-style-type: none"> • increase interpersonal and social skills. • refine learning, study, and work habits. • consider career and life goals. • adopt practices that support global citizenship. 	
Individual Behaviors	Initiative Interaction
<ul style="list-style-type: none"> • Use class time productively • Balance school and other activities to meet obligations • Develop academic and personal goals • Control emotions • Identify and manage resources • Practice and model internet etiquette • Refrain from inappropriate public displays of affection • Respect cultural diversity • Make ethical decisions • Follow digital laws and rules • Establish goals for future success 	<ul style="list-style-type: none"> • Express feelings appropriately • Give compliments • Express dissatisfaction appropriately • Respect the space of others • Stand up for a friend • Initiate post-secondary planning • Utilize technology skills to advance attainment of personal and academic goals. • Advocate for self and others • Give affirmations to support others • Express dissatisfaction in appropriate ways • Exercise civic responsibility through participation in student government activities • Access personal values and norms • Act as a responsible role model
Responsive Interaction	Work Skills Interaction
<ul style="list-style-type: none"> • Recognize feelings of others and respond appropriately • Deal with disappointment in a manner that does not harm • Respond to complaints • Use constructive criticism to make improvements • Complete post-secondary applications • Address rumors appropriately • Respond to peer pressure appropriately and use refusal skills when necessary • De-escalate violent situations (physical and virtual) 	<ul style="list-style-type: none"> • Maintain focus on work tasks • Ask for feedback and respond appropriately • Use negotiation skills • Interact appropriately with team members • Act as a responsible and respected representative of the school • Encourage positive habits in self and others • Utilize communication, negotiation, and conflict resolution skills in the workplace • Advocate for appropriate work conditions • Utilize social skills to improve customer service • Formulate a post-secondary plan

<ul style="list-style-type: none"> • Apply a decision-making process to academic and social issues • Choose appropriate options to negative peer pressure 	<ul style="list-style-type: none"> • Provide leadership for a school/community service project • Use technology in an appropriate manner displaying digital citizenship
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Ninth Grade-Twelfth Grade Standards

Through a developmentally appropriate, integrated approach, students in high school will begin their transition to adulthood. They will explore how attitudes, values and social/emotional behavior have a far-ranging impact that can influence not only local communities but the world at large. They will expand their understanding of responsibility and realize that actions can have consequences well beyond themselves and their local community. Students will develop plans for the future, learn how the skills and strategies they acquire in school are transferable to college and career, and articulate their needs and interests so they can consider the best options for their individual futures.

Personal and Social Development	
Respect Yourself and Others	
DSS.9-12.1	<i>Understand Self and Others</i> <ul style="list-style-type: none"> • Analyze how thoughts, feelings, attitudes, values, and beliefs affect decision making and behavior. • Use active listening to identify and understand the feelings and perspectives of others. • Use mistakes as learning opportunities to grow personally and socially.
DSS.9-12.2	<i>Maintain Positive Relationships</i> <ul style="list-style-type: none"> • Distinguish between healthy and unhealthy relationships. • Apply appropriate anger management and conflict resolution techniques. • Minimize words and actions that hurt self and others. • Address peer pressure in safe and effective ways. • Identify bullying behaviors and utilize appropriate skills to address and decrease bullying.
DSS.9-12.3	<i>Exhibit Respectful Behavior</i> <ul style="list-style-type: none"> • Respect personal boundaries and privacy needs. • Interact appropriately with varying audiences in all settings. • Use social and communication skills, dispositions, and character traits appropriate for various situations and audiences.
Goal Setting and Attainment	
DSS.9-12.4	<i>Decision Making and Personal Responsibility</i> <ul style="list-style-type: none"> • Analyze the relationship between behaviors, choices, and consequences and apply a decision making model to achieve desired goals. • Develop and implement action plans to attain personal, school, and civic goals. • Utilize problem solving techniques to generate alternatives and address changes to attain goals. • Identify possible long term consequences of decisions and take responsibility to achieve desired goals.
Safety and Survival Skills	
DSS.9-12.5	<i>Protect Emotional and Physical Safety</i> <ul style="list-style-type: none"> • Apply strategies to reduce stress and protect safety, differentiating between

	<p>situations requiring self-help, peer support, adult, or professional help.</p> <ul style="list-style-type: none"> • Utilize communication skills and strategies to participate in only safe and healthy activities. • Develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation, and other violent acts or dangerous situations. • Know emergency contact information and utilize school and community resources to protect personal safety.
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Academic and Learning Development	
Self-Directed Learning	
DSS.9-12.6	<p><i>Develop Academic Motivation</i></p> <ul style="list-style-type: none"> • Build upon personal skills and interest through school and community activities. • Apply knowledge of personal learning characteristics to focus on strengths and maintain motivation for learning. • Exhibit attitudes, skills, and dispositions needed to motivate self-directed, lifelong learning and goal attainment.
DSS.9-12.7	<p><i>Develop Learning Skills</i></p> <ul style="list-style-type: none"> • Refine executive function skills. • Identify personal learning style(s) to maximize learning in various environments. • Identify support systems available to advance individual learning and seek help when needed. • Demonstrate the ability to work independently or collaboratively in various learning environments.
DSS.9-12.8	<p><i>Achieve School Success</i></p> <ul style="list-style-type: none"> • Exhibit personal responsibility to maximize learning. • Maintain attitudes, dispositions, and behaviors that enhance focus and success. • Apply goal setting techniques to maintain self-directed learning. • Use self-advocacy, school, and community resources and support services as needed.
Post-Secondary Preparation	
DSS.9-12.9	<p><i>Prepare for Post-Secondary Success</i></p> <ul style="list-style-type: none"> • Evaluate academic performance and course selections in relationship to post-secondary options. • Apply knowledge of skills, interest, aptitudes, and the workplace to guide decision-making in relation to post-secondary choices. • Explore alignment of high school courses, assessment results, and programs with identified post-secondary institutions. • Identify and pursue options for earning post-secondary credits while in high school. • Identify and pursue options for paying for various post-secondary training options.
DSS.9-12.10	<p><i>Plan to Achieve Goals</i></p> <ul style="list-style-type: none"> • Use personal data to refine academic plan and career/life goals. • Explore eligible requirements and funding opportunities for various post-secondary options. • Secure assistance, as needed for post-secondary planning and the application

	process.
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Career Development and Life Planning	
Career Exploration and Planning	
DSS.9-12.11	<p><i>Develop Career Awareness</i></p> <ul style="list-style-type: none"> • Use a variety of resources to explore career options in relation to personal abilities, skills, interest, values, and the current job market. • Evaluate roles, responsibilities, and requirements for progressions of career levels from entry to advanced positions. • Explore career options in relation to career clusters and transferable skills.
DSS.9-12.12	<p><i>Develop Career and Life Plan</i></p> <ul style="list-style-type: none"> • Update career cluster and personalized education plan in relation to changing interest, job demand, and personal data. • Revise career/life plan to reflect changing personal lifestyle dreams.
DSS.9-12.13	<p><i>Careers and Life Success</i></p> <ul style="list-style-type: none"> • Determine how one's personal career plan impacts lifestyles and opportunities. • Model expected workplace dispositions, skills, and behaviors in school, community and occupational experiences to prepare for career success. • Evaluate the relevance of lifelong learning as situations and responsibilities change that require new knowledge and skills.

Global Citizenship	
Intercultural Perspectives	
DSS.9-12.14	<p><i>Acquire a Diverse and Knowledgeable World View</i></p> <ul style="list-style-type: none"> • Describe how the characteristics of diverse world regions and individual communities contribute to varying world views. • Investigate and explain how factors such as ethnicity, gender, religion, sexuality, and economic conditions contribute to different social and world views.
DSS.9-12.15	<p><i>Interact Respectfully with Diverse Cultures</i></p> <ul style="list-style-type: none"> • Analyze global issues and events to gain an understanding of others' viewpoints. • Analyze language, behavior, and non-verbal communication cues to interact respectfully with diverse cultures. • Examine the influence of stereotyping and prejudice and how they impact relationships.
Democratic Principles	
DSS.9-12.16	<p><i>Promote Social Justice</i></p> <ul style="list-style-type: none"> • Adhere to classroom and school rules, and community laws to protect individual rights and property. • Identify and discuss issues of social justice.
DSS.9-12.17	<p><i>Assume Responsible Leadership</i></p> <ul style="list-style-type: none"> • Demonstrate characteristics of successful leaders and team members to reach goals. • Exhibit leadership through service to improve the school and community.
DSS.9-12.18	<p><i>Practice Financial Responsibility</i></p> <ul style="list-style-type: none"> • Assess personal needs, wants, and values to develop a budget. • Investigate means of saving and investing to maintain long-term financial

	<p>stability.</p> <ul style="list-style-type: none">• Evaluate the consequences of spending related to debt and debt management.• Recognize marketing approaches that lead to over-consumption and discuss ways to reject them.
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