

**WEST VIRGINIA
SECRETARY OF STATE**

NATALIE E. TENNANT

ADMINISTRATIVE LAW DIVISION

Form #2

Do Not Mark in this Box

2010 MAR 11 AM 9:41

WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF A COMMENT PERIOD ON A PROPOSED RULE

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

RULE TYPE: Legislative CITE AUTHORITY: W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22

AMENDMENT TO AN EXISTING RULE: YES NO

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 44U

TITLE OF RULE BEING AMENDED: 21st Century Advisor/Advisee 5-12 Content Standards and Objectives for West Virginia Schools (2520.19)


IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED: _____

IN LIEU OF A PUBLIC HEARING, A COMMENT PERIOD HAS BEEN ESTABLISHED DURING WHICH ANY INTERESTED PERSON MAY SEND COMMENTS CONCERNING THESE PROPOSED RULES. THIS COMMENT PERIOD WILL END ON April 12, 2010 AT 4:00 p.m.. ONLY WRITTEN COMMENTS WILL BE ACCEPTED AND ARE TO BE MAILED TO THE FOLLOWING ADDRESS:

Barbara Ashcraft
Office of Organizational Effectiveness & Leadership
West Virginia Department of Education
Capitol Building 6, Room 221
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305

COMMENTS TO BE CONSIDERED ARE LIMITED TO THE *advisor/advisee standards, objectives and indicators for grades 5 through 8* OF THIS PROPOSED RULE.



Jack McClanahan
Deputy State Superintendent of Schools

ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

EXECUTIVE SUMMARY

WEST VIRGINIA DEPARTMENT OF EDUCATION

Policy Number and Title: Policy 2520.19 - 21st Century Advisor/Advisee 5 - 12 Content Standards and Objectives for West Virginia Schools

Background: This policy was initially developed to set consistent standards for West Virginia high schools to be able to offer advisor/advisee curriculum for credit. Research shows that school-wide Student Advisement Programs, where all staff work together to support all student's in the domains of academic, career and personal social development are effective in improving school culture, improving student achievement including increasing test scores, as well as are effective in reducing retention rates, truancy and behavioral issues, while improving attendance and graduation rates. Schools throughout West Virginia, including our 21st Century Model Schools, were struggling with implementing successful organized advisory programs and sought help to create a state model program. The 21st Century High Schools That Work schools were asked to identify a key goal to improve the "Guidance and Advisement" in their schools; 80% identified "creating a successful advisement program" with consistent state content standards and objectives. By creating contents standards and objectives schools are able to offer credit and meet important standards to successfully transition students within all public schools. Middle school teachers, counselors and principals have repeatedly requested development of a middle school curriculum and uniform standards since the development of the high school curriculum. The development of the 5-8-standards is in response to these requests.

A state task force was created in 2007 to develop a framework, high school curriculum and content standards and objectives that are aligned with the National Career Development Guidelines, national transition standards and the American School Counselor Association National Standards. A team of diverse educators from across West Virginia, as well as, national experts worked collaboratively to develop standards and objectives that specifically address the needs of West Virginia students. In 2009 a second task force, made up of a diverse group of middle school educators was created to develop complimentary 5-8 content standards and objectives to provide a seamless 5-12 advisor/advisee curriculum.

The original policy went into effect July 1, 2008. The policy was revised in March 2010 to incorporate the grades 5-8 standards and objectives to create a combined 5-12 21st Century Advisor/Advisee curriculum.

Proposals: Revise the current policy to include grades 5-8 language and 5-8 standards and objectives. Approve state-wide standards and objectives for grades 5-12 advisor/advisee programs that are aligned with national career initiatives, 21st Century Learning, High Schools That Work, and Southern Regional Education Board's Guidance and Advisement initiative.

Develop a systematic approach to assisting all students develop school success skills and an ongoing facilitated process of career exploration and planning through the consistent structure of the LINKS Student Advisement System.

Provide a curriculum framework that will bridge the gap between what is taught in the core curriculum and the skills necessary in the work place by addressing five major Skills Areas: Academic Development, Self-Knowledge, School Success Skills, Life Skills, Career Exploration and Planning, and Work Ethics. 21st Century students need more than reading, writing, and arithmetic; they must be able to solve problems, think critically, communicate effectively, and work in teams.

Provide a framework to assist schools in meeting Policy 2510 requirements assuring all students have in depth opportunities for career exploration and decision making in grades 5–12 and to meet annually with parents and a counselor and/or advisor to develop/revise their Individual Student Transition Plan (ISTP).

Provide a structured system to assure that all students in grades 5-12 are prepared in all pathways for seamless entry into post-secondary education or the workforce.

Create systemic change in West Virginia schools that prepares its citizens with academic preparation and workplace readiness skills necessary to compete effectively in the global marketplace.

Impact: Assures that all middle and high school students in West Virginia graduate high school more prepared for post secondary success and with the skills necessary to compete effectively in the 21st century global marketplace.

WVBE Policy 2520.19

21st Century Advisor/Advisee 5-12 Content Standards and Objectives for West Virginia Schools

Stakeholder Committee

| First Name | Last Name | School |
|------------|------------|--|
| Annette | Jennings | Beckley Stratton Middle School |
| Pat | Facemire | Braxton County Middle School |
| Dr. Penny | Fisher | Director of Adolescent, Technical & Adult Education (Putnam County Schools) |
| Shawna | Jones | WV Children's Home School |
| Kathryn | Moore | Van Jr./Sr. High School |
| Thomas | Tull | Putnam County Schools |
| Amy | Swearingen | Hayes Middle School |
| Lynn | Bennett | Policy Consultant |
| Nicole | Parrish | Robert L. Bland Middle School |
| Grace | Tallhamer | Robert L. Bland Middle School |
| Cathy | Grewe | Jackson Middle School |
| Lynn | VanFossen | |
| Julie | Fulks | Johnson Elementary School |
| Lisa | Burton | Marshall University |
| Linda | Stewart | Glen Fork Elementary and Middle School |
| Myla | Kreinik | Hamilton Middle School |
| Lori | Helmick | St. Marys High School |
| Shelly | DeBerry | Martinsburg High School |
| Kelly | Mordecki | Horace Mann Middle |

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

FILED
2010 MAR 11 AM 9:41

SERIES 44U
21st CENTURY ADVISOR/ADVISEE 9-12 CONTENT STANDARDS AND
OBJECTIVES FOR WEST VIRGINIA SCHOOLS (2520.19)

WEST VIRGINIA
DEPARTMENT OF STATE

§126-44U-1. General.

1.1. Scope. -- W. Va. 126CSR42, West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (Policy 2510), provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.19 defines the content standards and objectives for assisting students with career exploration to assure that all students in grades 9-12 are prepared in all pathways for seamless entry into post-secondary education 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. -- ~~August 15, 2008~~

1.4. Effective Date. -- ~~September 15, 2008~~

1.5. Repeal of former rule. ~~Not applicable. This is a new rule.~~ This legislative rule amends W. Va. 126CSR44U, West Virginia Board of Education Policy 2520.19, "21st Century Advisor/Advisee 9-12 Content Standards and Objectives for West Virginia Schools" filed August 15, 2008 and effective September 15, 2008.

§126-44U-2. Purpose.

2.1. This policy defines the content standards and objectives (or instructional goals) for the programs of study required by Policy 2510 in 21st CENTURY ADVISOR/ADVISEE Program Grades 9-12

126-44U-3. Incorporation by Reference.

3.1. A copy of 21st Century Advisor/Advisee 9-12 Content Standards and Objectives for West Virginia Schools 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.

3.2. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W.Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for the

126CSR44U

advisor/advisee 9 5-12 program; an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.

126-44U-4. Severability.

4.1 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.

West Virginia Department of Education

West Virginia Board of Education Policy

2520.19

*21st Century Advisor/Advisee 95 -12
Content Standards and Objectives for West
Virginia Schools*

Steven L. Paine
State Superintendent

Foreword

The Partnership for 21st Century Skills developed a unified, collective vision for 21st century learning that is being used to strengthen education in West Virginia and throughout America. West Virginia is working deliberately to align all educational programs with the 21st Century Framework by providing all county leadership teams and staff with ongoing professional development to help transform schools. Nineteen West Virginia "High Schools That Work" schools were initially selected and provided additional funding to create successful 21st Century model programs that other schools throughout the state can emulate. These schools are working to incorporate key *High Schools That Work* practices, as well as the 21st Century Framework and Southern Regional Education Board goals. According to each of these initiatives, the "Guidance and Advisement" program is essential to each school's mission of increasing student achievement. Research shows that Student Advisement Programs are paramount to each student's success and can be effective in reducing retention rates, decreasing truancy and behavioral issues, increasing test scores, and improving attendance and graduation rates. Schools throughout West Virginia, including these 21st Century HSTW sites were struggling with implementing successful organized advisory programs and sought help to develop successful programs with specific content and framework that schools could easily implement. These schools were asked to identify a key goal to improve the "Guidance and Advisement" in their schools, 80% identified "creating a successful advisement program" as a primary goal. WVBOE Policy 2510 requires all students to have in depth opportunities for career exploration and decision making in grades 9-12 and to meet annually with parents and a counselor and/or advisor to develop/revise their Individual Student Transition Plan (ISTP). The "Taking Career and Technical Education to the Next Level in West Virginia 2007 Pawley's Group Report", in response to the 2006 Senate concurrent Resolution 42, recommended that West Virginia develop a systematic way to help students with career exploration. Recommendation # 6 is to "Enhance seamless alignment and rigor by developing Career Pathways. This report also stresses that accepting the status quo or making small, incremental changes will fall short of preparing West Virginia and its citizens to compete effectively in the global marketplace. The LINKS student advisement program provides this structured system to assure that all students in grades 9-12 are prepared in all pathways for seamless entry between grade levels, from middle to high school and from high school into post-secondary education or the workforce.

The advisor/adviser curriculum will bridge the gap between what is taught in the core curriculum and the skills necessary to succeed in middle and high school, post-secondary education and the work place by addressing six major Skills Areas: Self-Knowledge, Life Skills, School Success Skills, Educational Development, Work Ethics, and Career Planning. 21st century students need more than reading, writing, and arithmetic; they must be able to solve problems, think critically, communicate effectively, and work in teams.

The LINKS program provides students with practice in life and work skills and broadens the students' knowledge base for career decision making. As students recognize the relevance of their course work to their career plans, they will have an incentive for higher academic achievement. More information leads to better decision making. Like-wise, it is our goal to provide students with enough information to help them make career choices that will lead to a meaningful, productive lifestyle. The end result will be students making a smooth transition from grade to grade and from high school to post-secondary education by successfully "linking" school to work.

Every effort was made to involve practitioners in developing the LINKS program and standards. A team of diverse educators from across West Virginia, as well as, national experts worked collaboratively to develop a program to specifically address the needs of West Virginia students. LINKS connects each student with an adult advisor who promotes Learning, Individualized Needs, Knowledge and Skills (LINKS) for every student to achieve immediate and long-term success.

Barbara Ashcraft; WVDE School Counseling Coordinator with the Division of Educator Quality and System Support, Office of Organizational Effectiveness and Leadership Division of Adult and Technical Education; Office of Planning, Evaluation, Special Programs and Support Services, spearheaded a collaborative effort to develop a statewide model that resulted in creation of the LINKS Program and is the contact person for this policy.

Steven L. Paine
State Superintendent of Schools

Explanation of Terms

Content Standards are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a K-12 sequence of study.

Objectives are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the content standards. Objectives build across grade levels as students advance in their knowledge and skills.

Performance Descriptors describe in narrative format how students demonstrate achievement of the content standards. Five performance levels have been proposed for West Virginia: distinguished, above mastery, mastery, partial mastery and novice. Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills they are building in their students. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

Numbering of Standards

The number for each content standard is composed of three parts, each part separated by a period:

- The content area code (e.g., AA for Advisor/Advisee);
- The letter S, for Standard; and
- The standard number.

Illustration: AA.S.1 refers to Advisor/Advisee content standard #1.

Numbering of Objectives

The number of each objective is composed of five parts, each part separated by a period:

- The content area code
- The content category (e.g. Academic, Career, Personal/Social Development)
- The grade level
- The number of the content standard addressed; and
- The objective number.

Illustration: AA.A.9.2.03 refers to an Advisor/Advisee academic 9th grade objective that addresses standard #2 and that is the third objective listed under that standard.

Numbering of Performance Descriptors

The number for each group of five performance descriptors is composed of four parts, each part separated by a period:

- The content area or course code;
- The letters PD, for Performance Descriptors;
- The grade level (See exceptions noted above for grade level under numbering of objectives); and
- The standard number.

Illustration: AA.A.PD.9.2 refers to Advisor/Advisee performance descriptors for ninth grade, content standard 2.

Unique Electronic Numbers (UENs)

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.19 is available on the Web, each standard, each objective, and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.19 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.19 is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.19 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.19 are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) are unique numbers that facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

Illustration: The UEN for performance descriptors for ninth grade advisor/advisee, standard #2 will be "200802.AA.5.02".

Abbreviations

Content Area

AA

Advisor/Advisee

Other Abbreviations

PD

O

S

Performance Descriptors
Objective

Standard (Content Standard)

ADVISOR/ADVISEE

The LINKS program is a framework and curriculum for student advisement programs in West Virginia. It is a fluid program that is easily adapted to each school's design, culture, and other school-wide programs. LINKS provides a structure for delivery of specific academic, career, and personal/social content standards that assures each student obtains this essential content regardless of transitioning from school to school in West Virginia. Yet, the structure allows for adaptations to deliver specific content that may be of specific need to each particular school.

This document is an organized, sequential list of learning standards and objectives closely aligned with the ASCA National Standards, the National Career Development Guidelines and West Virginia Board of Education Policy 2315. The standards are presented using the three categories of advisement including academics, career, and personal/social development. Knowledge, skills, and understanding in each of these categories are required for student success in middle and high school, postsecondary education and future occupations. The LINKS program is not a separate "Program", but instead *links* to every element of the educational experience bringing students, school staff, parents, the community, businesses, and other organizations together to enhance each student's educational experience by connecting rigor, relevance, and relationships. It provides an avenue for school leaders to meet many other policy requirements including harassment education, internet safety, parent and community involvement, addressing bullying and other important mandates. It brings forth systemic change required in today's 21st Century schools to prepare our students for today's global workplace.

The intent of the advisor/advisee standards is to provide a consistent target for both educators and students in West Virginia. It is intended to show what students should know and be able to do at each grade level. Teachers and policy-makers can use the advisor/advisee standards to implement and design curricula, to allocate instructional resources, and to provide a basis for assessing and tracking student achievement and progress.

Standard 1: Advisor/Advisee – Academics – Contributing to Effective Learning (AA.S.1)

Acquiring the knowledge, skills, and attitudes that contribute to effective learning in school and across the lifespan is critical to the academic success of students at the high school level.

Standard 2: Advisor/Advisee – Academics – Academic Rigor and Postsecondary Options (AA.S.2)

Developing and monitoring personal educational plans, transitioning between academic levels, and exploring postsecondary options have an impact on the completion of school prepared for future plans.

Standard 3: Advisor/Advisee – Academics – Understanding the World of Work, Home, and Community (AA.S.3)

Understanding the work environment and the requirements necessary to prepare to enter the workforce has a significant influence on the decisions students make. Monitoring standardized test scores, report card grades, and educational plans leads to achieving individual goals. The skills learned in the school environment also apply to the home and community.

Standard 4: Advisor/Advisee – Career – Exploration and Planning (AA.S.4)

Completing a career interest inventory, investigating the world of work including occupational employment outlook, and adjusting educational plans accordingly are all factors in the decision-making process.

Standard 5: Advisor/Advisee – Career – Strategies for Future Career Goals (AA.S.5)

Knowing where to obtain information about the world of work and postsecondary training/education and developing skills will enhance a student's ability to achieve goals for the future. This includes developing a resume or portfolio, employ effective interview/communication skills, completing admission or employment applications, and identify resources for researching career choices.

Standard 6: Advisor/Advisee – Career – Employment Readiness Skills (AA.S.6)

Understanding the relationship between personal qualities, education, and training are keys to success in the world of work. The focus of this standard is the employment of readiness skills for on-the-job success.

Standard 7: Advisor/Advisee – Personal/Social Development – Respect for Self and Others (AA.S.7)

Acquiring the knowledge, attitudes, and interpersonal skill will help a student understand and respect self and others. This standard will address understanding self as an individual and member of diverse local and global communities and interact with others in ways that respect individual and group differences.

Standard 8: Advisor/Advisee – Personal/Social Development – Decision-Making (AA.S.8)

Making decisions and setting goals are necessary to achieve goals. Young adults face many challenges and require the skills to make the right choices and understand the consequences of their decisions.

Standard 9: Advisor/Advisee – Personal/Social Development – Personal Safety Skills (AA.S.)

Applying personal safety skills and coping strategies will assist with solving problems and making healthy choices. Young adults need to be able to identify at-risk behaviors and the common stressors that create conflict and impede achieving goals. Stress and anger management are important skills for survival.

The Role of Technology

West Virginia's vision for education includes the integration of technology throughout the curriculum so that all West Virginia students have the opportunity to develop technology skills that support learning and provide the ability to adapt to change. Successful learning environments provide opportunities for students to use education technology interwoven with relevant curricular content. West Virginia teachers are responsible for integrating technology appropriately in the students' learning environment.

Organization of the Advisor/Advisee Program of Study

This document is an organized, sequential list of learning standards and objectives closely aligned with the ASCA national standards and West Virginia Board of Education Policy 2315. The standards are presented using the three categories of advisement including academics, career, and personal/social development. Knowledge, skills, and understanding in each of these categories is required for student success in high school and in postsecondary education and future occupations

Fifth Grade Advisor/Advisee Content Standards and Objectives

Students in fifth grade will implement strategies and participate in activities to support and maximize their ability to learn. Preparedness for the middle school, high school, the work place or post secondary education will be addressed through the development of long-term educational plans. Strategies for exploring and planning for future occupations will be introduced. The fifth grade objectives address important academic, career, social, emotional and physical changes young adolescents experience. Organizational skills, goal setting, critical thinking and decision making steps applications are integrated into topics of discussion as students examine potential long and short term consequences of decisions and their impact on all aspects of the student's life. These aspects include health (e.g., mental, emotional, physical), academic, school and community. To meet the needs of the 21st century student, instructional delivery should be enhanced through a wide range of media. The West Virginia Standards for 21st Century Learning initiative includes the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Academics

| <u>Grade 5</u> | <u>Advisor/Advisee Academics</u> | <u>Mastery</u> | <u>Partial Mastery</u> | <u>Novice</u> |
|--|--|---|--|---|
| <u>Standard 1</u> | <u>Contributing to Effective Learning (AA.S.1)</u> | | | |
| <u>(AA.S.1)</u> | <u>Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.</u> | | | |
| <u>Performance Descriptors AA.S.1</u> | | | | |
| <u>Distinguished</u> | <u>Above Mastery</u> | <u>Mastery</u> | <u>Partial Mastery</u> | <u>Novice</u> |
| <u>Fifth grade students at distinguished:</u> | <u>Fifth grade students at above mastery:</u> | <u>Fifth grade students at mastery:</u> | <u>Fifth grade students at partial mastery:</u> | <u>Fifth grade students at novice:</u> |
| <u>Apply appropriate study skills in classroom learning and content review</u> | <u>Incorporate effective study skills into his/her course work</u> | <u>Identify useful study skills</u> | <u>Explore a variety of study skills that may be applied to school work</u> | <u>Discuss a variety of study skills and test-taking skill and how these can improve academic performance</u> |
| <u>Demonstrate effective decision-making skills</u> | <u>Recognize the skills needed to make wise decisions</u> | <u>Develop effective test-taking strategies</u> | <u>Demonstrate academic honesty</u> | <u>Identify the steps for developing an organizational plan for maintaining school materials and individual work spaces</u> |
| <u>Perform well on assessment using effective test-taking strategies</u> | <u>Practice academic honesty</u> | <u>Demonstrate organizational skills in school work, materials and personal</u> | <u>Discuss test-taking strategies that will improve performance on assessments</u> | |
| | <u>Apply an organizational plan to school work</u> | | <u>Understand the steps for developing an</u> | |

| | | | | |
|---|--|---|--|--|
| <p><u>Successfully transition into the middle school environment</u> <u>Maintain school materials and individual spaces and school work according to an organizational plan</u> <u>Review and revise time-management skills</u></p> | <p><u>Develop a positive attitude toward middle school expectations</u> <u>Utilize time management skills in completing assignments</u></p> | <p><u>space</u> <u>Develop a time management plan</u> <u>Understand the expectations of middle school</u></p> | <p><u>organizational plan</u> <u>Explore methods for organizing class work, materials, and individual spaces</u> <u>Recognize the expectations of a middle school student</u> <u>Understand the importance of managing time effectively</u></p> | <p><u>Explore the meaning of academic honesty</u> <u>Identify the differences between elementary and middle school expectations</u> <u>Discuss strategies for better use of time</u></p> |
| <p><u>Objectives</u> <u>Students will</u></p> | | | | |
| AA.A.5.1.01 | Explore attitudes and behaviors that lead to successful learning. | | | |
| AA.A.5.1.02 | Discover how learning styles can positively influence school performance. | | | |
| AA.A.5.1.03 | Identify ways to work independently and cooperatively with other students. | | | |
| AA.A.5.1.04 | Demonstrate effective organizational skills. | | | |
| AA.A.5.1.05 | Demonstrate academic honesty. | | | |
| AA.A.5.1.06 | Recognize opportunities for academic growth. | | | |
| AA.A.5.1.07 | Identify useful study skills. | | | |
| AA.A.5.1.08 | Develop effective communication skills. | | | |
| AA.A.5.1.09 | Develop effective test-taking skills. | | | |
| AA.A.5.1.10 | Use the internet as a resource and learning tool. | | | |
| AA.A.5.1.11 | Develop a time management plan. | | | |
| <p><u>Grade 5</u> <u>Advisor/Advisee - Academics</u></p> | | | | |
| <p><u>Standard 2</u> <u>Academic Rigor and Postsecondary Options (AA.S.2)</u></p> | | | | |
| <p><u>(AA.S.2)</u> <u>Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial postsecondary options, including college.</u></p> | | | | |
| <p><u>Performance Descriptors AA.S.2</u></p> | | | | |
| <p><u>Distinguished</u> <u>Fifth grade students at distinguished:</u> <u>Apply assessment results to review, revise and monitor</u></p> | <p><u>Above Mastery</u> <u>Fifth grade students at above mastery:</u> <u>Apply appropriate strategies for developing and</u></p> | <p><u>Mastery</u> <u>Fifth grade students at mastery:</u> <u>Demonstrate knowledge of school routines and</u></p> | <p><u>Partial Mastery</u> <u>Fifth grade students at partial mastery:</u> <u>Discuss assessment results and understand how to use</u></p> | <p><u>Novice</u> <u>Fifth grade students at novice:</u> <u>Compare understanding of school routines and</u></p> |

| <p><u>academic and career plans</u></p> <p><u>Actively participate in a process to update goals and implement strategies to achieve these goals</u></p> <p><u>Practice critical thinking skills when making decisions</u></p> <p><u>Demonstrate successful transition into the middle school environment as evidenced by excellent grades.</u></p> <p><u>Maintain high level of motivation.</u></p> <p><u>Compare and contrast careers with personal interests, academic strengths, and abilities</u></p> | <p><u>achieving academic goals</u></p> <p><u>Monitor academic progress continually utilizing assessment results</u></p> <p><u>Understand the importance of success in middle school to achieving potential in high school and post secondary options</u></p> <p><u>Demonstrate successful transition into the middle school environment as evidenced by good grades.</u></p> <p><u>Develop effective critical thinking skills</u></p> <p><u>Identify several career options related to academic strengths, interests and abilities</u></p> | <p><u>expectations</u></p> <p><u>Identify the study skills necessary for academic success at each level</u></p> <p><u>Set challenging short and long term academic goals</u></p> <p><u>Discuss motivation and its impact on individual potential</u></p> <p><u>Demonstrate successful transition into the middle school environment as evidenced by above average grades.</u></p> <p><u>Examine assessment results to develop an annual plan of study</u></p> <p><u>Identify a few career options related to academic strengths, interests and abilities</u></p> | <p><u>them in setting goals</u></p> <p><u>Explore study skills to improve academic performance</u></p> <p><u>Understand the importance of achieving individual potential</u></p> <p><u>Demonstrate successful transition into the middle school environment as evidenced by average grades.</u></p> <p><u>Identify at least one career option related to academic strengths, interests and abilities</u></p> | <p><u>expectations to academic success</u></p> <p><u>Explore academic goals that lead to success in middle school and beyond</u></p> <p><u>Review academic records with advisor and determine plans for improvement</u></p> <p><u>Demonstrate poor transition into the middle school environment as evidenced by low grades.</u></p> <p><u>Be unable to identify how careers options are related to academic progress and interests</u></p> |
|---|--|--|--|---|
| <p><u>Objectives</u></p> | <p><u>Students will</u></p> | | | |
| <p>AA.A.5.2.01</p> | <p>Discuss motivation and its impact on individual potential.</p> | | | |
| <p>AA.A.5.2.02</p> | <p>Identify critical thinking skills.</p> | | | |
| <p>AA.A.5.2.03</p> | <p>Identify the study skills necessary for academic success at each level.</p> | | | |
| <p>AA.A.5.2.04</p> | <p>Identify types of academic information relevant to future planning.</p> | | | |
| <p>AA.A.5.2.05</p> | <p>Set challenging short and long-term academic goals.</p> | | | |
| <p>AA.A.5.2.06</p> | <p>Examine assessment results in the educational planning process.</p> | | | |
| <p>AA.A.5.2.07</p> | <p>Explore how attitudes relate to goal setting.</p> | | | |
| <p>AA.A.5.2.08</p> | <p>Identify post-secondary options consistent with interests, achievement, aptitude and abilities.</p> | | | |
| <p>AA.A.5.2.09</p> | <p>Prepare for middle school experience.</p> | | | |

| Grade 5 Advisor/Advisee Academics | |
|--|---|
| Standard 3 Understanding the World of Work, Home, and Community (AA.S.3) | |
| Students will understand the relationship of academics to the world of work and to life at home and in the community. | |
| Performance Descriptors AA.S.3 | |
| Distinguished | Novice |
| <p>Fifth grade students at distinguished:</p> <p>Implement an effective plan of work by analyzing academic records and the impact they have on success in middle school, high school, and post secondary options</p> <p>Make decisions based on identified skills including critical thinking and understanding of consequences of the decisions</p> <p>Understand the relationship between school and work</p> <p>Discuss the concept and value of cumulative records</p> | <p>Fifth grade students at novice:</p> <p>Discuss contents of portfolio with advisor including test scores and class grades</p> <p>Establish an improvement plan for academic success by setting short-term goals</p> <p>Identify how long-term goals that can lead to future success in middle school, high school, and post secondary options</p> <p>Understand the importance of performance in middle school and its impact on academic success</p> |
| Above Mastery | Partial Mastery |
| <p>Fifth grade students at above mastery:</p> <p>Develop a plan of work based on review of grades, test scores, and other components of the student portfolio</p> <p>Use a decision-making model to establish both short-term and long-term goals for academic success</p> <p>Prioritize options for academic success using critical thinking skills</p> <p>Develop a plan to enhance WESTEST 2 outcomes</p> <p>Discover the relationships between school and work</p> <p>Monitor contents of student portfolio and consider the value of cumulative records</p> | <p>Fifth grade students at partial mastery:</p> <p>Review school records including test scores, class grades, and other components of the portfolio</p> <p>Explore the impact of school records on future academic success</p> <p>Understand the elements of a successful decision making model</p> <p>Identify areas needing improvement and establish academic goals for each</p> |
| Mastery | Partial Mastery |
| <p>Fifth grade students at mastery:</p> <p>Discover the relationship between his/her grades, test scores, activities and other components of their school records to middle school, high school, and post secondary goals</p> <p>Learn a decision-making model</p> <p>Establish short-term and long-term goals</p> <p>Utilize decision-making model to academic decisions</p> <p>Explore components of the WESTEST 2</p> <p>Explore the relationship between learning and work</p> <p>Review and update student portfolio</p> <p>Discuss and apply</p> | <p>Fifth grade students at partial mastery:</p> <p>Review school records including test scores, class grades, and other components of the portfolio</p> <p>Explore the impact of school records on future academic success</p> <p>Understand the elements of a successful decision making model</p> <p>Identify areas needing improvement and establish academic goals for each</p> |

| | | | |
|-------------------|--|--|---|
| | | | strategies for improving academic performance |
| Objectives | Students will | | |
| AA.A.5.3.01 | Explore the relationship between learning and work. | | |
| AA.A.5.3.02 | Discover that school success is the preparation to make the transition from student to community member. | | |
| AA.A.5.3.03 | Recognize how school success and academic achievement enhance future career and life opportunities. | | |
| AA.A.5.3.04 | Discover the concept and value of cumulative records. | | |
| AA.A.5.3.05 | Learn an effective decision-making model. | | |
| AA.A.5.3.06 | Utilize decision-making model to prioritize options. | | |
| AA.A.5.3.07 | Review previous writing assessments and strengthen writing skills. | | |
| AA.A.5.3.08 | Explore the components of WESTEST. | | |
| AA.A.5.3.09 | Review and update student portfolio. | | |

Career

| | | | |
|---|---|---|---|
| Grade 5 | Advisor/Advisee - Career | | |
| Standard 4 | Exploration and Planning (AA.S.4) | | |
| (AA.S.4) | Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. | | |
| Performance Descriptors AA.S.4 | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery |
| Fifth grade students at distinguished: | Fifth grade students at above mastery: | Fifth grade students at mastery: | Fifth grade students at partial mastery: |
| Develop a career plan | Explore the components of a career plan | Recognize the importance of planning | Discover the elements of a time-management plan |
| Describe areas of interest and correlate these to post secondary and career options | Apply decision making skills effectively by considering consequences of his/her choices | Develop awareness of his/her personal interests and abilities as they relate to career options | Recognize the difference between good and bad decisions and identify the skills needed for effective decision making |
| Analyze consequences when making a decision | Construct short-term and long-term career goals | Compare and contrast different career options including traditional and non-traditional careers | Understand the results of the interest inventory and how to apply these results to establishing academic |
| Prioritize logical steps to achieving academic success and reaching goals | Use interest inventory results to explore career | Use interest inventory results to explore career | Understand the results of the interest inventory and how to apply these results to recognizing opportunities for various career options |
| | | | Novice |
| | | | Fifth grade students at novice: |
| | | | Compare the effects of having a time-management plan and not having one |
| | | | Understand that there are good decisions and bad decisions and each has consequences that influence school success |
| | | | Utilize the interest inventory to recognize opportunities for various career options |

| | | | | |
|---|--|--|--|--|
| <p><u>Research career options identified by interests inventory</u></p> <p><u>Improve skills for writing a resume</u></p> | <p><u>options and begin planning for high school and post secondary options</u></p> <p><u>Write a resume that includes in-school achievements and extracurricular activities and interests</u></p> | <p><u>Recognize the consequences of the decisions he/she makes</u></p> <p><u>Learn how to construct short-term and long-term goals for academic achievement</u></p> <p><u>Develop a positive attitude toward work and learning</u></p> <p><u>Learn how to write a resume</u></p> | <p><u>goals</u></p> <p><u>Explore career options based on his/her identified interests</u></p> <p><u>Describe the uses of a resume</u></p> <p><u>Understand the relationship between a positive attitude in work and in learning</u></p> | <p><u>Practice decision making skills</u></p> <p><u>Review the interest inventory to learn about interests, attitudes and abilities</u></p> <p><u>Define a resume and its contents</u></p> |
| <p>Objectives Students will</p> | | | | |
| AA.C.5.4.01 | Describe skills to locate, evaluation and interpret career information | | | |
| AA.C.5.4.02 | Learn about the variety of traditional and nontraditional occupations. | | | |
| AA.C.5.4.03 | Develop an awareness of personal abilities, skills, interests, and motivations. | | | |
| AA.C.5.4.04 | Learn how to construct achievement goals. | | | |
| AA.C.5.4.05 | Recognize the importance of planning. | | | |
| AA.C.5.4.06 | Compare and contrast different career options. | | | |
| AA.C.5.4.07 | Explore the relationship between employability skills such as working on a team, problem-solving, and organizational skills. | | | |
| AA.C.5.4.08 | Discuss knowledge about the changing workplace. | | | |
| AA.C.5.4.09 | Learn how to write a resume. | | | |
| AA.C.5.4.10 | Develop a positive attitude toward work and learning. | | | |
| AA.C.5.4.11 | Learn effective decision-making skills. | | | |

| | | | | |
|--|---|----------------------------------|--|---------------------------------|
| Grade 5 | Advisor/Advisee Career | | | |
| Standard 5 | Strategies for Future Career Goals (AA.S.5) | | | |
| (AA.S.5) | Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work and postsecondary training/education. | | | |
| Performance Descriptors AA.S.5 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Fifth grade students at distinguished: | Fifth grade students at above mastery: | Fifth grade students at mastery: | Fifth grade students at partial mastery: | Fifth grade students at novice: |

| | | | | |
|---|---|---|---|---|
| <p><u>Apply decision making skills to identifying career options that match his/her interest levels and abilities</u></p> <p><u>Research selected careers and identify the requirements for training and education</u></p> <p><u>Demonstrate use of the internet to research career opportunities including post secondary options for the identified careers</u></p> <p><u>Develop a career plan based on research including provisions for modifying the plan</u></p> | <p><u>Recognize personal potential and research career options</u></p> <p><u>Explore career plan options based on inventory and research</u></p> <p><u>Research careers on the internet to identify education, training and abilities required for various careers</u></p> <p><u>Review personal portfolio to identify strengths that correlate with career options</u></p> | <p><u>Identify personal potential for career choices using results of interest inventory</u></p> <p><u>Learn to use the internet to research skills, training, and abilities needed for various careers</u></p> <p><u>Understand the value of school records when making career choices</u></p> <p><u>Develop the career planning process</u></p> <p><u>Develop awareness of the education needed to achieve career goals</u></p> | <p><u>Explore career options based on results of interest inventory and the educational, training and ability requirements for various careers</u></p> <p><u>Explore the use of the internet to research careers of interest</u></p> <p><u>Discover strategies to meet the requirements of career interests throughout middle school, high school, and post secondary</u></p> <p><u>Understand that planning for a career begins in middle school</u></p> | <p><u>Discuss career options based on his/her interest inventory and attitudes</u></p> <p><u>Explore careers of interest and research educational requirements for those careers</u></p> <p><u>Identify components of academic portfolio that have impact on career options and post secondary training</u></p> |
| <p>Objectives Students will</p> | | | | |
| <p>AA.C.5.5.01</p> | <p><u>Explore decision-making skills to career planning.</u></p> | | | |
| <p>AA.C.5.5.02</p> | <p><u>Identify personal skills, interests, and abilities and relate them to career choices.</u></p> | | | |
| <p>AA.C.5.5.03</p> | <p><u>Develop the career planning process.</u></p> | | | |
| <p>AA.C.5.5.04</p> | <p><u>Learn to use the internet to access career planning information.</u></p> | | | |
| <p>AA.C.5.5.05</p> | <p><u>Develop awareness of the education and training needed to achieve career goals.</u></p> | | | |
| <p>AA.C.5.5.06</p> | <p><u>Understand the value of the cumulative school record and maintain a portfolio.</u></p> | | | |
| <p>Grade 5 Advisor/Advisee Career</p> | | | | |
| <p>Standard 6 Employment Readiness Skills (AA.S.6)</p> | | | | |
| <p>(AA.S.6)</p> | <p><u>Students will understand the relationship between personal qualities, education, training and the world of work.</u></p> | | | |
| <p>Performance Descriptors AA.S.6</p> | <p><u>Mastery</u></p> | <p><u>Partial Mastery</u></p> | <p><u>Novice</u></p> | <p><u>Fifth grade students at</u></p> |
| <p>Distinguished</p> | <p><u>Above Mastery</u></p> | <p><u>Mastery</u></p> | <p><u>Partial Mastery</u></p> | <p><u>Fifth grade students at</u></p> |
| <p>Fifth grade students at</p> | <p><u>Fifth grade students at</u></p> | <p><u>Fifth grade students at</u></p> | <p><u>Fifth grade students at</u></p> | <p><u>Fifth grade students at</u></p> |

| | | | | |
|---|--|--|--|--|
| <p><u>distinguished:</u></p> <p>Relate connection between personal preferences and interests that influence career choices and success</p> <p>Demonstrate how interests and abilities to career choices and goal achievement</p> <p>Use effective public speaking and presentation skills to communicate with others</p> <p>Learn how to use conflict resolution skills effectively when challenges arise</p> | <p><u>above mastery:</u></p> <p>List the personal qualities that translate into the world of work</p> <p>Communicate with others through public speaking and presentation skills</p> <p>Develop conflict resolution skills</p> <p>Understand how interests and abilities to career options</p> | <p><u>mastery:</u></p> <p>Identify the personal preferences, interests and abilities that impact career choices and success</p> <p>Explore the conflict management skills for working with others</p> <p>Identify effective public speaking and communication skills</p> <p>Explore the relationship between interests and abilities and educational, career, and personal achievement</p> | <p><u>partial mastery:</u></p> <p>Discuss the skills necessary to resolve conflicts with others</p> <p>Understand how different interests and abilities impact career choices and goal setting</p> <p>Describe strategies to improve public speaking and presentation skills</p> | <p><u>novice:</u></p> <p>Discuss conflict resolution strategies and methods for using these skills in a variety of situations</p> <p>Relate interests and abilities to future career options</p> <p>Discuss that academic performance in middle and high school directly impacts future success in the world of work</p> |
| <p><u>Objectives</u> <u>Students Will</u></p> | | | | |
| AA.C.5.6.01 | Explore the relationship between educational achievement and career success. | | | |
| AA.C.5.6.02 | Identify the personal preferences and interests that influence career choices and success. | | | |
| AA.C.5.6.03 | Discuss how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals. | | | |
| AA.C.5.6.04 | Explore conflict management skills that can be used with peers and adults. | | | |
| AA.C.5.6.05 | Identify effective public speaking, presentation, and communications skills. | | | |

Personal/Social Development

| | | | | |
|--|--|----------------------------------|--|---------------------------------|
| Grade 5 | Advisor/Advisee - Personal/Social Development | | | |
| Standard 7 | Respect for Self and Others (AA.S.7) | | | |
| (AA.S.7) | Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. | | | |
| Performance Descriptors AA.S.7 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Fifth grade students at distinguished: | Fifth grade students at above mastery: | Fifth grade students at mastery: | Fifth grade students at partial mastery: | Fifth grade students at novice: |

| | | | | |
|--|--|--|---|--|
| <p><u>Respect both students and adults and avoid behaviors that will negatively impact others</u></p> <p><u>Contribute to the success of group activities with his/her participation</u></p> <p><u>Develop healthy friendships and positive influences</u></p> <p><u>Engage in activities outside of school that contribute to personal growth</u></p> <p><u>Know the limits of providing assistance to other students in academic course work</u></p> <p><u>Assist peers in developing positive relationships and engaging in positive activities</u></p> <p><u>Follow all school rules and regulations consistently</u></p> <p><u>Display academic honesty</u></p> <p><u>Refrain from dissemination of untruths related to others</u></p> <p><u>Presents a positive image including careful personal</u></p> | <p><u>Show respect for others and refrain from inappropriate teasing</u></p> <p><u>Participate in group activities and support other members of the group</u></p> <p><u>Ensure the reliability of information shared with others</u></p> <p><u>Engage actively in class discussion</u></p> <p><u>Develop friendships that results in positive behaviors</u></p> <p><u>Participate in out of school activities that impact knowledge, skills and attitudes</u></p> <p><u>Demonstrate an understanding of rules and regulations in the school environment</u></p> <p><u>Refrain from disclosing inappropriate information about self</u></p> | <p><u>Define cooperative behavior in groups and how working together affects leadership skills</u></p> <p><u>Recognize the difference between appropriate and inappropriate behavior.</u></p> <p><u>Identify ways to respect self and others and learn to respect alternative points of view.</u></p> <p><u>Recognize importance of healthy friendships</u></p> <p><u>Understands the importance of being involved in activities outside of school</u></p> <p><u>Differentiate between academic dishonesty and acts of kindness.</u></p> <p><u>Gain knowledge of school rules and peer helping programs that facilitate responsible student behavior</u></p> <p><u>Understand the necessity of appropriate personal hygiene and its affect on social relations</u></p> | <p><u>Explore opportunities for participation in activities after school</u></p> <p><u>Differentiate between healthy and unhealthy friendships</u></p> <p><u>Understand the role of an individual as a member of a group and the importance of active participation</u></p> <p><u>Learn the rules that govern the rights and responsibilities of self and others</u></p> <p><u>Discuss the consequences of cheating including developing a clear definition of what constitutes cheating</u></p> <p><u>Understand the importance of personal hygiene as a component of self-image</u></p> <p><u>Explore the harm that results from disseminating rumors and untruths about others</u></p> <p><u>Recognize the danger of revealing too much personal information</u></p> | <p><u>Understand how the choice of friendships can impact personal achievement</u></p> <p><u>Identify opportunities for participation in out of school activities</u></p> <p><u>Discuss the consequences of cheating and understand what academic honesty means</u></p> <p><u>Review the rules and regulations along with personal responsibilities</u></p> <p><u>Understand the need for personal hygiene</u></p> <p><u>Explore the difference between rumor and truth</u></p> <p><u>Establish rules for revealing personal information to others</u></p> |
|--|--|--|---|--|

| | | | |
|--|---|--|--|
| <p><u>hygiene</u></p> | | <p>Differentiate between truth and rumors and the implications for self and others</p> | |
| <p>Objectives Students will</p> | | | |
| AA.PSD.5.7.01 | Define a positive attitude toward self as a unique and worthy person. | | |
| AA.PSD.5.7.02 | Identify and express feelings. | | |
| AA.PSD.5.7.03 | Recognize the difference between appropriate and inappropriate behaviors. | | |
| AA.PSD.5.7.04 | Define cooperative behavior in groups. | | |
| AA.PSD.5.7.05 | Learn to respect alternative points of view. | | |
| AA.PSD.5.7.06 | Recognize the rights and responsibilities of all persons. | | |
| AA.PSD.5.7.07 | Recognize that communication involves speaking, listening, and non-verbal behavior. | | |
| AA.PSD.5.7.08 | Recognize the importance of belonging and how it positively affects leadership skills. | | |
| AA.PSD.5.7.09 | Understand how working with peers creates a cohesive environment. | | |
| AA.PSD.5.7.10 | Recognize and accept the role of authority. | | |
| AA.PSD.5.7.11 | Identify ways to respect self and others. | | |
| AA.PSD.5.7.12 | Differentiate between academic dishonesty and acts of kindness. | | |
| AA.PSD.5.7.13 | Distinguish between rumor and fact and the implications for self and others. | | |
| AA.PSD.5.7.14 | Demonstrate a positive attitude toward learning and other persons. | | |
| AA.PSD.5.7.15 | Understand how personal responsibility affects the larger community. | | |
| AA.PSD.5.7.16 | Understand the necessity of appropriate personal hygiene and its effects on social relations. | | |
| AA.PSD.5.7.17 | Review goals and revise according to the success in achieving goals. | | |

| | | | |
|--|---|--|---|
| <p>Grade 5 Advisor/Advisee Personal/Social Development</p> | | | |
| <p>Standard 8 Decision-Making (AA.S.8)</p> | | | |
| <p>(AA.S.8) Students will make decisions, set goals, and take necessary action to achieve goals.</p> | | | |
| <p>Performance Descriptors AA.S.8</p> | | | |
| Distinguished | Above Mastery | Mastery | Novice |
| Fifth grade students at distinguished: | Fifth grade students at above mastery: | Fifth grade students at mastery: | Fifth grade students at novice: |
| <p>Apply test-taking strategies effectively for the WESTEST. Writing Assessment and other performance indicators</p> | <p>Contribute as a member of a group through participation and decision-making skills</p> | <p>List components of a decision-making model and a problem-solving model when setting goals</p> | <p>Complete the management tool to help achieve academic goals</p> <p>Define the steps to resolve</p> |

| | | | | |
|---|--|--|--|--|
| <p><u>Demonstrate conflict resolution skills when conflict arises involving himself/herself or others</u></p> <p><u>Employ management skills to determine priorities</u></p> <p><u>Describe alternative solutions to a problem</u></p> <p><u>Set goals for the middle school experience</u></p> | <p><u>Demonstrate confidence during assessments such as the WESTEST or Writing Assessment</u></p> <p><u>Resolve conflicts using learned skills</u></p> <p><u>Practice effective coping strategies</u></p> <p><u>Reflect a positive attitude when making decisions and setting goals</u></p> <p><u>Explain to others middle school expectations</u></p> <p><u>Meet middle school expectations</u></p> | <p><u>Identify alternative solutions to a problem</u></p> <p><u>Identify consequences of decisions and choices</u></p> <p><u>Recite strategies for reducing stress levels when taking the WESTEST</u></p> <p><u>Describe how to resolve a conflict</u></p> <p><u>Identify steps to prepare for the middle school experience</u></p> | <p><u>conflicts</u></p> <p><u>List ways to reduce stress</u></p> <p><u>Participate in group activities</u></p> <p><u>Recognize the strategies that improve performance on assessments such as the WESTEST</u></p> <p><u>Identify the steps for making wise decisions</u></p> | <p><u>Discuss the strategies for reducing conflicts and stress</u></p> <p><u>Explore a decision making model and a problem solving model</u></p> <p><u>Understand that there are consequences to decisions and choices</u></p> |
| <p>Objectives</p> | <p>Students will</p> | <p><u>AA.PSD.5.8.01 List components of a decision-making and a problem-solving model.</u></p> <p><u>AA.PSD.5.8.02 Identify consequences of decisions and choices.</u></p> <p><u>AA.PSD.5.8.03 Identify alternative solutions to a problem.</u></p> <p><u>AA.PSD.5.8.04 Describe how to apply conflict resolution skills.</u></p> <p><u>AA.PSD.5.8.05 Write an action plan to set and achieve realistic goals.</u></p> <p><u>AA.PSD.5.8.06 Discuss the use of a decision-making model to prioritize options.</u></p> <p><u>AA.PSD.5.8.07 Recite stress reduction skills for taking the WESTEST and other assessment measures.</u></p> <p><u>AA.PSD.5.8.08 Identify steps to prepare for the middle school experience.</u></p> | | |
| <p>Grade 5 Advisor/Advisee Personal/Social Development</p> | | | | |
| <p>Standard 9 Personal Safety Skills (AA.S.9)</p> | | | | |
| <p>(AA.S.9) Students will understand safety and survival skills and apply coping strategies.</p> <p>Performance Descriptors AA.S.9</p> | | | | |

| <u>Distinguished</u> | <u>Above Mastery</u> | <u>Mastery</u> | <u>Partial Mastery</u> | <u>Novice</u> |
|--|--|--|--|---|
| <p><u>Fifth grade students at distinguished:</u></p> <p><u>Show respect for other students, adults and for himself/herself</u></p> <p><u>Refrain from teasing that could be hurtful to another individual</u></p> <p><u>Maintain safe and healthy relationships with others including friends</u></p> <p><u>Understand his/her own feelings and thoughts and how they affect school experiences</u></p> <p><u>Discloses personal information carefully to avoid revealing harmful information</u></p> <p><u>Demonstrate leadership through assertiveness as opposed to aggressive behaviors</u></p> <p><u>Demonstrates ways to cope with and avoid peer pressure</u></p> <p><u>Demonstrate knowledge of how to handle and report</u></p> | <p><u>Fifth grade students at above mastery:</u></p> <p><u>Respect the rights of students and adults and to understand differences among individuals</u></p> <p><u>Select friends that lead to safe and healthy relationships</u></p> <p><u>Reflect on his/her thoughts and feelings and how they impact his success</u></p> <p><u>Limit disclosure of inappropriate personal information to others</u></p> <p><u>Engage in teasing only when it is good-natured and will not harm another person</u></p> <p><u>Demonstrates ways to cope with peer pressure</u></p> <p><u>Distinguish the difference between appropriate and inappropriate physical contact</u></p> | <p><u>Fifth grade students at mastery:</u></p> <p><u>Learn the difference between appropriate and inappropriate physical contact</u></p> <p><u>Identify items of personal information and the implications of disclosing this to others</u></p> <p><u>Demonstrate friendship skills by showing respect for others</u></p> <p><u>Define effective problem-solving and decision-making skills to make safe and healthy choices</u></p> <p><u>Recognize the relationship between his/her thoughts and feelings</u></p> <p><u>Recognize the difference between assertive and aggressive communication</u></p> <p><u>Give examples of peer pressure ways to cope with peer pressure</u></p> | <p><u>Fifth grade students at partial mastery:</u></p> <p><u>Understand the harmful effects of inappropriate teasing</u></p> <p><u>Describe the negative results from disclosing personal information about self or others</u></p> <p><u>Learn how to evaluate safe and healthy relationships</u></p> <p><u>Explore his/her own thoughts and feelings</u></p> <p><u>Identify the dangers and negative impact of aggressive behaviors</u></p> <p><u>Define the behaviors that demonstrate respect for others</u></p> <p><u>Give examples of peer pressure</u></p> | <p><u>Fifth grade students at novice:</u></p> <p><u>Discuss the negative results of inappropriate teasing</u></p> <p><u>Explore strategies for controlling aggressive behaviors</u></p> <p><u>Understand the importance of carefully choosing friends</u></p> <p><u>Learn the meaning of respects and the rights of others</u></p> <p><u>Reflect on his/her personal thoughts and feelings</u></p> <p><u>Define peer pressure</u></p> |

| | | |
|------------------------|---|--|
| inappropriate contact. | | |
| Objectives | Students will | |
| AA.PSD.5.9.01 | Identify items of personal information and the implications of disclosing this to others. | |
| AA.PSD.5.9.02 | Learn the difference between appropriate and inappropriate physical contact | |
| AA.PSD.5.9.03 | Define effective problem-solving and decision-making skills to make safe and healthy choices | |
| AA.PSD.5.9.04 | Learn how to cope with peer pressure | |
| AA.PSD.5.9.05 | Learn techniques for managing stress and conflict | |
| AA.PSD.5.9.06 | Learn coping skills for managing life events | |
| AA.PSD.5.9.07 | Recognize mistakes and identify opportunities for personal growth by learning from the mistake. | |
| AA.PSD.5.9.08 | Learn to recognize healthy relationships. | |
| AA.PSD.5.9.09 | Develop a positive attitude toward others. | |
| AA.PSD.5.9.10 | Learn and employ internet safety guidelines. | |
| AA.PSD.5.9.11 | Understand and utilize community safety guidelines. | |
| AA.PSD.5.9.12 | Recognize the difference between assertive and aggressive communication. | |
| AA.PSD.5.9.13 | Learn to express one's self in a non-confrontational and non-accusatory manner. | |

Sixth Grade Advisor/Advisee Content Standards and Objectives

Students in sixth grade will develop knowledge and skills to support and maximize their ability to learn and succeed in middle school. Preparedness for the middle school, high school, the work place or post secondary education will be addressed through the development of long-term educational plans. Strategies for exploring and planning for future occupations will be introduced. The sixth grade objectives address important academic, career, social, emotional and physical changes young adolescents experience. Organizational skills, goal setting, critical thinking and decision making applications are integrated into discussions as students examine potential long and short term consequences of decisions and their impact on all aspects of the student's life including health (e.g., mental, emotional, physical), academics, school and community. To meet the needs of the Global 21 learner, instructional delivery should be enhanced through a wide range of media. The West Virginia Standards for 21st Century Learning initiative includes the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Academics

| | |
|---------------------------------------|--|
| Grade 6 | Advisor/Advisee - Academics |
| Standard 1 | Contributing to Effective Learning (AA.S.1) |
| (AA.S.1) | Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan. |
| Performance Descriptors AA.S.1 | |

| <u>Distinguished</u> | <u>Above Mastery</u> | <u>Mastery</u> | <u>Partial Mastery</u> | <u>Novice</u> |
|---|---|---|--|--|
| <p>Sixth grade students at distinguished:</p> <p>Apply his/her time management plan to school work and out of school activities</p> <p>Compare and contrast his/her learning style(s) and strongest multiple intelligence to achieve academic success</p> <p>Apply effective test-taking skills on assessments such as the WESTEST</p> <p>Conduct research using the internet effectively to access information</p> <p>Practice effective communication skills including public speaking and presentation skills</p> <p>Practice effective leadership skills when working in a group</p> <p>Demonstrate effective use of the search and research capabilities of the internet as an effective research tool</p> | <p>Sixth grade students at above mastery:</p> <p>Employ knowledge of his/her learning style and multiple intelligence in coursework</p> <p>Demonstrate effective study skills</p> <p>Use the internet to conduct research for class work and special projects</p> <p>Demonstrate test-taking strategies that result in higher performance on the WESTEST and other assessments</p> <p>Develop effective leadership skills when collaborating with peers.</p> <p>Use of the internet as an effective research tool</p> | <p>Sixth grade students at mastery:</p> <p>Review and revise the time management plan</p> <p>Identify multiple intelligences and recognize his/her strongest one</p> <p>Acquire and practice effective test-taking skills</p> <p>Review the study habits of a successful student</p> <p>Identify his/her learning style and develop strategies for effective learning</p> <p>Demonstrate use of the internet as an effective research tool</p> <p>Identify how a positive attitude impacts learning</p> <p>Reinforce effective communication skills including public speaking and presentation skills</p> <p>Explore opportunities to develop leadership skills</p> | <p>Sixth grade students at partial mastery:</p> <p>Understand that individuals learn differently based on learning styles and multiple intelligences</p> <p>Define effective study skills and test-taking skills and review strategies for using them in academic work</p> <p>Discover the use of the internet as a research and learning tool</p> <p>Discuss how a positive attitude results in improved academic performance</p> <p>Explore skills for effective communication in public speaking and presentation</p> | <p>Sixth grade students at novice:</p> <p>Identify his/her learning style</p> <p>Demonstrate ability to access information on the internet</p> <p>Review test-taking skills and study skills and the benefits of applying them to class work and assessments</p> <p>Understand the components of an effective time management plan</p> |
| <p>Objectives Students will</p> | | | | |

| | |
|-------------|---|
| AA.A.6.1.01 | Identify attitudes and behaviors that lead to successful learning. |
| AA.A.6.1.02 | Identify personal learning styles to positively influence individual school performance. |
| AA.A.6.1.03 | Demonstrate the ability to work independently and cooperatively with other students. |
| AA.A.6.1.04 | Review and revise time management plan. |
| AA.A.6.1.05 | Review effective study skills. |
| AA.A.6.1.06 | Explore and differentiate learning styles and multiple intelligences. |
| AA.A.6.1.07 | Reinforce effective communication skills including public speaking and presentation skills. |
| AA.A.6.1.08 | Explore opportunities to develop leadership skills. |
| AA.A.6.1.09 | Acquire and practice effective test-taking skills. |
| AA.A.6.1.10 | Demonstrate effective use of the internet as a research and learning tool. |

Grade 6 Adv/so/Advisee Academics Academic Rigor and Postsecondary Options (AA.S.2)
 Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial postsecondary options, including college.

| Performance Descriptors AA.S.2 | Above Mastery | Mastery | Partial Mastery | Novice |
|---|--|---|--|--|
| Distinguished Sixth grade students at distinguished: | Sixth grade students at above mastery: | Sixth grade students at mastery: | Sixth grade students at partial mastery: | Sixth grade students at novice: |
| Integrate critical thinking skills to set achievable goals and annual plan of study | Use problem solving skills to address differences between himself/herself and/or other individuals | Recognize the benefits of a successful academic career | Discuss problem solving and decision making skills and how these can impact academic success | Explore strategies for improving academic performance including study skills |
| Use contents of portfolio to establish short-term and long-term goals | Review and revise student portfolio to keep it updated | Demonstrate knowledge of school rules, personnel, and routines and expectations | Review and revise his/her portfolio and set both short and long term goals | Discuss his/her options following completion of high school |
| Explore requirements for post secondary options based on interests, skills, and attitudes | Maintain a positive attitude that leads to a high level of motivation for success | Maintain personal portfolio with continuously review and revision | Understand his/her rights and responsibilities and the importance of following the rules | Understand the rules for acceptable behavior in the classroom |
| Address challenges effectively by applying | Apply critical thinking skills in academic coursework | Apply problem solving skills to identifying post secondary options | Explore the various post secondary options | Identify areas of weakness and establish short term goals for improvement |

| | | | | |
|---|---|---|---|---|
| <p><u>problem solving skills</u></p> <p><u>Demonstrate the motivation for academic achievement</u></p> <p><u>Apply study skills to completing assignments and maximize learning and school performance</u></p> <p><u>Assess strategies for increasing academic motivation</u></p> | <p><u>Understand grade level expectations</u></p> <p><u>Demonstrate the study skills required to perform well in class and on assessments</u></p> | <p><u>academic motivation</u></p> <p><u>Practice critical thinking skills</u></p> <p><u>Recognize importance of the portfolio and update information</u></p> <p><u>Apply a set of study skills that may be applied to course work and assessments</u></p> | <p><u>Develop critical thinking skills to improve academic performance</u></p> <p><u>Become aware of the WV Programs of study</u></p> <p><u>Plan ways to improve study techniques</u></p> | <p><u>Explore critical thinking skills and their applications</u></p> <p><u>Explore effective ways to study</u></p> |
| <p>Objectives Students will</p> | | | | |
| AA.A.6.2.01 | Identify ways to increase academic motivation. | | | |
| AA.A.6.2.02 | Practice critical thinking skills. | | | |
| AA.A.6.2.03 | Apply the study skills necessary for academic success at each level. | | | |
| AA.A.6.2.04 | Update academic information. | | | |
| AA.A.6.2.05 | Use knowledge of learning styles to positively influence school performance. | | | |
| AA.A.6.2.06 | Review, monitor, and refine challenging academic goals. | | | |
| AA.A.6.2.07 | Understand how to use assessment results in educational planning. | | | |
| AA.A.6.2.08 | Develop an annual plan of study. | | | |
| AA.A.6.2.09 | Explore and improve aptitudes related to individual goals. | | | |
| AA.A.6.2.10 | Identify post-secondary options consistent with interests, achievement, aptitude and abilities. | | | |
| AA.A.6.2.11 | Understand grade level expectations. | | | |
| AA.A.6.2.12 | Recognize the importance of the portfolio and begin updating current information. | | | |
| AA.A.6.2.13 | Identify the components of a successful academic career. | | | |
| AA.A.6.2.14 | Understand the options and opportunities for secondary education. | | | |

| | | | |
|---------------------------------------|---|---------|-----------------|
| Grade 6 | | | |
| Advisor/Advisee Academics | | | |
| Standard 3 | Understanding the World of Work, Home, and Community (AA.S.3) | | |
| (AA.S.3) | Students will understand the relationship of academics to the world of work and in the community. | | |
| Performance Descriptors AA.S.3 | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery |
| | | | Novice |

| | | | | |
|---|---|---|--|---|
| <p><u>Sixth grade students at distinguished:</u></p> <p><u>Apply the decision making steps when establishing the annual goals for academic success</u></p> <p><u>Implement strategies for ongoing improvement of written communication</u></p> <p><u>Understand the relationships between success in school and success in post secondary training and the work world</u></p> <p><u>Demonstrate and apply skills for Global 21 learning</u></p> <p><u>Understand the components of the WESTEST, how to prepare for the annual assessment, and how the assessment relates to academic and career planning.</u></p> | <p><u>Sixth grade students at above mastery:</u></p> <p><u>Identify clearly achievable goals for the academic year</u></p> <p><u>Apply test taking strategies to all assessments including the WESTEST</u></p> <p><u>Identify and address weaknesses in written communication skills</u></p> <p><u>Understand how school success leads to success in the future both in the work world and in the community</u></p> <p><u>Compare and contrast the relationship between learning and work</u></p> | <p><u>Sixth grade students at mastery:</u></p> <p><u>Explore the importance of the WESTEST and strategies for reducing test anxiety</u></p> <p><u>Understand the ways in which school success can impact career opportunities and transition to community member</u></p> <p><u>Improve written communication skills</u></p> <p><u>Review, evaluate and revise established academic goals</u></p> <p><u>Understand the relationship between learning and work</u></p> <p><u>Apply effective decision-making strategies</u></p> <p><u>Learn and apply skills for Global 21 learning</u></p> | <p><u>Sixth grade students at partial mastery:</u></p> <p><u>Review test taking skills to improve performance on the WESTEST and other assessments</u></p> <p><u>Analyze previous Writing Assessments to identify areas needing improvement</u></p> <p><u>Modify long term goals where indicated</u></p> <p><u>Explore the relationship between school and work</u></p> <p><u>Discover effective decision-making skills</u></p> <p><u>Identify skills for Global 21 learning</u></p> | <p><u>Sixth grade students at novice:</u></p> <p><u>Discuss the ways in which school success can lead to career success</u></p> <p><u>Establish short term goals for improving written communication</u></p> <p><u>Identify the steps for making a decision</u></p> <p><u>Explore skills for Global 21 learning</u></p> |
| <p>Objectives Students will</p> | | | | |
| AA.A.6.3.01 | Understand the relationship between learning and work. | | | |
| AA.A.6.3.02 | Understand that school success is the preparation to make the transition from student to community member. | | | |
| AA.A.6.3.03 | Understand how school success and academic achievement enhance future career and life opportunities. | | | |
| AA.A.6.3.04 | Review progress and modify academic goals where indicated. | | | |
| AA.A.6.3.05 | Document goals for the academic year. | | | |
| AA.A.6.3.06 | Apply effective decision-making strategies. | | | |
| AA.A.6.3.07 | Understand and apply skills for Global 21 learning. | | | |

| | |
|-------------|--|
| AA.A.6.3.08 | Revise organizational plan to achieve academic goals. |
| AA.A.6.3.09 | Explore the various skills applied to the annual assessment. |
| AA.A.6.3.10 | Improve written communication strategies. |

Career

| Grade 6 Advisor/Advisee - Career Exploration and Planning (AA.S.4) | |
|--|---|
| Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. | |
| Performance Descriptors AA.S.4 | |
| Distinguished | Above Mastery |
| Mastery | Partial Mastery |
| Novice | |
| Sixth grade students at distinguished: | Sixth grade students at novice: |
| <p>Research a career cluster and identify the opportunities in that field</p> <p>Achieve his/her short term goal through effective planning</p> <p>Apply skills to locate, evaluate and interpret career information</p> <p>Understand a variety of traditional and non-traditional occupations</p> <p>Assess awareness of personal abilities, skills, interests, and motivations</p> <p>Refine job readiness skills</p> | <p>Understand that managing homework and afterschool time requires a plan</p> <p>Explore the various career clusters and select one of interest</p> <p>Review short term goals and identify areas needing to be modified</p> <p>Describe a resume and its applications</p> <p>Discuss traditional and non-traditional occupations</p> <p>Identify job readiness and employability skills and how they may be used in the learning environment</p> |
| <p>Sixth grade students at above mastery:</p> <p>Understand how to use his/her time management plan to complete tasks on time</p> <p>Identify a career cluster to research based on the Career Path Organizer</p> <p>Develop a step by step plan to achieve his/her goals</p> <p>Understand skills to locate, evaluate and interpret career information and non-traditional occupations</p> <p>Write a resume using academic and extracurricular information</p> | <p>Sixth grade students at mastery:</p> <p>Learn skills to locate, evaluate and interpret career information and non-traditional occupations</p> <p>Describe personal abilities, skills, interests, and motivations</p> <p>Employ Career Path Organizer to identify a career cluster of interest develop a career plan.</p> <p>Learn how to construct realistic goals</p> <p>Improve skills for writing a resume</p> |
| <p>Sixth grade students at distinguished:</p> <p>Research a career cluster and identify the opportunities in that field</p> <p>Achieve his/her short term goal through effective planning</p> <p>Apply skills to locate, evaluate and interpret career information</p> <p>Understand a variety of traditional and non-traditional occupations</p> <p>Assess awareness of personal abilities, skills, interests, and motivations</p> <p>Refine job readiness skills</p> | <p>Sixth grade students at mastery:</p> <p>Learn skills to locate, evaluate and interpret career information and non-traditional occupations</p> <p>Describe personal abilities, skills, interests, and motivations</p> <p>Employ Career Path Organizer to identify a career cluster of interest develop a career plan.</p> <p>Learn how to construct realistic goals</p> <p>Improve skills for writing a resume</p> |

| | | | |
|--|--|---|--|
| <p>and apply to such activities as working on a team or problem-solving</p> <p>Write an effective resume</p> | | <p>Identify job readiness skills and apply to such activities as working on a team or problem-solving</p> | |
| <p><u>Objectives</u> <u>Students will</u></p> | | | |
| AA.C.6.4.01 | | Learn skills to locate, evaluate and interpret career information. | |
| AA.C.6.4.02 | | Explore the variety of traditional and nontraditional occupations. | |
| AA.C.6.4.03 | | Describe personal abilities, skills, interests, and motivations. | |
| AA.C.6.4.04 | | Learn how to construct goals. | |
| AA.C.6.4.05 | | Develop a career plan. | |
| AA.C.6.4.06 | | Apply employability skills such as working on a team, problem-solving, and organizational skills to academic performance. | |
| AA.C.6.4.07 | | Identify job readiness skills to seek employment opportunities | |
| AA.C.6.4.08 | | Investigate the changing workplace. | |
| AA.C.6.4.09 | | Improve skills for writing a resume. | |
| AA.C.6.4.10 | | Display a positive attitude toward work and learning. | |
| AA.C.6.4.11 | | Compare and contrast different career options. | |

| | | | |
|---|---|---|--|
| <p><u>Grade 6</u> <u>Advisor/Advisee - Career</u></p> | | | |
| <p><u>Standard 5</u> <u>Strategies for Future Career Goals (AA.S.5)</u></p> | | | |
| <p><u>(AA.S.5)</u> <u>Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work and postsecondary training/education.</u></p> | | | |
| <p><u>Performance Descriptors AA.S.5</u></p> | | | |
| <p><u>Distinguished</u></p> | <p><u>Above Mastery</u></p> | <p><u>Mastery</u></p> | <p><u>Partial Mastery</u></p> |
| <p>Sixth grade students at distinguished:</p> <p>Review and update his/her portfolio with the most current information on achievement, career, and personal/social information</p> <p>Practice using internet research to identify the skills and post secondary training</p> | <p>Sixth grade students at above mastery:</p> <p>Revise the contents of his/her portfolio to reflect current data</p> <p>Develop organizational strategies for effective presentation and public speaking</p> | <p>Sixth grade students at mastery:</p> <p>Maintain a portfolio reflecting current academic, career, and personal/social information</p> <p>Demonstrate knowledge of the internet to access career planning information</p> | <p>Sixth grade students at partial mastery:</p> <p>Review portfolio contents and understand the importance of maintaining current information</p> <p>Explore internet research strategies to access career planning information</p> |
| | | | <p>Sixth grade students at novice:</p> <p>Develop a checklist of the materials that should be included in the portfolio</p> <p>Improve internet research skills and search practices to access career information</p> <p>Understand the importance</p> |

| | | | | |
|---|---|--|---|---|
| <p><u>necessary for his/her career options</u> <u>Apply effective presentation and public speaking skills</u> <u>Demonstrate awareness of post secondary training required for career options</u> <u>Develop a career plan using effective decision-making skills</u></p> | <p><u>Compare the post secondary training requirements for a variety of career options</u> <u>Use the internet to research career choices</u></p> | <p><u>Demonstrate effective public speaking and presentation skills</u> <u>Develop awareness of post secondary training required for career options</u> <u>Apply decision-making skills to career planning</u> <u>Describe personal interests, attitudes, and skills and relate them to career choices</u></p> | <p><u>Identify areas needing improvement in presentation and public speaking</u> <u>Discuss the post secondary training requirements for his/her career choices</u></p> | <p><u>of having effective communication skills including presentation and public speaking</u> <u>Discover personal skills, interests, and abilities</u></p> |
| <p>Objectives <u>Students will</u></p> | | | | |
| AA.C.6.5.01 | Apply decision-making skills to career planning. | | | |
| AA.C.6.5.02 | Describe personal skills, interests, and abilities and relate them to career choices. | | | |
| AA.C.6.5.03 | Demonstrate knowledge of the internet to access career planning information. | | | |
| AA.C.6.5.04 | Develop awareness of the education and training needed to achieve career goals. | | | |
| AA.C.6.5.05 | Maintain a portfolio reflecting academic, career, and personal/social accomplishments. | | | |
| AA.C.6.5.06 | Review the previous writing assessment and apply new strategies to improve skills. | | | |
| AA.C.6.5.07 | Demonstrate effective communication skills with presentations and public speaking activities. | | | |

| | | | | |
|--|--|--|---|--|
| <p>Grade 6 Advisor/Advisee Career</p> | | | | |
| <p>Standard 6 Employment Readiness Skills (AA.S.6)</p> | | | | |
| <p>(AA.S.6) Students will understand the relationship between personal qualities, education, training and the world of work.</p> | | | | |
| <p>Performance Descriptors AA.S.6</p> | | | | |
| Distinguished: | Above Mastery | Mastery | Partial Mastery | Novice |
| Sixth grade students at distinguished: | Sixth grade students at above mastery: | Sixth grade students at mastery: | Sixth grade students at partial mastery: | Sixth grade students at novice: |
| Demonstrate effective conflict management skills Correlate the relationship | Understand how personal preferences and interests can influence career choices | Relate the connection between educational achievement and career success | Explore his/her personal preferences and interests along with abilities | Discuss his/her interests and personal preferences and how these relate to achieving his/her goals |

| | | | | |
|---|--|---|---|---|
| <p><u>between academic achievement and career success</u></p> <p><u>Understand the impact of personal preferences and interests on career choices</u></p> <p><u>Evaluate how abilities, and achievement relate to achieving personal, social, educational, and career goals</u></p> | <p><u>Demonstrate an understanding of strategies for managing conflicts with peers and adults</u></p> <p><u>Identify the relationship between academic success and success in career options</u></p> <p><u>Develop strategies for using conflict management skills</u></p> | <p><u>Learn how to use conflict management strategies</u></p> <p><u>Identify his/her personal preferences and interests that influence career choices</u></p> <p><u>Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals</u></p> | <p><u>Understand the importance of academic success in achieving personal, social and career goals</u></p> <p><u>Identify strategies that can be used to resolve conflict</u></p> | <p><u>Understand that there are management skills that should be applied to resolving conflict</u></p> <p><u>Explore the relationship between academic achievement and career success</u></p> |
| <p>Objectives Students will</p> | | | | |
| AA.C.6.6.01 | Relate the connection between educational achievement and career success | | | |
| AA.C.6.6.02 | Identify his/her personal preferences and interests that influence career choices and success | | | |
| AA.C.6.6.03 | Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals | | | |
| AA.C.6.6.04 | Learn how to use conflict management skills with peers and adults | | | |

Personal/Social Development

| | | | | |
|---|---|--|--|--|
| Grade 6 | Advisor/Advisee - Personal/Social Development | | | |
| Standard 7 | Respect for Self and Others (AA.S.7) | | | |
| (AA.S.7) | Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. | | | |
| Performance Descriptors AA.S.7 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Sixth grade students at distinguished: | Sixth grade students at above mastery. | Sixth grade students at mastery. | Sixth grade students at partial mastery. | Sixth grade students at novice: |
| Display appropriate good-natured communication with peers and others. | Develop a positive attitude about self and others and respect alternative points of view | Understand appropriate good-natured communication with peers and others. | Understand that there is appropriate and inappropriate communication with others | Discuss the impact of inappropriate teasing on other students and adults |
| Demonstrate leadership | Understand the importance | | | |

| | | | | |
|--|--|--|--|---|
| <p><u>skills through positive attitudes and a high self-esteem</u></p> <p><u>Work effectively with all members of a collaborative group to develop cohesiveness and successfully accomplish assigned tasks</u></p> <p><u>Communicate with others with appropriate speaking, listening, and non-verbal skills</u></p> <p><u>Interpret and express feelings to develop greater understanding of his/her behavior and attitudes</u></p> | <p><u>Demonstrate respects for the feelings of others through good-natured communication</u></p> <p><u>Compare and contrast all levels of communication including speaking, listening, and non-verbal behavior and understand effective communication skills</u></p> <p><u>Understand the responsibilities as a member of a collaborative group and the impact of each individual</u></p> <p><u>Exhibit a positive attitude toward self as a unique and worthy person and how self-esteem impacts social success</u></p> <p><u>Explore feelings toward self and others</u></p> | <p><u>Develop a positive attitude toward self as a unique and worthy person and how self-esteem impacts social success</u></p> <p><u>Distinguish between all levels of communication including speaking, listening, and non-verbal behavior and understand effective communication skills</u></p> <p><u>Distinguish cooperative behavior in groups and a sense of belonging to a group to establish group cohesiveness</u></p> <p><u>Recognize the importance of respecting alternative points of view</u></p> <p><u>Describe and express feelings</u></p> | <p><u>Explore different ways of communicating feelings and attitudes including speaking, listening, and non-verbal</u></p> <p><u>Identify the strategies for working with other members of a group</u></p> <p><u>Discuss the importance of respecting the rights and responsibilities of others and alternative points of view</u></p> | <p><u>of respecting others</u></p> <p><u>Identify the various ways to communicate one's feelings and attitude with others</u></p> <p><u>Understand the benefits of belonging to a group and the appropriate behavior for group interactions</u></p> |
| <p>Objectives Students will</p> | | | | |
| <p>AA.PSD.6.7.01</p> | <p>Develop a positive attitude toward self as a unique and worthy person</p> | | | |
| <p>AA.PSD.6.7.02</p> | <p>Define the goal-setting process</p> | | | |
| <p>AA.PSD.6.7.03</p> | <p>Describe and express feelings</p> | | | |
| <p>AA.PSD.6.7.04</p> | <p>Understand the benefits of appropriate vs. inappropriate behaviors</p> | | | |
| <p>AA.PSD.6.7.05</p> | <p>Distinguish cooperative behavior in groups</p> | | | |
| <p>AA.PSD.6.7.06</p> | <p>Recognize the importance of respecting alternative points of view</p> | | | |
| <p>AA.PSD.6.7.07</p> | <p>Define the rights and responsibilities of all persons</p> | | | |
| <p>AA.PSD.6.7.08</p> | <p>Demonstrate understanding of effective communication skills</p> | | | |
| <p>AA.PSD.6.7.09</p> | <p>Distinguish between all levels of communication including speaking, listening, and non-verbal behavior</p> | | | |

| | |
|---------------|--|
| AA.PSD.6.7.10 | Develop a sense of belonging to a group to establish group cohesiveness. |
| AA.PSD.6.7.11 | Identify personal strengths and weaknesses. |
| AA.PSD.6.7.12 | Understand appropriate good-natured communication with peers and others. |
| AA.PSD.6.7.13 | Demonstrate respect for others and their property. |
| AA.PSD.6.7.14 | Understand and apply skills for Global 21 learning. |
| AA.PSD.6.7.15 | Understand the role of participation and engagement in the development of leadership skills. |
| AA.PSD.6.7.16 | Understand how self-esteem impacts social success. |
| AA.PSD.6.7.17 | Recognize an individual's role and contribution within the community. |

| Grade 6 Advisor/Advisee Personal/Social Development | |
|--|--|
| Standard 8 Decision-Making (AA.S.8) | |
| Students will make decisions, set goals, and take necessary action to achieve goals. | |
| Performance Descriptors AA.S.8 | |
| Distinguished | Above Mastery |
| Mastery | Partial Mastery |
| Novice | |
| Sixth grade students at distinguished: | Sixth grade students at mastery: |
| <p>Illustrate a decision-making and a problem-solving model</p> <p>Recognize the consequences of decisions and choices</p> <p>Differentiate between alternative solutions to a problem</p> <p>Research for an action plan to set and achieve realistic goals</p> <p>Communicate how to apply conflict resolution skills</p> <p>Review, monitor, and revise</p> | <p>Sixth grade students at above mastery:</p> <p>Understand that there may be alternatives when seeking a solution to a problem</p> <p>Apply an action plan to achieve goals</p> <p>Identify the consequences of his/her decisions</p> <p>Demonstrate how to apply conflict resolution skills</p> <p>Demonstrate a decision-making and a problem-solving model</p> |
| <p>Interpret a decision-making and a problem-solving model</p> <p>Articulate consequences of decisions and choices</p> <p>Know how to apply conflict resolution skills</p> <p>Describe alternative solutions to a problem</p> <p>Develop an action plan to achieve realistic goals</p> <p>Review and update portfolio</p> | <p>Sixth grade students at partial mastery:</p> <p>Establish achievable short-term and long-term goals</p> <p>Understand the consequences of decisions and choices</p> <p>Recognize grade level expectations</p> <p>Explore conflict resolution skill</p> <p>Recognize that there are alternative solutions to a problem</p> |
| <p>Explore alternative solutions to a problem</p> <p>Set goals for improving academic performance</p> <p>Understand the grade level expectations</p> <p>Discuss the models for making decisions and solving problems</p> | <p>Sixth grade students at novice:</p> |

| portfolio | Students will |
|-------------------|---|
| Objectives | |
| AA.PSD.6.8.01 | Interpret a decision-making and a problem-solving model. |
| AA.PSD.6.8.02 | Articulate consequences of decisions and choices. |
| AA.PSD.6.8.03 | Describe alternative solutions to a problem. |
| AA.PSD.6.8.04 | Demonstrate how to apply conflict resolution skills. |
| AA.PSD.6.8.05 | Develop an action plan to set and achieve realistic goals. |
| AA.PSD.6.8.06 | Demonstrate understanding of grade level expectations. |
| AA.PSD.6.8.07 | Establish short term and long term goals for the academic year. |
| AA.PSD.6.8.08 | Review and update portfolio |

Grade 6 Advisor/Advisee Personal/Social Development Standard.9

| Performance Descriptors AA.S.9 | Above Mastery | Mastery | Partial Mastery | Novice |
|---|--|--|--|---|
| Students will understand safety and survival skills and apply coping strategies. | | | | |
| Distinguished Sixth grade students at distinguished: | Above Mastery Sixth grade students at above mastery: | Mastery Sixth grade students at mastery: | Partial Mastery Sixth grade students at partial mastery: | Novice Sixth grade students at novice: |
| Differentiate between appropriate and inappropriate physical contact | Understand the difference between appropriate and inappropriate physical contact | Distinguish the difference between appropriate and inappropriate physical contact | Identify proper internet usage and the dangers of improper usage | Explore possible stressors and the resulting behavior including anger |
| Develop a list of personal information that should not be shared | Recognize the impact of revealing personal information. | Demonstrate knowledge of personal information. | Recognize his/her stressors and discuss the proper response | Understand that managing anger can improve academic, career, and personal/social success |
| Demonstrate effective problem-solving and decision-making skills to make safe and healthy choices | Learn how to apply effective problem-solving and decision-making skills to make safe and healthy choices | Review effective problem-solving and decision-making skills to make safe and healthy choices | Explore that there is appropriate and inappropriate physical contact | Discuss the safe use of the internet and how to identify valid information |
| Apply positive attitudes toward self and his/her role | Exhibit positive attitudes toward self and his/her role | Demonstrate positive attitudes toward self and his/her role in relationships and social situations | Explore what is considered personal information | Understand appropriate and inappropriate behaviors including physical contact, revealing personal |

| | | | | |
|---|---|---|--|--|
| <p><u>in relationships and social situations</u></p> <p><u>Demonstrate effective use of anger management skills</u></p> <p><u>Apply techniques for managing stress and conflict.</u></p> <p><u>Differentiate between valid and invalid internet resources and the use of proper internet etiquette</u></p> <p><u>Explain how to cope with peer pressure</u></p> <p><u>Understand the relationship between Global 21 skills and academic, career and personal/social behaviors</u></p> | <p><u>in relationships and social situations</u></p> <p><u>Recognize when to apply appropriate anger management skills</u></p> <p><u>Learn techniques for managing stress and conflict</u></p> <p><u>Recognize valid and invalid internet resources and the use of proper internet etiquette</u></p> <p><u>Learn techniques to cope with peer pressure</u></p> <p><u>Demonstrate Global 21 skills to academic, career and personal/social behaviors</u></p> | <p><u>Learn and apply appropriate anger management skills</u></p> <p><u>Define techniques for managing stress and conflict.</u></p> <p><u>Discern between valid and invalid internet resources and the use of proper internet etiquette</u></p> <p><u>Identify techniques to cope with peer pressure</u></p> <p><u>Apply Global 21 skills to academic, career and personal/social behaviors</u></p> | <p><u>solving and decision-making skills to make safe and healthy choices</u></p> <p><u>Identify appropriate anger management skills</u></p> <p><u>Discern between valid and invalid internet resources and the use of proper internet etiquette</u></p> <p><u>Explore techniques to cope with peer pressure</u></p> <p><u>Recognize Global 21 skills and the relationship to academic, career and personal/social behaviors</u></p> | <p><u>information, and teasing</u></p> |
| <p>Objectives Students will</p> | | | | |
| AA.PSD.6.9.01 | <p><u>Demonstrate knowledge of personal information.</u></p> | | | |
| AA.PSD.6.9.02 | <p><u>Distinguish the difference between appropriate and inappropriate physical contact.</u></p> | | | |
| AA.PSD.6.9.03 | <p><u>Review effective problem-solving and decision-making skills to make safe and healthy choices.</u></p> | | | |
| AA.PSD.6.9.04 | <p><u>Identify techniques to cope with peer pressure.</u></p> | | | |
| AA.PSD.6.9.05 | <p><u>Define techniques for managing stress and conflict.</u></p> | | | |
| AA.PSD.6.9.06 | <p><u>Recognize coping skills for managing life events.</u></p> | | | |
| AA.PSD.6.9.07 | <p><u>Evaluate healthy relationships.</u></p> | | | |
| AA.PSD.6.9.08 | <p><u>Learn and apply appropriate anger management skills.</u></p> | | | |
| AA.PSD.6.9.09 | <p><u>Utilize proper internet etiquette.</u></p> | | | |
| AA.PSD.6.9.10 | <p><u>Discern between valid and invalid internet resources.</u></p> | | | |
| AA.PSD.6.9.11 | <p><u>Apply Global 21 skills to academic, career and personal/social behaviors.</u></p> | | | |

Seventh Grade Advisor/Advisee Content Standards and Objectives

Students in seventh grade will implement strategies and participate in activities to support and maximize their ability to learn and succeed in middle school. Success skills for completing middle school and preparedness for high school, the work place or post secondary education will be addressed through the development academic plans and of long-term post-secondary plans. Seventh grade students will explore transitioning to high school and develop plans for successful transitions. Strategies for exploring and planning for future occupations will be explored. The seventh grade objectives address important academic, career, social, emotional and physical changes young adolescents experience. Organizational skills, goal setting, critical thinking and decision making applications are integrated into discussions as students examine potential long and short term consequences of decisions and their impact on all aspects of the student's life including health (e.g., mental, emotional, physical), academics, school and community. To meet the needs of the 21st century student, instructional delivery should be enhanced through a wide range of media. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives

Academics

| Grade 7 Standard 1 (AA.S.1) | Advisor/Advisee: Academics Contributing to Effective Learning (AA.S.1) | Performance Descriptors AA.S.1 |
|---|--|--|
| Distinguished: Seventh grade students at distinguished: Demonstrate attitudes and behaviors that lead to successful learning Apply effective study skills and effective test-taking skills | Above Mastery Seventh grade students at above mastery: Display leadership skills when working in a collaborative setting Understand how to improve academic performance based on learning style | Mastery Seventh grade students at mastery: Compare and contrast attitudes and behaviors that lead to successful/ unsuccessful learning Demonstrate effective study skills and test-taking skills. |
| | Partial Mastery Seventh grade students at partial mastery: Understand the SQ3R reading method Identify strategies to improve testing taking and study habits | Novice Seventh grade students at novice: Learn study skills and test taking skills to improve academic performance Understand the definition of the different methods of communicating both |

| | | | | |
|---|--|---|--|--|
| <p><u>Learn how knowledge of learning styles can positively influence individual school performance</u></p> <p><u>Demonstrate working independently and cooperatively with other students</u></p> <p><u>Exhibit critical thinking skills applied to academic and non-academic tasks</u></p> <p><u>Demonstrate competency in communicating verbally and non-verbally in written, presentation, and public speaking</u></p> <p><u>Demonstrate effective leadership skills</u></p> | <p><u>Apply critical thinking skills both in and out of the classroom</u></p> <p><u>Complete tasks effectively when working independently or in groups</u></p> <p><u>Demonstrate ability to communicate verbally and non-verbally as well as in presentation and public speaking</u></p> <p><u>Understand effective study skills and test-taking skills.</u></p> | <p><u>Apply knowledge and learning styles to positively influence individual school performance</u></p> <p><u>Practice working independently and cooperatively with other students</u></p> <p><u>Understand and apply critical thinking skills to academic and non-academic tasks</u></p> <p><u>Practice communicating verbally and non-verbally in written, presentation, and public speaking</u></p> <p><u>Explore and practice leadership skills</u></p> | <p><u>Explore the various learning styles and the differences among them</u></p> <p><u>Recognize the importance of working cooperative as a member of a group</u></p> <p><u>Identify steps to improve communication skills</u></p> <p><u>Discover attitudes and behaviors that lead to successful/ unsuccessful learning</u></p> | <p><u>verbally and non-verbally</u></p> <p><u>Explore effective study skills and test-taking skills.</u></p> <p><u>Learn to work with others in a group</u></p> <p><u>Discuss attitudes and behaviors that lead to successful/ unsuccessful learning</u></p> |
| <p>Objectives Students will</p> <p>AA.A.7.1.01 Compare and contrast attitudes and behaviors that lead to successful/unsuccessful learning.</p> <p>AA.A.7.1.02 Apply knowledge and learning styles to positively influence individual school performance.</p> <p>AA.A.7.1.03 Practice working independently and cooperatively with other students.</p> <p>AA.A.7.1.04 Demonstrate effective study skills.</p> <p>AA.A.7.1.05 Explore and practice leadership skills.</p> <p>AA.A.7.1.06 Practice communicating verbally and non-verbally in written, presentation, and public speaking.</p> <p>AA.A.7.1.07 Understand and apply critical thinking skills to academic and non-academic tasks.</p> <p>AA.A.7.1.08 Apply effective test-taking skills.</p> | | | | |
| <p>Grade 7 Advisor/Advisee Academics</p> <p>Standard 2 Academic Rigor and Postsecondary Options (AA.S.2)</p> | | | | |

| (AA.S.2) Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial postsecondary options, including college. | Performance Descriptors AA.S.2 | | | |
|---|--|---|--|--|
| <u>Distinguished</u> | <u>Above Mastery</u> | <u>Mastery</u> | <u>Partial Mastery</u> | <u>Novice</u> |
| <p><u>Seventh grade students at distinguished:</u></p> <p>Evaluate effectiveness of time management plan and change to maximize time use both in the classroom and after school hours</p> <p>Demonstrate effective study skills necessary for academic success at each level</p> <p>Evaluate individual academic plan and the requirements of the PROMISE scholarship and other postsecondary financial support</p> <p>Identify the academic programs of study at the secondary level that are consistent with career plans</p> <p>Describe requirements and career options for high school academic programs of study</p> <p>Learn and apply critical thinking skills as a</p> | <p><u>Seventh grade students at above mastery:</u></p> <p>Utilize the updated time management plan to coordinate both in-school and out-of-school activities</p> <p>Evaluate study skills necessary for academic success at each level</p> <p>Identify the requirements of the PROMISE scholarship and other postsecondary financial support</p> <p>Compare and contrast academic programs of study at the secondary level</p> <p>Demonstrate understanding of requirements and career options for a minimum of two high school academic programs of study</p> <p>Apply critical thinking skills into academic strategies</p> <p>Apply knowledge of learning styles to positively influence school performance</p> | <p><u>Seventh grade students at mastery:</u></p> <p>Review and revise time management plan</p> <p>Apply the study skills necessary for academic success at each level</p> <p>Explore the requirements of the PROMISE scholarship and other postsecondary financial support</p> <p>Articulate and personalize the academic programs of study at the secondary level</p> <p>Demonstrate understanding of requirements and career academic programs of study</p> <p>Integrate critical thinking skills into academic strategies</p> <p>Use knowledge of learning styles to positively influence school performance</p> <p>Analyze personal attitudes</p> | <p><u>Seventh grade students at partial mastery:</u></p> <p>Understand the relationship between high school programs of study and career options</p> <p>Recognize the financial needs for post secondary education and the importance of developing a plan of action</p> <p>Discuss the high school programs of study</p> <p>Learn time management skills and strategies for applying them</p> <p>Identify the study skills that apply to various academic content</p> <p>Determine personal learning styles</p> <p>Use personal attitudes when setting academic goals</p> <p>Discover the benefits of a</p> | <p><u>Seventh grade students at novice:</u></p> <p>Explore various course of study at the high school level</p> <p>Recognize the importance of managing his/her time</p> <p>Review academic study skills</p> <p>Consider the financial requirements for post secondary training/education including the PROMISE scholarship</p> <p>Identify personal attitudes and learning styles</p> |

| | | | | |
|---|---|--|--|--|
| <p><u>component of academic strategies</u></p> <p><u>Recognize impact of learning styles to positively influence school performance</u></p> <p><u>Assess personal attitudes as a tool to refine academic goals</u></p> <p><u>Determine the benefits of a successful academic career</u></p> | <p><u>Compare the relationship between personal attitudes and refine academic goals</u></p> <p><u>Consider the benefits of a successful academic career when making choices</u></p> | <p><u>and refine academic goals</u></p> <p><u>Evaluate the benefits of a successful academic career.</u></p> | <p><u>successful academic career</u></p> | |
| <p>Objectives <u>Students will</u></p> | | | | |
| AA.A.7.2.01 | Assess how motivation to achieve individual potential. | | | |
| AA.A.7.2.02 | Integrate critical thinking skills into academic strategies. | | | |
| AA.A.7.2.03 | Apply the study skills necessary for academic success at each level. | | | |
| AA.A.7.2.04 | Organize and update academic information including report cards and test scores. | | | |
| AA.A.7.2.05 | Use knowledge of learning styles to positively influence school performance. | | | |
| AA.A.7.2.06 | Review, monitor, and refine challenging academic goals. | | | |
| AA.A.7.2.07 | Use assessment results in educational planning. | | | |
| AA.A.7.2.08 | Analyze personal attitudes and refine academic goals. | | | |
| AA.A.7.2.09 | Identify post-secondary options consistent with career plans. | | | |
| AA.A.7.2.10 | Understand grade level expectations. | | | |
| AA.A.7.2.11 | Explore the requirements of the PROMISE scholarship and other postsecondary financial support. | | | |
| AA.A.7.2.12 | Articulate and personalize the academic programs of study at the secondary level. | | | |
| AA.A.7.2.13 | Evaluate the benefits of a successful academic career. | | | |
| AA.A.7.2.14 | Review and revise time management plan. | | | |

| | | | | |
|--|---|---------------------------|---------------------------|---------------------------|
| <p>Grade 7 Advisor/Advisee Academics</p> | | | | |
| <p>Standard 3 <u>Understanding the World of Work, Home and Community (AA.S.3)</u></p> | | | | |
| (AA.S.3) | Students will understand the relationship of academics to the world of work and to life at home and in the community. | | | |
| <p>Performance Descriptors AA.S.3</p> | | | | |
| <u>Distinguished</u> | <u>Above Mastery</u> | <u>Mastery</u> | <u>Partial Mastery</u> | <u>Novice</u> |
| Seventh grade students at | Seventh grade students at | Seventh grade students at | Seventh grade students at | Seventh grade students at |

| <u>distinguished:</u> | <u>above mastery:</u> | <u>mastery:</u> | <u>partial mastery:</u> | <u>novice:</u> |
|--|--|---|--|--|
| <p><u>Assess how school success and academic achievement enhance future career and life opportunities</u></p> <p><u>Review and revise short term and long term academic goals achievement</u></p> <p><u>Identify impact of performance on the WESTEST</u></p> <p><u>Demonstrate effective organization skills</u></p> <p><u>Assess school success in preparation for making the transition from student to community member</u></p> <p><u>Apply strategies for effective written communication</u></p> <p><u>Apply strategies for Global 21 learning</u></p> | <p><u>Describe how school success and academic achievement impact future career and life opportunities</u></p> <p><u>Review and revise strategies to improve writing skills</u></p> <p><u>Monitor progress of short term goals for area of greatest academic need</u></p> <p><u>Revise study and organizational plans to reflect areas of weakness</u></p> <p><u>Work effectively with other members of a collaborative learning group</u></p> <p><u>Recognize strategies for Global 21 learning</u></p> | <p><u>Explain how school success and academic achievement enhance future career and life opportunities</u></p> <p><u>Develop short term and long term academic goals achievement</u></p> <p><u>Understand the components and measures of the WESTEST</u></p> <p><u>Review and revise organizational plan</u></p> <p><u>Illustrate that school success is the preparation to make the transition from student to community member</u></p> <p><u>Develop strategies for effective written communication</u></p> <p><u>Demonstrate and apply strategies for Global 21 learning</u></p> | <p><u>Complete the interest inventory and explore his/her results</u></p> <p><u>Discuss the inventory results and how they relate to programs of study and career choices</u></p> <p><u>Understand the benefits of working collaboratively with other members of a group</u></p> <p><u>Understand methods for improving test taking and study skills</u></p> <p><u>Review the results of recent Writing Assessments and identify areas of weakness</u></p> <p><u>Develop a plan to improve writing skills</u></p> <p><u>Explore the components of an effective organizational plan</u></p> | <p><u>Discuss test taking and study strategies that can lead to academic success</u></p> <p><u>Understand the results of the interest inventory</u></p> <p><u>Explore strategies for improving writing skills</u></p> <p><u>Identify the relationship between interests and the selection of career clusters</u></p> <p><u>Discuss how school success can influence future career and life futures</u></p> <p><u>Explore Global 21 learning skills</u></p> |
| Objectives | | | | |
| AA.A.7.3.01 | <u>Students will</u> | | | |
| AA.A.7.3.02 | <u>Articulate the relationship between learning and work.</u> | | | |
| AA.A.7.3.03 | <u>Illustrate that school success is the preparation to make the transition from student to community member</u> | | | |
| AA.A.7.3.04 | <u>Explain how school success and academic achievement enhance future career and life opportunities</u> | | | |
| AA.A.7.3.05 | <u>Develop short term and long term academic goals achievement.</u> | | | |
| | <u>Review and revise organizational plan.</u> | | | |

| | |
|-------------|--|
| AA.A.7.3.06 | Understand the components and measures of the WESTEST. |
| AA.A.7.3.07 | Explore academic programs of study. |
| AA.A.7.3.08 | Develop strategies for effective written communication. |
| AA.A.7.3.09 | Review and update student portfolio. |
| AA.A.7.3.10 | Demonstrate and apply strategies for Global 21 learning. |

Career

| Grade 7 Advisor/Advisee Career Exploration and Planning (AA.S.4) | | | | |
|---|--|---|--|--|
| Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. | | | | |
| Performance Descriptors AA.S.4 | | | | |
| Distinguished | Above Mastery | | | |
| Mastery | Partial Mastery | | | |
| Novice | | | | |
| Seventh grade students at distinguished: | Seventh grade students at above mastery: | Seventh grade students at mastery: | Seventh grade students at partial mastery: | Seventh grade students at novice: |
| Evaluate skills to locate, evaluation and interpret career information | Refine skills to locate, evaluation and interpret career information | Apply skills to locate, evaluation and interpret career information | Explore traditional and non-traditional careers | Learn how to set goals that are achievable |
| Compare and contrast the variety of traditional and nontraditional occupations | Define the variety of traditional and nontraditional occupations | Understand about the variety of traditional and nontraditional occupations | Understand the relationship between high school academic programs and career options | Discuss high school programs of study |
| Analyze his/her awareness of personal abilities, skills, interests, and motivations | Understand his/her awareness of personal abilities, skills, interests, and motivations | Assess his/her awareness of personal abilities, skills, interests, and motivations | Review and revise portfolio to begin developing a resume | Understand the components of a comprehensive portfolio |
| Identify the relationship between high school academic programs and career decisions | Understand the relationship between high school academic programs and career decisions | Recognize the relationship between high school academic programs and career decisions | Determine at least one high school program of study based on his/her interests and abilities | Discuss the role of planning for the future in the selection of high school courses of study |
| Evaluate academic goals and their relationship to career plans | Monitor progress toward achieving academic goals | Review and revise academic goals and their relationship to career plans | Explore the importance and benefits of planning | Define the skills needed in the workplace |

| | | | | |
|--|--|---|---|---|
| <p><u>Analyze the importance and benefits of planning</u></p> <p><u>Apply employability skills such as working on a team, problem-solving, and organizational skills when seeking employment</u></p> <p><u>Update and refine his/her resume applying written communication skills and relevant personal information</u></p> <p><u>Evaluate progress toward meeting the requirements for the PROMISE scholarship and other financial support for postsecondary education</u></p> <p><u>Develop a comprehensive plan for the secondary courses of study</u></p> <p><u>Demonstrate skills needed to effectively communicate with others</u></p> | <p><u>as they relationship to career plans</u></p> <p><u>Develop career plans by pursuing areas of interest</u></p> <p><u>Compare employability skills such as working on a team, problem-solving, and organizational skills and the relationship to seeking employment</u></p> <p><u>Review and revise an effective resume applying written communication skills and relevant personal information</u></p> <p><u>Use the requirements for the PROMISE scholarship and other financial support for postsecondary education when setting goals</u></p> <p><u>Select the secondary courses of study they plan to pursue</u></p> <p><u>Apply skills needed to effectively communicate with others</u></p> | <p><u>Understand the importance and benefits of planning</u></p> <p><u>Refine employability skills such as working on a team, problem-solving, and organizational skills and understand how they relate to seeking employment</u></p> <p><u>Write an effective resume applying written communication skills and relevant personal information</u></p> <p><u>Understand the requirements for the PROMISE scholarship and other financial support for postsecondary education</u></p> <p><u>Identify and explore the secondary courses of study</u></p> <p><u>Refine and enhance skills needed to effectively communicate with others</u></p> | <p><u>Evaluate personal employability skills and job readiness skills</u></p> <p><u>Recognize the requirements for financial support for post secondary education</u></p> <p><u>Practice communication skills</u></p> | <p><u>Describe a resume and its role in future employment</u></p> <p><u>Review short term and long term goals</u></p> |
| <p>Objectives Students Will</p> | | | | |
| <p>AA.C.7.4.01</p> | <p>Apply skills to locate, evaluation and interpret career information</p> | | | |
| <p>AA.C.7.4.02</p> | <p>Understand about the variety of traditional and nontraditional occupations</p> | | | |
| <p>AA.C.7.4.03</p> | <p>Assess his/her awareness of personal abilities, skills, interests, and motivations</p> | | | |
| <p>AA.C.7.4.04</p> | <p>Review and revise academic goals and their relationship to career plans.</p> | | | |

| | |
|-------------|---|
| AA.C.7.4.05 | <u>Understand the importance and benefits of planning</u> |
| AA.C.7.4.06 | <u>Pursue and develop competency in areas of interest</u> |
| AA.C.7.4.07 | <u>Refine employability skills such as working on a team, problem-solving, and organizational skills</u> |
| AA.C.7.4.08 | <u>Understand how job readiness skills to relate to seeking employment.</u> |
| AA.C.7.4.08 | <u>Demonstrate knowledge about the changing workplace</u> |
| AA.C.7.4.10 | <u>Write an effective resume applying written communication skills and relevant personal information.</u> |
| AA.C.7.4.11 | <u>Demonstrate a positive attitude toward work and learning</u> |
| AA.C.7.4.12 | <u>Understand the requirements for the PROMISE scholarship and other financial support for postsecondary education.</u> |
| AA.C.7.4.13 | <u>Identify and explore the secondary courses of study.</u> |
| AA.C.7.4.14 | <u>Investigate career options as they relate to individual skills and aptitudes</u> |
| AA.C.7.4.15 | <u>Refine and enhance skills needed to effectively communicate with others.</u> |

Grade 7 Advisor/Advisee - Career Strategies for Future Career Goals (AA.S.6)

Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work and postsecondary training/education.

| Performance Descriptors AA.S.5 | |
|--|--|
| Distinguished | Above Mastery |
| Seventh grade students at distinguished: | Seventh grade students at mastery: |
| Analyze the relationship between decision-making skills to career planning | Demonstrate decision-making skills to career planning |
| Compare and contrast personal skills, interests, and abilities and relate them to career choices | Assess personal skills, interests, and abilities and relate them to career choices |
| Illustrate effective use of the internet to access career planning information. | Practice effective use of the internet to access career planning information. |
| Examine the education and training needed to achieve | Develop awareness of the education and training |
| Partial Mastery | Mastery |
| Seventh grade students at partial mastery: | Seventh grade students at mastery: |
| Explore education and training requirements for career options | Demonstrate decision-making skills to career planning |
| Determine areas of personal strengths and weaknesses | Assess personal skills, interests, and abilities and relate them to career choices |
| Review his/her personal portfolio | Practice effective use of the internet to access career planning information. |
| Understand how personal skills, interests, and abilities relate to career choices | Develop awareness of the education and training |
| Novice | Mastery |
| Seventh grade students at novice: | Seventh grade students at mastery: |
| Understand the training/education that is required for a variety of career choices | Demonstrate decision-making skills to career planning |
| Discuss personal strengths and weaknesses | Assess personal skills, interests, and abilities and relate them to career choices |
| Learn how the internet can be used to locate career planning information | Practice effective use of the internet to access career planning information. |
| Examine his/her portfolio and determine where improvement is needed | Develop awareness of the education and training |

| | | | |
|--|---|--|---|
| <u>career goals</u> Review and update the portfolio reflecting most recent academic, career, and social accomplishments Refine a plan to address personal weaknesses by setting short and long term goals. | <u>needed to achieve career goals</u> Review and update the portfolio reflecting most recent academic, career, and social accomplishments Develop a plan for addressing personal weaknesses | <u>needed to achieve career goals</u> Review and update the portfolio reflecting most recent academic, career, and social accomplishments Identify personal strengths and weaknesses | <u>Discover strategies for using the internet to access career planning information</u> |
| <u>Objectives</u> AA.C.7.5.01 AA.C.7.5.02 AA.C.7.5.03 AA.C.7.5.04 AA.C.7.5.05 AA.C.7.5.06 | <u>Students will</u> Demonstrate decision-making skills to career planning Assess personal skills, interests, and abilities and relate them to career choices Practice effective use of the internet to access career planning information. Develop awareness of the education and training needed to achieve career goals Review and update the portfolio reflecting most recent academic, career, and social accomplishments. Identify personal strengths and weaknesses. | | |

| | | | |
|---|---|--|--|
| <u>Grade 7 Advisor/Advisee Career Employment Readiness Skills (AA.S.6)</u> | <u>Advisor/Advisee Career Employment Readiness Skills (AA.S.6)</u> | <u>Advisor/Advisee Career Employment Readiness Skills (AA.S.6)</u> | <u>Advisor/Advisee Career Employment Readiness Skills (AA.S.6)</u> |
| <u>Performance Descriptors AA.S.6</u> | <u>Students will understand the relationship between personal qualities, education, training and the world of work.</u> | | |
| <u>Distinguished</u> Seventh grade students at distinguished: Differentiate between educational achievement and career success Identify personal preferences and interests role in career choices and success | <u>Above Mastery</u> Seventh grade students at above mastery: Explain relationship between educational achievement and career success Explore personal preferences and interests that can influence career choices and success | <u>Mastery</u> Seventh grade students at mastery: Correlate the relationship between educational achievement and career success Understand the impact of personal preferences and interests on career choices and success | <u>Partial Mastery</u> Seventh grade students at partial mastery: Explore strategies for managing conflicts Identify his/her personal preferences and attitudes Discuss the relationship between academic success and career success |
| <u>Novice</u> Seventh grade students at novice: Understand that conflicts can be resolved by applying a management plan Explore personal preferences and attitudes Discuss how academic success can impact career | | | |

| | | | | |
|---|--|---|--|---|
| <p><u>Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals</u></p> <p>Learn how to use conflict management skills when dealing with peers and adults</p> | <p><u>Recognize how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals</u></p> <p>Develop conflict management skills when dealing with peers and adults</p> | <p><u>Evaluate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals</u></p> <p>Demonstrate conflict management skills when dealing with peers and adults</p> | <p><u>Explore how interests, abilities and achievement relate to achieving personal/ social, academic and career goals</u></p> | <p><u>Success</u></p> <p><u>Discover the relationship between interests, abilities, and achievement</u></p> |
| <p>Objectives Students will</p> | | | | |
| <p>AA.C.7.6.01 Correlate the relationship between educational achievement and career success</p> | | | | |
| <p>AA.C.7.6.02 Understand the impact of personal preferences and interests on career choices and success</p> | | | | |
| <p>AA.C.7.6.03 Evaluate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals</p> | | | | |
| <p>AA.C.7.6.04 Demonstrate conflict management skills when dealing with peers and adults</p> | | | | |

Personal/Social Development

| | | | | |
|--|--|---|--|--|
| <p>Grade 7 Advisor/Advisee Personal/Social Development</p> | | | | |
| <p>Standard:7 Respect for Self and Others (AA.S.7)</p> | | | | |
| <p>(AA.S.7) Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> | | | | |
| <p>Performance Descriptors AA.S.7</p> | | | | |
| <p><u>Distinguished</u></p> | <p><u>Above Mastery</u></p> | <p><u>Mastery</u></p> | <p><u>Partial Mastery</u></p> | <p><u>Novice</u></p> |
| <p>Seventh grade students at distinguished:</p> <p>Evaluate a positive attitude toward self as a unique and worthy person</p> <p>Review and revise goal-setting strategies for developing positive interpersonal relationships</p> | <p>Seventh grade students at above mastery:</p> <p>Understand the benefits of a positive attitude toward self as a unique and worthy person</p> <p>Monitor progress on goals for developing positive interpersonal relationships</p> | <p>Seventh grade students at mastery:</p> <p>Demonstrate a positive attitude toward self as a unique and worthy person</p> <p>Apply goal-setting strategies for developing positive interpersonal relationships</p> | <p>Seventh grade students at partial mastery:</p> <p>Understand the negative impact of bullying</p> <p>Learn to respect the rights of others and to accept differences</p> <p>Interact with peers in a</p> | <p>Seventh grade students at novice:</p> <p>Explore how individuals are different and strategies for accepting differences</p> <p>Identify the rights and responsibilities of others</p> <p>Define what constitute</p> |

| | | | | |
|---|---|--|---|--|
| <p><u>Analyze the expression of feelings</u></p> <p><u>Exemplify appropriate behaviors when interacting with peers and adults</u></p> <p><u>Facilitate cooperative behavior in groups to create an environment of cohesiveness</u></p> <p><u>Acknowledge the rights and responsibilities of all persons and respect alternative points of view</u></p> <p><u>Evaluate changing and evolving relationships</u></p> <p><u>Model effective communication including speaking, listening, and non-verbal behavior.</u></p> | <p><u>Understand the importance of expressing feelings</u></p> <p><u>Model appropriate behaviors when interacting with peers and adults</u></p> <p><u>Exhibit cooperative behavior in groups and an understanding of peers to create environment of cohesiveness</u></p> <p><u>Demonstrate respect for the rights and responsibilities of all persons and for alternative points of view</u></p> <p><u>Analyze changing and evolving relationships</u></p> <p><u>Practice different levels of communication including speaking, listening, and non-verbal behavior.</u></p> | <p><u>Interpret and express feelings</u></p> <p><u>Demonstrate appropriate behaviors when interacting with peers and adults</u></p> <p><u>Demonstrate cooperative behavior in groups and an understanding of peers to create environment of cohesiveness</u></p> <p><u>Respect the rights and responsibilities of all persons and respect alternative points of view</u></p> <p><u>Demonstrate knowledge of different levels of communication including speaking, listening, and non-verbal behavior.</u></p> <p><u>Recognize the impact of bullying on self and others</u></p> <p><u>Recognize and accept changing and evolving relationships</u></p> | <p><u>positive manner when working collaboratively</u></p> <p><u>Identify the skills needed to communicate with peers</u></p> <p><u>Understand feelings</u></p> <p><u>Explore different points of view</u></p> <p><u>Demonstrate awareness of how relationships change and evolve</u></p> | <p><u>bullying and harassment</u></p> <p><u>Discuss how to set goals for developing positive relationships</u></p> |
| <p>Objectives Students will</p> | | | | |
| <p>AA.PSD.7.7.01</p> | <p>Demonstrate a positive attitude toward self as a unique and worthy person.</p> | | | |
| <p>AA.PSD.7.7.02</p> | <p>Apply goal-setting strategies for developing positive interpersonal relationships.</p> | | | |
| <p>AA.PSD.7.7.03</p> | <p>Interpret and express feelings.</p> | | | |
| <p>AA.PSD.7.7.04</p> | <p>Demonstrate appropriate behaviors when interacting with peers and adults.</p> | | | |
| <p>AA.PSD.7.7.05</p> | <p>Demonstrate cooperative behavior in groups.</p> | | | |
| <p>AA.PSD.7.7.06</p> | <p>Respect alternative points of view.</p> | | | |

| | |
|---------------|--|
| AA.PSD.7.7.07 | Respect the rights and responsibilities of all persons. |
| AA.PSD.7.7.08 | Practice effective communication skills. |
| AA.PSD.7.7.09 | Demonstrate knowledge of different levels of communication including speaking, listening, and non-verbal behavior. |
| AA.PSD.7.7.10 | Model effective communication skills. |
| AA.PSD.7.7.11 | Demonstrate an understanding of peers to create environment of cohesiveness. |
| AA.PSD.7.7.12 | Recognize the impact of bullying on self and others. |
| AA.PSD.7.7.13 | Assess personal strengths and weaknesses. |
| AA.PSD.7.7.14 | Recognize and accept changing and evolving relationships. |
| AA.PSD.7.7.15 | Accept and value the differences in others. |
| AA.PSD.7.7.16 | Apply Global 21 learning skills. |

| Grade 7 | | Advisor/Advisee Personal/Social Development | |
|--|--|--|---|
| Standard 8 | | Decision-Making (AA.S.8) | |
| Students will make decisions, set goals, and take necessary action to achieve goals. | | | |
| Performance Descriptors AA.S.8 | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery |
| Seventh grade students at distinguished: | Seventh grade students at above mastery: | Seventh grade students at mastery: | Seventh grade students at novice: |
| Interpret use of a decision-making and a problem-solving model. | Apply a decision-making and a problem-solving model. | Illustrate a use of a decision-making and a problem-solving model. | Understand the importance of improving public speaking skills |
| Assess consequences of decisions and choices | Examine consequences of decisions and choices | Recognize consequences of decisions and choices | Discuss how school decisions will impact his/her future earnings |
| Justify alternative solutions to a problem | Evaluate alternative solutions to a problem | Differentiate alternative solutions to a problem | Update the student portfolio |
| Simulate how to apply conflict resolution skills | Demonstrate how to apply conflict resolution skills | Communicate how to apply conflict resolution skills | Understand the need for school rules and regulations |
| Describe grade level expectations | Understand grade level expectations | Examine grade level expectations | Explore strategies that can be used to resolve conflict and how they can be applied to various situations |
| Design short term and long | Identify short term and long | Prioritize short term and | |

| | | | | |
|--|---|--|--|---|
| <p><u>term goals for academic, career, and social development</u></p> <p><u>Exemplify effective communication skills including public speaking, presentation, verbal and non-verbal skills</u></p> <p><u>Revise student portfolio and reflect accomplishments</u></p> <p><u>Evaluate how personal choices will impact socio-economic status in the future</u></p> <p><u>Facilitate the development of effective leadership skills in others</u></p> <p><u>Research and examine helpful community resources</u></p> | <p><u>term goals for academic, career, and social development</u></p> <p><u>Assess effective communication skills including public speaking, presentation, verbal and non-verbal skills</u></p> <p><u>Monitor and review student portfolio and reflect accomplishments</u></p> <p><u>Demonstrate understanding of how personal choices will impact socio-economic status in the future</u></p> <p><u>Apply effective leadership skills</u></p> <p><u>Evaluate helpful community resources</u></p> | <p><u>long term goals for academic, career, and social development</u></p> <p><u>Model effective communication skills including public speaking, presentation, verbal and non-verbal skills</u></p> <p><u>Update student portfolio and reflect accomplishments</u></p> <p><u>Examine how personal choices will impact socio-economic status in the future</u></p> <p><u>Develop effective leadership skills</u></p> <p><u>Categorize helpful community resources</u></p> | <p><u>problems</u></p> <p><u>Develop short term and long term goals for academic, career and personal/social development</u></p> <p><u>Explore community resources</u></p> | <p><u>Improve communication skills through practice of verbal and non-verbal skills.</u></p> <p><u>Discover helpful community resources</u></p> |
| <p>Objectives Students will</p> | | | | |
| AA.PSD.7.8.01 | <p><u>illustrate a use of a decision-making and a problem-solving model.</u></p> | | | |
| AA.PSD.7.8.02 | <p><u>Recognize consequences of decisions and choices.</u></p> | | | |
| AA.PSD.7.8.03 | <p><u>Differentiate alternative solutions to a problem.</u></p> | | | |
| AA.PSD.7.8.04 | <p><u>Communicate how to apply conflict resolution skills.</u></p> | | | |
| AA.PSD.7.8.05 | <p><u>Research an action plan to set and achieve realistic goals.</u></p> | | | |
| AA.PSD.7.8.06 | <p><u>Examine grade level expectations.</u></p> | | | |
| AA.PSD.7.8.07 | <p><u>Prioritize short term and long term goals for academic, career, and social development.</u></p> | | | |
| AA.PSD.7.8.08 | <p><u>Model effective communication skills including public speaking, presentation, verbal and non-verbal skills.</u></p> | | | |
| AA.PSD.7.8.09 | <p><u>Update student portfolio and reflect accomplishments.</u></p> | | | |
| AA.PSD.7.8.10 | <p><u>Examine how personal choices will impact socio-economic status in the future.</u></p> | | | |

| | | | | |
|--|---|---|---|---|
| AA.PSD.7.8.11 | Develop effective leadership skills. | | | |
| AA.PSD.7.8.12 | Categorize helpful community resources. | | | |
| <p>Grade 7 Advisor/Advisee Personal/Social Development Standard:9 Personal Safety Skills (AA.S.9) Students will understand safety and survival skills and apply coping strategies.</p> | | | | |
| <p>Performance Descriptors AA.S.9</p> | | | | |
| Distinguished: | Above Mastery | Mastery | Partial Mastery | Novice |
| Seventh grade students at distinguished: | Seventh grade students at above mastery: | Seventh grade students at mastery: | Seventh grade students at partial mastery: | Seventh grade students at novice: |
| Decipher personal information that should not be shared | Examine the risks of sharing the wrong personal information | Develop a list of personal information that should not be shared | Learn effective coping skills when dealing with stressors | Understand that there are skills that can be applied to deal with stress |
| Determine the consequences of inappropriate physical contact | Compare and contrast appropriate and inappropriate physical contact | Differentiate between appropriate and inappropriate physical contact | Identify positive behaviors and negative risk-taking behaviors | Recognize the dangers of certain risky behaviors |
| Model effective problem-solving and decision-making skills to ensure safe and healthy choices | Apply effective problem-solving and decision-making skills to ensure safe and healthy choices | Demonstrate effective problem-solving and decision-making skills to ensure safe and healthy choices | Explore ways to know whether a relationship is healthy or unhealthy | Identify how a relationship could be unhealthy |
| Avoid peer pressure to make inappropriate choices | Recognize the risks of peer pressure | Explain how to cope with peer pressure | Discuss the internal and external factors that impact control | Understand that control can be either internal or external |
| Reinforce techniques for managing stress and conflict | Apply techniques for managing stress and conflict | Develop techniques for managing stress and conflict | Review and refine coping skills | Identify coping skills for managing stress and conflict |
| Assess potentially damaging risk-taking behaviors | Evaluate the results of potentially damaging risk-taking behaviors | Distinguish between positive and potentially damaging risk-taking behaviors | Understand that certain behaviors can put the individual at risk | Learn how to use problem-solving and decision-making skills to evaluate choices |
| Establish healthy | Understand the difference | | | |

| | | | |
|--|--|--|--|
| <p><u>relationships</u> Differentiate between internal and external locus of control</p> | <p><u>between healthy and unhealthy relationships</u> Distinguish internal and external locus of control</p> | <p><u>Discuss the difference between healthy and unhealthy relationships</u> Understand internal and external locus of control</p> | |
| <p>Objectives Students will</p> | | | |
| AA.PSD.7.9.01 | Develop a list of personal information that should not be shared. | | |
| AA.PSD.7.9.02 | Differentiate between appropriate and inappropriate physical contact. | | |
| AA.PSD.7.9.03 | Demonstrate effective problem-solving and decision-making skills to ensure safe and healthy choices. | | |
| AA.PSD.7.9.04 | Explain how to cope with peer pressure. | | |
| AA.PSD.7.9.05 | Develop techniques for managing stress and conflict. | | |
| AA.PSD.7.9.06 | Demonstrate knowledge of coping skills for managing life events. | | |
| AA.PSD.7.9.07 | Distinguish between positive and potentially damaging risk-taking behaviors. | | |
| AA.PSD.7.9.08 | Discuss and apply the difference between healthy and unhealthy relationships. | | |
| AA.PSD.7.9.09 | Understand internal and external locus of control. | | |

Eighth Grade Advisor/Advisee Content Standards and Objectives

Students in eighth grade will implement strategies and participate in activities to support and maximize their ability to learn. Success skills for completing middle school and preparedness for high school, the work place or post secondary education will be addressed through the development academic plans and of long-term post-secondary plans. Eight grade students will explore transitioning to high school and develop plans for successful transitions. Strategies for exploring and planning for future occupations will be explored. The eighth grade objectives address important social, emotional and physical changes young adolescent's experience. Decision making steps and application are integrated into all topics of health (e.g., mental, emotional, physical). To meet the needs of the 21st century student, instructional delivery should be enhanced through a wide range of media. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Academics

| Grade 8 Advisor/Advisee - Academics | | | | |
|--|--|---|--|--|
| Standard 1 Contributing to Effective Learning (AA.S.1) | | | | |
| Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan. | | | | |
| Performance Descriptors AA.S.1 | | | | |
| Distinguished | Above Mastery | | | |
| Mastery | Partial Mastery | | | |
| Novice | | | | |
| <p><u>Eighth grade students at distinguished:</u></p> <p>Display attitudes and behaviors that lead to successful learning</p> <p>Apply his/her learning style to improving performance</p> <p>Apply the ability to work independently and cooperatively with other students to accomplish goals</p> <p>Evaluate his/her time management plan</p> <p>Evaluate impact of effective study skills to academic work.</p> <p>Analyze his/her competency in communication skills for presentations, public speaking, verbal and non-verbal communication.</p> <p>Analyze assessment results</p> | <p><u>Eighth grade students at above mastery:</u></p> <p>Assess the application of attitudes and behaviors that lead to successful learning</p> <p>Compare and contrast how his/her learning style influences strategies to improve performance</p> <p>Model the ability to work independently and cooperatively with other students</p> <p>Apply a time management plan</p> <p>Assess impact of effective study skills to academic work.</p> <p>Improve communication skills by practicing presentations, public speaking, verbal and non-verbal communication.</p> | <p><u>Eighth grade students at mastery:</u></p> <p>Demonstrate attitudes and behaviors that lead to successful learning</p> <p>Evaluate how his/her learning style influences strategies to improve performance</p> <p>Demonstrate the ability to work independently and cooperatively with other students</p> <p>Establish and maintain a time management plan</p> <p>Apply effective study skills to academic work.</p> <p>Demonstrate competency in communication skills for presentations, public speaking, verbal and non-verbal communication.</p> <p>Individualize effective test-</p> | <p><u>Eighth grade students at partial mastery:</u></p> <p>Understand that career choices are supported by academic performances in school</p> <p>Develop short term goals for improving academic achievement</p> <p>Learn to work collaboratively with others</p> <p>Identify the components of a time management plan</p> <p>Learn how to improve study skills</p> <p>Explore communication skills for presentations and public speaking</p> <p>Identify test-taking skills that he/she can individualize</p> <p>Understand how to develop positive relationships with</p> | <p><u>Eighth grade students at novice:</u></p> <p>Understand the importance of developing study skills as a mean to improving performance</p> <p>Recognize the importance of managing time effectively</p> <p>Discuss how academic performance is related to career choices</p> <p>Learn to work independently</p> <p>Organize activities to avoid conflicts</p> <p>Practice skills for non-verbal and verbal communication including presentations</p> <p>Examine relationships with peers and others</p> |

| | | | | |
|--|--|--|--------------------------------|--|
| <p><u>to determine effectiveness of personal test-taking skills</u></p> <p><u>Facilitate positive relationships with peers and adults</u></p> <p><u>Promote leadership skills in others when working collaboratively with others</u></p> | <p><u>Apply effective personal test-taking skills</u></p> <p><u>Maintain positive relationships with peers and adults</u></p> <p><u>Evaluate effective leadership skills when working collaboratively with others</u></p> <p><u>Accept leadership from others in the group</u></p> | <p><u>taking skills</u></p> <p><u>Develop positive relationships with peers and adults</u></p> <p><u>Exhibit leadership skills when working collaboratively with others</u></p> <p><u>Recognize leadership qualities in others</u></p> | <p><u>peers and adults</u></p> | |
| <p>Objectives <u>Students will</u></p> | | | | |
| <p>AA.A.8.1.01 <u>Demonstrate attitudes and behaviors that lead to successful learning.</u></p> | | | | |
| <p>AA.A.8.1.02 <u>Evaluate how his/her learning style influences strategies to improve performance.</u></p> | | | | |
| <p>AA.A.8.1.03 <u>Demonstrate the ability to work independently and cooperatively with other students.</u></p> | | | | |
| <p>AA.A.8.1.04 <u>Establish and maintain a time management plan.</u></p> | | | | |
| <p>AA.A.8.1.05 <u>Apply effective study skills to academic work.</u></p> | | | | |
| <p>AA.A.8.1.06 <u>Demonstrate competency in communication skills for presentations, public speaking, verbal and non-verbal communication.</u></p> | | | | |
| <p>AA.A.8.1.07 <u>Individualize effective test-taking skills.</u></p> | | | | |
| <p>AA.A.8.1.08 <u>Develop positive relationships with peers and adults.</u></p> | | | | |
| <p>AA.A.8.1.09 <u>Exhibit leadership skills when working collaboratively with others.</u></p> | | | | |
| <p>AA.A.8.1.10 <u>Recognize leadership qualities in others.</u></p> | | | | |

| | | | | |
|---|---|---|---|--|
| <p>Grade 8</p> | <p>Advisor/Advisee - Academics</p> | | | |
| <p>Standard 2</p> | <p>Academic Rigor and Postsecondary Options (AA.S.2)</p> | | | |
| <p>(AA.S.2)</p> | <p>Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial postsecondary options, including college.</p> | | | |
| <p>Performance Descriptors AA.S.2</p> | | | | |
| <p><u>Distinguished:</u></p> | <p><u>Above Mastery</u></p> | <p><u>Mastery</u></p> | <p><u>Partial Mastery</u></p> | <p><u>Novice</u></p> |
| <p><u>Eighth grade students at distinguished:</u></p> | <p><u>Eighth grade students at above mastery:</u></p> | <p><u>Eighth grade students at mastery:</u></p> | <p><u>Eighth grade students at partial mastery:</u></p> | <p><u>Eighth grade students at novice:</u></p> |

| | | | | |
|---|---|--|---|--|
| <p><u>Evaluate the study skills necessary for academic success at each level.</u></p> <p><u>Develop an organizational plan with academic information from variety of sources.</u></p> <p><u>Assess impact of learning styles to positively influence school performance</u></p> <p><u>Monitor progress and update short and long-term academic goals.</u></p> <p><u>Develop an educational plan using assessment results</u></p> <p><u>Develop an annual academic plan – Individual Student Transition Plan (ISTP).</u></p> <p><u>Assess impact of the results of the ACT/EXPLORE in educational and career planning</u></p> <p><u>Identify the relationship between educational levels and career options</u></p> <p><u>Develop a plan for meeting the costs associated with</u></p> | <p><u>Adapt study skills necessary for academic success at each level.</u></p> <p><u>Apply academic information from variety of sources to exploring career options.</u></p> <p><u>Understand impact of learning styles to positively influence school performance</u></p> <p><u>Evaluate and revise short and long-term academic goals.</u></p> <p><u>Apply assessment results in educational planning.</u></p> <p><u>Develop an annual academic plan – Individual Student Transition Plan (ISTP).</u></p> <p><u>Employ results of the ACT/EXPLORE in educational and career planning</u></p> <p><u>Identify the relationship between educational levels and career options</u></p> <p><u>Identify the costs associated with postsecondary education related to career</u></p> | <p><u>Apply the study skills necessary for academic success at each level.</u></p> <p><u>Organize and apply academic information from variety of sources.</u></p> <p><u>Use knowledge of learning styles to positively influence school performance</u></p> <p><u>Review, assess, and refine short and long-term academic goals.</u></p> <p><u>Use assessment results in educational planning.</u></p> <p><u>Develop an annual academic plan – Individual Student Transition Plan (ISTP)</u></p> <p><u>Understand grade level expectations</u></p> <p><u>Understand the components and relevance of the ACT/EXPLORE to educational and career planning</u></p> <p><u>Identify the relationship between educational levels and career options</u></p> | <p><u>Explore his/her aptitudes and interests as a component of post secondary training/education and career options</u></p> <p><u>Understand that learning styles differ for the individual</u></p> <p><u>Discover strategies for making decisions and solving problems</u></p> <p><u>Set academic goals after reviewing assessments</u></p> <p><u>Develop an annual academic plan – Individual Student Transition Plan (ISTP)</u></p> | <p><u>Understand grade level expectations</u></p> <p><u>Review assessment results to discover strengths and weaknesses</u></p> <p><u>Identify his/her interests</u></p> <p><u>Learn decision making skills</u></p> <p><u>Learn how to develop an annual academic plan – Individual Student Transition Plan (ISTP)</u></p> <p><u>Improve study skills appropriate for the academic level</u></p> <p><u>Discover individual learning style and how to positively use the knowledge</u></p> |
|---|---|--|---|--|

| | | | |
|-------------------------|--|---|--|
| postsecondary education | choices | Explore the costs associated with postsecondary education | |
| Objectives | | | |
| Students will | | | |
| AA.A.8.2.01 | Evaluate and set goals to increase motivation to achieve individual potential. | | |
| AA.A.8.2.02 | Learn and apply critical thinking skills. | | |
| AA.A.8.2.03 | Apply the study skills necessary for academic success at each level. | | |
| AA.A.8.2.04 | Organize and apply academic information from variety of sources. | | |
| AA.A.8.2.05 | Use knowledge of learning styles to positively influence school performance. | | |
| AA.A.8.2.06 | Review, assess, and refine short and long-term academic goals. | | |
| AA.A.8.2.07 | Use assessment results in educational planning. | | |
| AA.A.8.2.08 | Develop an annual academic plan – Individual Student Transition Plan (ISTP). | | |
| AA.A.8.2.09 | Assess and improve aptitudes for setting challenging goals. | | |
| AA.A.8.2.10 | Develop post-secondary plan consistent with interests, achievement, aptitude and abilities. | | |
| AA.A.8.2.11 | Understand grade level expectations. | | |
| AA.A.8.2.12 | Understand the components and relevance of the ACT/EXPLORE to educational and career planning. | | |
| AA.A.8.2.14 | Identify the relationship between educational levels and career options. | | |
| AA.A.8.2.15 | Explore the costs associated with postsecondary education. | | |
| AA.A.8.2.16 | Develop an academic career plan. | | |

| | | | |
|--|--|---|---|
| Grade 8 | Advisor/Advisee Academics | | |
| Standard 3 | Understanding the World of Work, Home, and Community (AA.S.3) | | |
| (AA.S.3) | Students will understand the relationship of academics to the world of work and to life at home and in the community. | | |
| Performance Descriptors AA.S.3 | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery |
| Eighth grade students at distinguished: | Eighth grade students at above mastery: | Eighth grade students at mastery: | Eighth grade students at novice: |
| Describe the relationship between learning and work and how school success and academic achievement enhance future career and life opportunities | Compare and contrast the relationship between learning and work and how school success and academic achievement enhance future career and life opportunities | Analyze the relationship between learning and work and how school success and academic achievement enhance future career and life opportunities | Understand the impact of a negative reputation can have on school success and on the future |
| Demonstrate that school | | Justify that school success | Discuss how to transition from school to work |

| | | | | |
|--|---|--|--|--|
| <p>success is the preparation to make the transition from student to community member</p> <p>Monitor and revise student portfolio with all current information</p> <p>Determine progress on achieving academic goals</p> <p>Model effective organizational skills</p> <p>Evaluate strategies to improve writing skills</p> <p>Apply performance on WESTEST and other assessment measures in educational planning</p> <p>Assess self-knowledge for inclusion in a resume</p> <p>Demonstrate leadership ability by protecting his/her reputation and maintaining integrity</p> | <p>Assess how school success is the preparation to make the transition from student to community member</p> <p>Maintain student portfolio with all current information</p> <p>Develop new academic goals as needed</p> <p>Apply effective organizational skills</p> <p>Apply strategies to improve writing skills</p> <p>Measure the impact of performance on WESTEST and other assessment measures</p> <p>Apply self-knowledge to creation of a comprehensive resume</p> <p>Assess the impact of reputation and integrity affects leadership ability</p> | <p>is the preparation to make the transition from student to community member</p> <p>Review, organize, and update student portfolio with all current information</p> <p>Review and revise academic goals as needed</p> <p>Demonstrate effective organizational skills</p> <p>Identify and apply strategies to improve writing skills</p> <p>Identify the impact of performance on WESTEST and other assessment measures</p> <p>Demonstrate ability to apply self-knowledge to creation of a resume</p> <p>Understand how reputation and integrity affects leadership ability</p> | <p>Explore the transition from student to employee and community member</p> <p>Recognize the benefits of maintaining a good reputation</p> <p>Discover the importance of the WESTEST and other assessments</p> <p>Compose a resume based on self-knowledge</p> | <p>Explore how he/she will use the resume when applying for post-secondary training/education and in the work place</p> <p>Review the results of the Writing Assessment and identify specific areas needing improvement</p> <p>Develop organizational skills</p> |
| <p>Objectives Students will</p> | | | | |
| <p>AA.A.8.3.01</p> | <p>Analyze the relationship between learning and work.</p> | | | |
| <p>AA.A.8.3.02</p> | <p>Justify that school success is the preparation to make the transition from student to community member.</p> | | | |
| <p>AA.A.8.3.03</p> | <p>Assess how school success and academic achievement enhance future career and life opportunities.</p> | | | |
| <p>AA.A.8.3.04</p> | <p>Review, organize, and update student portfolio with all current information.</p> | | | |
| <p>AA.A.8.3.05</p> | <p>Review and revise academic goals as needed.</p> | | | |
| <p>AA.A.8.3.06</p> | <p>Understand the requirements and options for skilled versus professional education.</p> | | | |

| | |
|-------------|--|
| AA.A.8.3.07 | Develop academic career plans. |
| AA.A.8.3.08 | Demonstrate effective organizational skills. |
| AA.A.8.3.09 | Identify and apply strategies to improve writing skills. |
| AA.A.8.3.10 | Demonstrate ability to apply self-knowledge to creation of a resume. |
| AA.A.8.3.11 | Identify the impact of performance on WESTEST and other assessment measures. |
| AA.A.8.3.12 | Understand how reputation and integrity affects leadership ability. |

Career

| Grade 6 Standard 4 (AA.S.4) | Advisor/Advisee: Career Exploration and Planning (AA.S.4) | Performance Descriptors AA.S.4 | Distinguished | Above Mastery | Mastery | Partial Mastery | Novice | |
|---|---|-----------------------------------|---|----------------------------------|---|--|--|--|
| Eighth grade students at distinguished: | Eighth grade students at above mastery: | Eighth grade students at mastery: | Eighth grade students at partial mastery: | Eighth grade students at novice: | <p>Evaluate the results of the ACT Explore Student Report when developing a career plan</p> <p>Identify the educational attainment levels for careers within his/her chosen career field</p> <p>Establish a plan for securing financial support for post secondary education</p> <p>Use the internet and other sources to research post secondary options</p> | <p>Evaluate skills to locate and interpret career information</p> <p>Compare and contrast traditional and nontraditional occupations</p> <p>Analyze his/her personal abilities, skills, interests, and motivations</p> <p>Evaluate progress toward achieving short term and long term goals</p> <p>Understand the importance of the five-year plan</p> | <p>Explore the results of the ACT Explore and how to apply them to career options</p> <p>Understand the school rules and regulations</p> <p>Compare the cost of post secondary training and education and understand the need for advanced planning</p> <p>Explore the components of a five-year plan and the choices to be made</p> | <p>Discuss with his/her advisor the ACT Explore Student Report and how to use it to learn about career options</p> <p>Understand the benefits of following school rules and regulations</p> <p>Explore the cost of post secondary education and how to learn more about them</p> <p>Discuss the five-year plan and how it will guide the academic program in high school</p> |

| | | | | |
|--|---|--|---|--|
| <p><u>Demonstrate the benefits of following school rules and regulations</u></p> <p><u>Analyze his/her personal abilities, skills, interests, and motivations</u></p> <p><u>Evaluate employment opportunities in the community and the job skills needed</u></p> <p><u>Utilize a resume that is a comprehensive representation of knowledge, skills, recognition, and in-school and out-of-school activities when seeking employment</u></p> <p><u>Determine costs related to postsecondary education required for the career options identified</u></p> | <p><u>with post secondary education and possible sources of financial support</u></p> <p><u>Identify employment opportunities in the community and the job skills needed</u></p> <p><u>Review and update resume that is a comprehensive representation of knowledge, skills, recognition, and in-school and out-of-school activities</u></p> <p><u>Research costs related to postsecondary education required for identified career options</u></p> | <p><u>Pursue and develop competency in areas of interest</u></p> <p><u>Assess his/her employability skills including problem-solving, decision-making and organizational skills</u></p> <p><u>Explore employment opportunities in the community and the job skills needed</u></p> <p><u>Update awareness of changes occurring in the workplace</u></p> <p><u>Create a resume that is a comprehensive representation of knowledge, skills, recognition, and in-school and out-of-school activities</u></p> <p><u>Explore costs related to postsecondary education</u></p> <p><u>Utilize the ACT/EXPLORE results to explore career options for both skilled and professional careers</u></p> | <p><u>Discover his/her employability and job readiness skills</u></p> <p><u>Discuss the need to be aware of the changing workplace when making career choices</u></p> <p><u>Understand what information should be included in a resume including in school and out of school activities</u></p> | <p><u>Review prior resumes and identify areas that need improvement</u></p> <p><u>Develop an awareness of his/her personal skills, interests and motivations</u></p> |
| <p>Objectives Students will</p> | | | | |
| <p>AA.C.8.4.01</p> | <p><u>Evaluate skills to locate and interpret career information.</u></p> | | | |
| <p>AA.C.8.4.02</p> | <p><u>Compare and contrast traditional and nontraditional occupations.</u></p> | | | |
| <p>AA.C.8.4.03</p> | <p><u>Analyze his/her personal abilities, skills, interests, and motivations.</u></p> | | | |

| | |
|-------------|---|
| AA.C.8.4.04 | Evaluate progress toward achieving short term and long term goals. |
| AA.C.8.4.05 | Understand the importance of the five-year plan. |
| AA.C.8.4.06 | Pursue and develop competency in areas of interest. |
| AA.C.8.4.07 | Assess his/her employability skills including problem-solving, decision-making and organizational skills. |
| AA.C.8.4.08 | Explore employment opportunities in the community and the job skills needed. |
| AA.C.8.4.09 | Update awareness of changes occurring in the workplace. |
| AA.C.8.4.10 | Create a resume that is a comprehensive representation of knowledge, skills, recognition, and in-school and out-of-school activities. |
| AA.C.8.4.11 | Exhibit a positive attitude toward work and learning. |
| AA.C.8.4.12 | Utilize the ACT/EXPLORE results to explore career options. |
| AA.C.8.4.13 | Understand options and plan for postsecondary education. |
| AA.C.8.4.14 | Correlate educational levels to corresponding career options. |
| AA.C.8.4.15 | Explore costs related to postsecondary education. |
| AA.C.8.4.16 | Identify professional versus skilled careers and related educational requirements. |
| AA.C.8.4.17 | Review and revise his/her career plan based on academic goals. |

| Grade 8 Advisor/Advisee Career Strategies for Future Career Goals (AA.S.5) | |
|---|--|
| Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work and postsecondary training/education. | |
| Performance Descriptors AA.S.5 | |
| Distinguished | |
| Eighth grade students at distinguished: | |
| Relate personal skills, attitudes and interest to career choices | |
| Maintain portfolio with current academic, personal, career, and social materials | |
| Communication with others through presentation and public speaking | |
| Above Mastery | |
| Eighth grade students at above mastery: | |
| Identify personal skills, attitudes and interests and compare to career choices | |
| Create a career plan using decision making skills to determine choices | |
| Use both verbal and non-bal communication skills effectively | |
| Mastery | |
| Eighth grade students at mastery: | |
| Analyze the relationship between decision-making skills and career planning | |
| Compare and contrast personal skills, interests, and abilities and relate them to career choices | |
| Illustrate knowledge of the career planning process | |
| Partial Mastery | |
| Eighth grade students at partial mastery: | |
| Identify personal skills and interests and relate them to career options | |
| Discuss areas of his/her portfolio that need revised | |
| Develop a checklist for the items that should be included in a resume | |
| Differentiate between verbal | |
| Novice | |
| Eighth grade students at novice: | |
| Explore his/her personal skills, interests and attitudes | |
| Understand the need for developing a resume | |
| Review his/her portfolio | |
| Discuss strategies for improving communication skills | |

| | | | | |
|--|--|---|---|---|
| <p><u>Develop a comprehensive resume demonstrating self-knowledge</u></p> <p><u>Apply decision making skills to career planning</u></p> <p><u>Document student portfolio with current information regarding academic achievements and extracurricular activities</u></p> <p><u>Research, compare and contrast postsecondary educational and career options</u></p> | <p><u>Determine if student portfolio contains current information regarding academic achievements and extracurricular activities</u></p> <p><u>Investigate, compare and contrast postsecondary educational and career options</u></p> <p><u>Apply self-knowledge to preparing a resume</u></p> | <p><u>Demonstrate effective use of the internet to access career planning information</u></p> <p><u>Examine the education and training needed to achieve career goals</u></p> <p><u>Review and update student portfolio with current information regarding academic achievements and extracurricular activities</u></p> <p><u>Explore, compare and contrast postsecondary educational and career options</u></p> <p><u>Demonstrate effective communication skills in verbal, non-verbal situations and public speaking and presentation</u></p> <p><u>Demonstrate the ability to apply self-knowledge to preparing a resume</u></p> | <p><u>and non-verbal communication skills</u></p> <p><u>Understand the importance of making wise decisions related to career choices</u></p> <p><u>Identify effective communication skills</u></p> <p><u>Develop awareness of knowledge of self</u></p> <p><u>Explore the internet to identify information about career options and training requirements</u></p> | <p><u>Discover knowledge of self to be included in resume</u></p> <p><u>Explore career options and post secondary requirements for each</u></p> <p><u>Develop skills for using the internet to learn about career options</u></p> |
| <p>Objectives Students will</p> | | | | |
| <p>AA.C.8.5.01</p> | <p><u>Analyze the relationship between decision-making skills and career planning.</u></p> | | | |
| <p>AA.C.8.5.02</p> | <p><u>Compare and contrast personal skills, interests, and abilities and relate them to career choices.</u></p> | | | |
| <p>AA.C.8.5.03</p> | <p><u>Illustrate knowledge of the career planning process.</u></p> | | | |
| <p>AA.C.8.5.04</p> | <p><u>Demonstrate effective use of the internet to access career planning information.</u></p> | | | |
| <p>AA.C.8.5.05</p> | <p><u>Examine the education and training needed to achieve career goals.</u></p> | | | |
| <p>AA.C.8.5.06</p> | <p><u>Review and update student portfolio with current information regarding academic achievements and extracurricular activities.</u></p> | | | |
| <p>AA.C.8.5.07</p> | <p><u>Explore postsecondary educational options.</u></p> | | | |

| | | | | | | | | | | |
|--|---|--|--|---|---|---|---|---|---|--|
| AA.C.8.5.08 | Compare and contrast career options. | | | | | | | | | |
| AA.C.8.5.09 | Demonstrate effective communication skills in verbal, non-verbal situations and public speaking and presentation. | | | | | | | | | |
| AA.C.8.5.10 | Demonstrate the ability to apply self-knowledge to preparing a resume. | | | | | | | | | |
| Grade 8 Advisor/Advisee - Career | | | | | | | | | | |
| Standard 6: Employment Readiness Skills (AA.S.6) | | | | | | | | | | |
| Students will understand the relationship between personal qualities, education, training and the world of work. | | | | | | | | | | |
| Performance Descriptors AA.S.6 | | | | | | | | | | |
| Distinguished | Eighth grade students at distinguished: | Above Mastery | Mastery | Partial Mastery | Novice | | | | | |
| Demonstrate effective use of conflict management skills in interactions with peers and adults | Include personal interests and preferences when making career choices | Avoid unhealthy relationships including any display of negative behaviors | Develop awareness of the positive and negative signs and behaviors of a relationship | Differentiate between educational achievement and career success | Identify personal preferences and interests that influence career choices and success | Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals | Learn how to use conflict management skills with peers and adults | Discern between healthy and unhealthy relationships | Recognize the positive and negative signs and behaviors of a relationship | Understand the benefits of developing healthy relationships |
| Apply conflict management skills to deal with stressors | Identify the personal preferences and interests that impact his/her career options | Recognize the difference between positive and negative behaviors in a relationship | | Explore his/her personal interests and preferences and how they can impact career choices | Identify negative behaviors in a relationship that may put him/her at risk | | | | | Understand the signs of negative behaviors in a relationship |
| | | | | Discuss what constitutes a healthy or unhealthy relationship | | | | | | Determine the skills needed to resolve conflicts with peers and adults |
| | | | | Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals | | | | | | Discuss how personal preferences affect decisions |
| | | | | Learn how to use conflict management skills with peers and adults | | | | | | Understand the connection between healthy relationships and personal success |

| | | | | |
|---|---|---|---|---|
| <p>achieving short and long term goals and make modifications as needed</p> <p><u>Model appropriate behavior in daily living</u></p> <p><u>Communicate effective in both verbal and non-verbal situations</u></p> | <p>responsibilities of others and respect for alternative points of view</p> <p><u>Apply leadership skills to building group cooperation and cohesiveness</u></p> <p><u>Model effective communication skills including listening, verbal and non-verbal behavior</u></p> <p><u>Review and revise long term and short term goals</u></p> | <p>Articulate the benefits of showing respect for others and for alternative points of view</p> <p><u>Analyze the most effective mode of communication including listening, verbal and non-verbal behavior</u></p> <p><u>Recognize and understand the degrees of harassment.</u></p> <p><u>Establish and/or revise long short term and long term goals through reflection and self-assessment</u></p> | <p>others</p> <p><u>Understand the rights and responsibilities of self and others</u></p> <p><u>Update both short and long term goals</u></p> | <p><u>Discuss the benefits of demonstrating respect for self and others</u></p> <p><u>Review long term and short term goals to determine if they reflect current academic plans</u></p> |
| <p>Objectives Students Will</p> | | | | |
| AA.PSD.8.7.01 | Model a positive attitude toward self as a unique and worthy person. | | | |
| AA.PSD.8.7.02 | Illustrate the goal-setting process when planning for the future.. | | | |
| AA.PSD.8.7.03 | Analyze the expression of feelings. | | | |
| AA.PSD.8.7.04 | Incorporate appropriate behavior in daily living. | | | |
| AA.PSD.8.7.05 | Facilitate cooperative behavior in groups. | | | |
| AA.PSD.8.7.06 | Articulate the benefits of showing respect for alternative points of view. | | | |
| AA.PSD.8.7.07 | Acknowledge the rights and responsibilities of all persons. | | | |
| AA.PSD.8.7.08 | Employ effective communication skills. | | | |
| AA.PSD.8.7.09 | Analyze the most effective mode of communication including listening, verbal and non-verbal behavior. | | | |
| AA.PSD.8.7.10 | Compare and contrast the results of effective vs. ineffective communication. | | | |
| AA.PSD.8.7.11 | Understand grade level expectations. | | | |
| AA.PSD.8.7.12 | Recognize and understand the degrees of harassment. | | | |
| AA.PSD.8.7.13 | Demonstrate understanding of personal and global affects of stereotyping. | | | |
| AA.PSD.8.7.14 | Understand the impact of rumors on an individual's reputation. | | | |
| AA.PSD.8.7.15 | Establish and/or revise long short term and long term goals through reflection and self-assessment. | | | |
| AA.PSD.8.7.16 | Maintain positive relationships with peers to create a cohesive environment. | | | |

| Grade 8 Standard 8 (AA.S.8) | | Advisor/Advisee - Personal/Social Development Decision-Making (AA.S.8) | | | |
|--|--|--|--|--|--|
| Performance Descriptors AA.S.8 | | Students will make decisions, set goals, and take necessary action to achieve goals. | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice | |
| <p>Eighth grade students at distinguished:</p> <p>Employ the results of the ACT Explore as a tool for setting achievable goals and making career choices</p> <p>Determine internal and external locus of control influences</p> <p>Consider alternative resolutions to problem solving</p> <p>Apply time management skills to effectively balance leisure time and work</p> <p>Use conflict resolution and decision making skills to solve a problem</p> <p>Assess contents of student portfolio and make any corrections to ensure it is complete</p> | <p>Eighth grade students at above mastery:</p> <p>Review the results of the ACT Explore and apply them to academic planning</p> <p>Demonstrate effective time management skills to balance leisure and work</p> <p>Know how to apply problem solving and decision making skills to resolve conflict</p> <p>Recognize that there is both an external and internal locus of control</p> <p>Evaluate decision making and problem solving modules</p> <p>Review and revise student portfolio</p> | <p>Eighth grade students at mastery:</p> <p>Utilize ACT/Explore results for academic planning and goal setting for career options</p> <p>Assess consequences of decision and choices</p> <p>Prioritize skills for balancing leisure and work</p> <p>Identify internal and external locus of control</p> <p>Role-play the steps to conflict resolution</p> <p>Justify alternative solutions to a problem</p> <p>Use a decision making and problem solving models</p> <p>Maintain and update portfolio</p> | <p>Eighth grade students at partial mastery:</p> <p>Explore the results of the ACT Explore and understand how to use the results in academic planning</p> <p>Identify steps to resolving conflict</p> <p>Develop decision making skills</p> <p>Discuss the importance of balancing leisure and work to ensure success</p> <p>Understand the components of an action plan</p> | <p>Eighth grade students at novice:</p> <p>Review the ACT Explore results with the assistance of the advisor</p> <p>Identify the steps to making a decision</p> <p>Explore how to best make use of his/her time</p> <p>Understand that there are strategies for resolving conflicts appropriately</p> <p>Distinguish between work and leisure</p> <p>Define action planning as a step in achieving goals</p> | |
| Objectives | | Students will | | | |
| AA.PSD.8.8.01 | | Interpret a decision-making and a problem-solving model | | | |
| AA.PSD.8.8.02 | | Assess consequences of decisions and choices | | | |

| | |
|---------------|--|
| AA.PSD.8.8.03 | Justify alternative solutions to a problem |
| AA.PSD.8.8.04 | Role-play how to apply conflict resolution skills |
| AA.PSD.8.8.05 | Design an action plan to set and achieve realistic goals |
| AA.PSD.8.8.06 | Utilize ACT/EXPLORE results to set goals necessary to achieve goals. |
| AA.PSD.8.8.07 | Develop effective communication skills. |
| AA.PSD.8.8.08 | Maintain and update student portfolio. |
| AA.PSD.8.8.09 | Prioritize skills for balancing leisure and work. |

| Grade 8 Advisor/Advisee Personal/Social Development | | | | |
|---|--|--|--|---|
| Standard 9 Personal Safety Skills (AA.S.9) | | | | |
| Performance Descriptors AA.S.9 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| Eighth grade students at distinguished: | Eighth grade students at above mastery: | Eighth grade students at mastery: | Eighth grade students at partial mastery: | Eighth grade students at novice: |
| Apply coping skills to stressors that could interfere with academic success | Refrain from sharing too much personal information | Recognize and develop coping skills to deal with personal and academic stressors | Explore the consequences of inappropriate physical contact | Understand that personal safety and survival requires learning coping skills |
| Limit revealing personal information to that which is appropriate for sharing with others | Demonstrate the use of coping skills to deal with peer pressure and engage in safe behaviors | Understand safety and survival skills and apply appropriate coping skills | Develop effective coping skills to relieve the effects of stressors | Identify the dangers of engaging in inappropriate and unwanted physical contact |
| Display only appropriate physical contact | Understand the benefits of making healthy choices | Decipher personal information and determine what is confidential | Discuss why he/she should limit the amount of personal information is revealed to peers and adults | Understand how revealing personal information can have negative results |
| Use effective decision making skills to avoid negative peer pressure | Compare and contrast internal and external locus of control | Assess how to best cope with peer pressure | Explore the locus of control and how it affects choices | Identify the best ways to deal with peer pressure leading to inappropriate behavior |
| Assess his/her levels of internal and external locus of control | | Compare and contrast appropriate and inappropriate physical contact | Understand that personal information should only be revealed considering safety issues | |

| | | | | |
|-------------------|---|---|--|--|
| | | | | |
| | | Apply effective problem-solving and decision-making skills to make safe and healthy choices | | |
| | | Differentiate between the internal and external locus of control | | |
| Objectives | Students will | | | |
| AA.PSD.8.9.01 | Decipher personal information and determine what is confidential. | | | |
| AA.PSD.8.9.02 | Compare and contrast the differences between appropriate and inappropriate physical contact | | | |
| AA.PSD.8.9.03 | Apply effective problem-solving and decision-making skills to make safe and healthy choices | | | |
| AA.PSD.8.9.04 | Assess how to best cope with peer pressure | | | |
| AA.PSD.8.9.05 | Reinforce techniques for managing stress and conflict | | | |
| AA.PSD.8.9.06 | Recommend coping skills for managing life events | | | |
| AA.PSD.8.9.07 | Differentiate between the internal and external locus of control. | | | |

Ninth Grade Advisor/Advisee Content Standards and Objectives

Students in ninth grade will implement strategies and participate in activities to support and maximize their ability to learn. Preparedness for the work place or post secondary education will be addressed through the development of long-term educational plans. Strategies for exploring and planning for future occupations will be introduced. The ninth grade objectives address important social, emotional and physical changes young adolescent's experience. Decision making steps and application are integrated into all topics of discussion as students examine potential long and short term consequences of decisions and their impact on all aspects of health (e.g., mental, emotional, physical). To meet the needs of the 21st century student, instructional delivery should be enhanced through a wide range of media. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Academics

| | |
|-------------------|---|
| Grade 9 | Advisor/Advisee - Academics |
| Standard 1 | Contributing to Effective Learning (AA.S.1) |
| (AA.S.1) | Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan. |

| Performance Descriptors AA.S.1 | | | | |
|--|---|---|---|--|
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| A ninth grade student performing at the distinguished level will: take responsibility for their actions; continually monitor and analyze his/her academic performance and make appropriate revisions to his/her five-year/Individual Student Transition Plan (ISTP); demonstrate time management skills and cooperative learning to advance academic progress; and utilize academic support resources when needed to ensure success. | A ninth grade student performing at the above mastery level will: analyze his/her most recent performance results and make timely revisions as necessary to the ISTP; utilize time management skills to improve learning; make revisions to his/her academic plan; and identify academic support resources when needed. | A ninth grade student performing at the mastery level will: demonstrate the skills for life-long learning; monitor his/her academic progress and make revisions as needed; develop strategies for learning including time management skills; and utilize resources or extra help for academic support when necessary. | A ninth grade student performing at partial mastery will: review the educational skills to progress toward life-long learning; understand the importance of developing time management skills; revise their educational plans with assistance; and identify sources or extra help for students. | A ninth grade student performing at the novice level will: need reinforcement to build the educational skills necessary for life-long learning; review current performance in classroom work, report card grades and test scores; receive direction for extra help when required; and revise ISTP plan with help from advisor. |
| Objectives: Students will: | | | | |
| AA.A.9.1.01 | Identify attitudes and behaviors that lead to successful learning, personal development, and working cooperatively with others in the LINKS program. | | | |
| AA.A.9.1.02 | display a positive interest in learning. | | | |
| AA.A.9.1.03 | review and build upon educational skills necessary to progress toward life-long learning goals. | | | |
| AA.A.9.1.04 | identify sources for extra help available to students needing academic support. | | | |
| AA.A.9.1.05 | analyze the most recent test results to identify strengths and challenges. | | | |
| AA.A.9.1.06 | 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. | | | |
| AA.A.9.1.07 | utilize management skills to control anxiety and increase productivity and school success. | | | |
| AA.A.9.1.08 | develop a variety of strategies to improve learning. | | | |
| AA.A.9.1.09 | take responsibility for their actions. | | | |
| AA.A.9.1.10 | analyze their time-use and make plans for revision as needed. | | | |

| Grade 9 Adv/sof/Advisee - Academics | | | | |
|--|--|--|--|---|
| Academic Rigor and Postsecondary Options (AA.S.2) | | | | |
| Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial postsecondary options, including college. | | | | |
| Performance Descriptors AA.S.2 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| A ninth grade student performing at the distinguished level will: establish challenging academic goals for his/her high school years; analyze test scores, class work, and report cards and make necessary revisions to his/her ISTEP; demonstrate an understanding of graduation requirements; and research financial needs for postsecondary education using technology and print resources. | A ninth grade student performing at the above mastery level will: establish long-term goals for high school; analyze current performance on standardized tests, class work and grades and apply results to revise his/her academic educational plan; utilize resources for finding and applying for financial aid for his/her postsecondary education/training; demonstrate understanding of graduate requirements; and employ appropriate study skills. | A ninth grade student performing at the mastery level will: establish goals for academic success in high school by analyzing his/her test scores, report card grades and classroom work; revise the academic education plan as a result of the analysis; employ appropriate study skills; demonstrate an understanding of the research tools for finding and applying for financial aid; and provide details of graduation requirements. | A ninth grade student performing at partial mastery will: establish goals for high school with assistance in reviewing his/her performance assessments including standardized test scores, classroom work, and report cards; revise his/her academic educational plan; reinforce the understanding of graduation requirements; and explain how to find information on financial resources. | A ninth grade student performing at the novice level will: need further development of long-term education goals; review current performance assessments with assistance; and develop appropriate study skills. |
| Objectives | Students will | | | |
| AA.A.9.2.01 | learn and apply study skills necessary for academic success at each level. | | | |
| AA.A.9.2.02 | establish challenging academic goals in high school. | | | |
| AA.A.9.2.03 | revise their Individual Student Transition Plans as appropriate to reflect changes in interests, career and postsecondary plans, standardized test scores, report card grades, and life experiences. | | | |
| AA.A.9.2.04 | describe how to find and apply for merit-based financial aid. | | | |
| AA.A.9.2.05 | describe how to find and apply for need-based financial aid. | | | |
| AA.A.9.2.06 | complete a graduation checklist to assess course needed for graduation requirements... | | | |
| AA.A.9.2.07 | Learn, practice and utilize test taking strategies to improve assessment results | | | |

| Grade 9 Advisor/Advisee Academics | | | | |
|--|--|---|--|--|
| Standard 3 Understanding the World of Work, Home, and Community (AA.S.3) | | | | |
| Performance Descriptors AA.S.3 Students will understand the relationship of academics to the world of work and to life at home and in the community. | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| <p>A ninth grade student performing at the distinguished level will: demonstrate the relationship between school success and future career goals; develop flexible career plans based on the relationship between his/her academic performance and postsecondary education; review five-year plan and grade level checklists; demonstrate knowledge of requirements for Senior Project; and prepare for the transition from student to community member.</p> | <p>A ninth grade student performing at the above mastery level will: understand the relationship between their flexible career plans and his/her performance on standardized tests, classroom work, and report cards; understand the preparations for the transition from school to postsecondary education/training and community member; and review his/her high school culminating projects including Senior Project.</p> | <p>A ninth grade student performing at the mastery level will: understand the relationship between his/her test scores, classroom work, report cards, and ISTP and flexible career plans; develop and revise plans for transitioning from school to postsecondary education/training and community member; and review his/her high school plan, checklists, and grade level culminating projects.</p> | <p>A ninth grade student performing at partial mastery will: discuss the relationship of his/her flexible career plans; review the relationship between future plans and current performance on standardized tests and report cards; understand the requirements for culminating projects including the Senior Project; and make revisions with assistance from advisor.</p> | <p>A ninth grade student performing at the novice level will: work with advisor to understand the relationship between his/her career plans and performance on standardized tests and report cards; review and revise ISTP with assistance from advisor; and learn how to review his/her high school plan and plan for culminating projects.</p> |
| Objectives | Students will | | | |
| AA.A.9.3.01 | understand how school success and academic achievement enhance future career and vocational opportunities. | | | |
| AA.A.9.3.02 | understand that school success is the preparation to make the transition from student to community member. | | | |
| AA.A.9.3.03 | discuss annually the current relationship between their flexible career plans, postsecondary education goals, five-year high school course plans, report card grades, standardized test scores, and academic improvement plans, and revise each as appropriate. | | | |
| AA.A.9.3.04 | review high school plan, grade level checklists, and demonstrates knowledge of grade level culminating projects including the Senior Project | | | |
| AA.A.9.3.05 | develop goals which reflect a connection between academic performance and career goals | | | |

Career

| Grade 9 | | Advisor/Advisee - Career | |
|--|--|---|--|
| Standard 4 | | Exploration and Planning (AA.S.4) | |
| Performance Descriptors AA.S.4 | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery |
| <p>A ninth grade student performing at the distinguished level will: evaluate and interpret career information; understand the relationship between personal abilities, skills, interests and motivations and his/her flexible career plans; participate in activities to prepare for the world of work; write and update an individual resume; and demonstrate decision-making skills and information/research skills for exploring career choices.</p> | <p>A ninth grade student performing at the above mastery level will: demonstrate appropriate decision-making skills; locate and explore career information including traditional/nontraditional occupations and changing roles; complete an individual resume; and understand how his/her personal abilities, skills, interests, and motivations impact his/her flexible career plans.</p> | <p>A ninth grade student performing at the mastery level will: learn decision-making skills; develop an understanding of personal abilities, skills, interests, and motivations; learn how to write a resume; explore a variety of traditional/nontraditional occupations and the changing roles for males and females in the work place; and learn how to research career information.</p> | <p>A ninth grade student performing at the novice level will: work with his/her advisor to locate and evaluate career information; identify opportunities to prepare for the world of work; practice decision-making skills; and with assistance from his/her advisor, understand his/her personal skills, interests, and motivations.</p> |
| Objectives | Students Will | | |
| AA.C.9.4.01 | learn how to make decisions. | | |
| AA.C.9.4.02 | develop an awareness of personal abilities, skills, interests, and motivations. | | |
| AA.C.9.4.03 | develop skills to locate, evaluate, and interpret career information. | | |
| AA.C.9.4.04 | utilize opportunities to prepare for the world of work such as job shadowing, interning, apprenticeships, clubs and volunteering. | | |
| AA.C.9.4.05 | learn how to write a resume. | | |
| AA.C.9.4.06 | learn about the variety of traditional and nontraditional occupations. | | |
| AA.C.9.4.07 | understand the continuing changes in male/female roles. | | |
| AA.C.9.4.08 | articulate – verbally and in writing – future plans. | | |
| AA.C.9.4.09 | develop competency in area of interest | | |

| Grade 9 Standard 6 (AA.S.5) | | Advisor/Advisee - Career Strategies for Future Career Goals (AA.S.6) | |
|---|---|--|--|
| Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work and postsecondary training/education. | | | |
| Performance Descriptors AA.S.5 | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery |
| A ninth grade student performing at the distinguished level will: maintain an updated and accurate portfolio reflecting academic, career, and personal information; evaluate and interpret career information and the relationship between his/her academic achievement and career plans. | A ninth grade student performing at the above mastery level will: maintain and update a career planning portfolio; understand the relationship between school performance and long-term career plans; and locate current career information to evaluate future plans. | A ninth grade student performing at the mastery level will: maintain a career planning portfolio; understand the relationship between academic achievement and his/her career plans; and locate, evaluate, and interpret career information using a variety of print and electronic sources. | A ninth grade student performing at partial mastery will: develop a career planning portfolio; locate career information in a variety of sources; and discuss with his/her advisor the relationship between educational achievement and career planning. |
| Novice | | | A ninth grade student performing at the novice level will: begin a career planning portfolio with assistance from his/her advisor; discuss the importance of educational achievement and his/her career plans; and locate career information sources. |
| Objectives Students Will | | | |
| AA.C.9.5.01 | maintain a career planning portfolio. | | |
| AA.C.9.5.02 | understand the relationship between educational achievement and career planning. | | |
| AA.C.9.5.03 | develop skills to locate, evaluate and interpret career information. | | |

| Grade 9 Standard 6 (AA.S.6) | | Advisor/Advisee - Career Employment/Readiness Skills (AA.S.6) | |
|--|---|---|--|
| Students will understand the relationship between personal qualities, education, training and the world of work. | | | |
| Performance Descriptors AA.S.6 | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery |
| A ninth grade student performing at the distinguished level will: use appropriate job-seeking skills to apply for volunteer or part-time jobs in the community; develop a positive attitude toward | A ninth grade student performing at the above mastery level will: demonstrate positive attitudes toward work and learning; demonstrate the ability to seek, obtain, and maintain a part-time job or | A ninth grade student performing at the mastery level will: understand the need for a positive attitude toward work and learning; refine job-seeking skills needed to apply for volunteer or part-time jobs | A ninth grade student performing at partial mastery will: understand the need for a positive attitude toward work and learning; develop job-seeking skills with assistance from his/her advisor; explore his/her |
| Novice | | | A ninth grade student performing at the novice level will: work with his/her advisor to develop a positive attitude toward work and learning; learn basic job-seeking skills; develop ethical habits for |

| | | | | |
|---|--|---|--|---|
| work and learning; demonstrate ethical standards that apply to both school and the workplace; develop an understanding of his/her workforce readiness in relation to his/her self-management skills; demonstrate the ability to seek, obtain, maintain and change in either work or volunteer situations. | volunteer opportunity in the community; understand his/her workforce readiness in terms of his/her self-management skills; and establish ethical habits in school and work situations. | in the community; understand ethical habits for school and work situations; develop skills for seeking, obtaining, and maintaining a job; and explain his/her workforce readiness in terms of his/her self-management skills. | workforce readiness in terms of his/her self-management skills; and discuss ethical habits for school and the workforce. | school and the workforce; understand the need to use self-management skills in the workplace. |
| Objectives Students will | | | | |
| AA.C.9.6.01 | Discuss job and school success skills | | | |
| AA.C.9.6.02 | understand the need for positive attitudes toward work and learning. | | | |
| AA.C.9.6.03 | develop skills to prepare to seek, obtain, maintain and change jobs. | | | |
| AA.C.9.6.04 | identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community. | | | |
| AA.C.9.6.05 | identify situations which would compromise ethical habits in school or work situations. | | | |
| AA.C.9.6.06 | analyze workforce readiness in terms of self-management skills. | | | |

Personal/Social Development

| | | | | |
|--|---|--|---|--|
| Grade 9 Advisor/Advisee - Personal/Social Development | | | | |
| Standard 7 Respect for Self and Others (AA.S.7) | | | | |
| (AA.S.7) Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. | | | | |
| Performance Descriptors AA.S.7 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| A ninth grade student performing at the distinguished level will: participate in activities that contribute to the school or community; demonstrate an understanding of cultural | A ninth grade student performing at the above mastery level will: maintain a positive self-concept; use effective communication skills is his/her interaction with others; understand | A ninth grade student performing at the mastery level will: develop effective communication skills to positively interact with others; recognize the unique rights and | A ninth grade student performing at partial mastery will: address the skills to maintain a positive self-image and interact with others; practice using effective communication | A ninth grade student performing at the novice level will: work with his/her advisor to develop a positive self-image and effective communication skills; identify activities in |

| | | | | |
|--|--|--|---|---|
| identify and world views within the community; employ effective communication skills when interacting with others; maintain a positive self-image; understand his/her unique responsibilities within the family, school and community. | cultural identify and world views within the community; participate in activities that contribute to the school and community; recognize increased responsibilities of young adults. | responsibilities of the individual student within the family, school, and local community; and develop skills to maintain a positive self-concept. | skills; learn to accept his/her rights and responsibilities within the family, school, and local community; and explore different views within the community. | which he/she might participate to make a contribution to the school and community; develop the skills to interact positively with others. |
| Objectives Students will | | | | |
| AA.PSD.9.7.01 | learn how to make and keep friends. | | | |
| AA.PSD.9.7.02 | explore cultural identify and world views within the community. | | | |
| AA.PSD.9.7.03 | describe the unique rights and responsibilities students have as young adults. | | | |
| AA.PSD.9.7.04 | recognize increased roles and responsibilities of the individual student within the family, school, and local community. | | | |
| AA.PSD.9.7.05 | develop skills to maintain a positive self-image. | | | |
| AA.PSD.9.7.06 | identify activities the individual student might participate in to become a contributing member of a school community. | | | |
| AA.PSD.9.7.07 | learn how to communicate effectively. | | | |
| AA.PSD.9.7.08 | use effective communication skills. | | | |
| AA.PSD.9.7.09 | understand the influence of a positive self-concept. | | | |
| AA.PSD.9.7.10 | develop skills to interact positively with others. | | | |

| | | | | |
|---|--|---|--|---|
| Grade 9 | | | | |
| Advisor/Advisee - Personal/Social Development | | | | |
| Standard:8 | | | | |
| Decision-Making (AA.S.8) | | | | |
| Students will make decisions, set goals, and take necessary action to achieve goals. | | | | |
| Performance Descriptors AA.S.8 | | | | |
| Distinguished | | | | |
| A ninth grade student performing at the distinguished level will: utilize a decision-making and problem-solving model when faced with challenges; use an action plan to set realistic goals and achieve success in reaching those | A ninth grade student performing at the above mastery level will: demonstrate decision-making and problem solving skills; utilize resources available to assist in making decisions or solving problems; use an action | A ninth grade student performing at the mastery level will: develop an action plan for setting and achieving realistic goals; understand the challenges he/she may face and describe methods for addressing them; utilize | A ninth grade student performing at partial mastery will: develop a plan for setting and achieving goals with the assistance of his/her advisor; discuss the typical challenges facing young adults and methods to address them; recognize | A ninth grade student performing at the novice level will: require assistance from his/her advisor to develop a plan for setting and achieving realistic goals; recognize the typical challenges for young adults; and explore when, how, and |

| | | | | |
|--|---|--|--|--|
| goals; demonstrate an understanding of when, where and how to locate help in solving a problem or making a decision. | plan to set and achieve realistic goals. | available support when seeking help with solving problems and/or making decisions. | when, where, and how to seek help for solving problems and making decisions. | where to seek help with making decisions and solving problems. |
| Objectives | Students will | | | |
| AA.PSD.9.8.01 | demonstrate when, where, and how to seek help for solving problems and making decisions. | | | |
| AA.PSD.9.8.02 | use a decision-making and a problem-solving model. | | | |
| AA.PSD.9.8.03 | develop an action plan to set and achieve realistic goals. | | | |
| AA.PSD.9.8.04 | describe challenges that are typical for young adults and successful methods for addressing them. | | | |

| | | | | |
|---|--|---|---|--|
| Grade 9 Advisor/Advisee Personal/Social Development | | | | |
| Standard 9 Personal Safety Skills (AA.S.9) | | | | |
| (AA.S.9) Students will understand safety and survival skills and apply coping strategies. | | | | |
| Performance Descriptors AA.S.9 | | | | |
| Distinguished | | | | |
| A ninth grade student performing at the distinguished level will: use a coping mechanism to deal with difficult situations to avoid or reduce risks; recognize stressors and employ stress management techniques to avoid or reduce stressful situations; and utilize resources available when necessary to address conflicts and crisis. | Above Mastery A ninth grade student performing at the above mastery level will: demonstrate a coping mechanism to deal with stressful situations; employ stress management techniques to avoid or reduce stressful situations; and utilize appropriate resources to assist in conflict resolution and crisis management. | Mastery A ninth grade student performing at the mastery level will: demonstrate a variety of coping skills for addressing stressful situations; recognize at-risk behaviors and demonstrate avoidance strategies; and identify the resources available for assistance in conflict resolution and crisis management. | Partial Mastery A ninth grade student performing at the partial mastery level will: identify at-risk behaviors and common stressors with reinforcement; demonstrate an understanding of coping techniques and stress management skills; and identify resources available to help address conflicts or crisis. | Novice A ninth grade student performing at the novice level will: with guidance from the advisor, identify at-risk behaviors and common stressors; identify the resources available to help address stressors and conflicts; and explain strategies to reduce or avoid at-risk and unhealthy situations. |
| Objectives | Students will | | | |
| AA.PSD.9.9.01 | identify and utilize resources available that address personal safety issues. | | | |
| AA.PSD.9.9.02 | identify at-risk behaviors that challenge young adults and set healthy goals in those areas. | | | |
| AA.PSD.9.9.03 | identify stressors common to young adults and describe appropriate stress management techniques. | | | |
| AA.PSD.9.9.04 | 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). | | | |
| AA.PSD.9.9.05 | identify and apply positive relationship practices and safe dating practices | | | |

Tenth Grade Advisor/Advisee Content Standards and Objectives

Students in tenth grade will implement strategies and participate in activities to support and maximize their ability to learn. Preparedness for the work place or postsecondary education will be addressed through the development of long-term educational plans. Strategies for exploring and planning for future occupations will be introduced. The tenth grade objectives address important social, emotional and physical changes young adolescent's experience. Decision making steps and application are integrated into all topics of discussion as students examine potential long and short term consequences of decisions and their impact on all aspects of health (e.g., mental, emotional, physical). To meet the needs of the 21st century student, instructional delivery should be enhanced through a wide range of media. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Academics

| Grade 10 Advisor/Advisee - Academics | | Contributing to Effective Learning (AA.S.1) | | | |
|--------------------------------------|--|---|---|---|---|
| Standard 1 | Performance Descriptors AA.S.1 | Above Mastery | Mastery | Partial Mastery | Novice |
| Standard 1 | Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan. | | | | |
| Distinguished | A tenth grade student performing at the distinguished level will: demonstrate effective time management skills by balancing school, leisure, and family time activities; maintain a comprehensive portfolio which includes his/her extra-curricular activities; recognize his/her strengths and weaknesses through analysis of recent standardized tests; improve assessment results by applying test-taking | A tenth grade student performing at the above mastery level will: exhibit attitudes and behaviors that lead to successful learning; utilize time-management and task-management skills to organize activities and maintain a balance among school, extra-curricular and family life; apply test-taking and writing strategies to increase performance on statewide assessments; understand his/her personal learning style and how it | A tenth grade student performing at the mastery level will: balance school and family through the application of time-management and task-management skills; identify the attitudes and behaviors that lead to successful learning; analyze assessment results to determine his/her strengths and weaknesses; demonstrate improved organizational skills; update his/her portfolio to include | A tenth grade student performing at the partial mastery level will: develop an understanding of his/her personal learning style and how it affects academic performance; accept mistakes as part of the normal learning process; learn time-management skills; identify sources for extra help; learn how to evaluate the reliability of information sources; and improve test-taking strategies. | A tenth grade student performing at the novice level will: work with his/her advisor to learn time-management and task-management skills; improve organization of activities to balance his/her time and work efforts; identify the sources for extra help and know how to seek assistance. |

| | | | |
|---|---|---|--|
| strategies; and have an organizational plan for achieving his/her academic goals. | effects his/her academic performance; and seek assistance when necessary. | community services and extra curricular activities; and know how and when to seek extra help. | |
| Objectives | Students will | | |
| AA.A.10.1.01 | apply time management and task management and learn to balance school, studies, extra-curricular activities, leisure time, and family life. | | |
| AA.A.10.1.02 | identify attitudes and behaviors that lead to successful learning. | | |
| AA.A.10.1.03 | accept mistakes as essential to the learning process. | | |
| AA.A.10.1.04 | become aware of the benefits of improving their own organizational skills and steps they can take to accomplish this. | | |
| AA.A.10.1.05 | analyze the most recent standardized test results to identify strengths and challenges. | | |
| AA.A.10.1.06 | apply knowledge of learning styles to positively influence school performance. | | |
| AA.A.10.1.07 | understand and use assessment results in educational and postsecondary planning. | | |
| AA.A.10.1.08 | update portfolio to include extra-curricular activities and community services. | | |
| AA.A.10.1.09 | identify sources of extra help available to students needing academic support. | | |
| AA.A.10.1.10 | assess and apply information to expand awareness of the relationship between high school choices and postsecondary options. | | |
| AA.A.10.1.11 | apply test-taking and writing strategies to improve success on statewide assessments. | | |
| AA.A.10.1.12 | learn to evaluate reliability of websites and other resources that may be used to increase learning | | |
| AA.A.10.1.13 | apply knowledge gained from shared experiences of seniors and other mentors to increase successes and overcome challenges to success in school. | | |

| | | | |
|---|---|--|--|
| Grade 10 | Advisor/Advisee - Academics | | |
| Standard 2 | Academic Rigor and Postsecondary Options (AA.S.2) | | |
| (AA.S.2) | Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial postsecondary options, including college. | | |
| Performance Descriptors AA.S.2 | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery |
| A tenth grade student performing at the distinguished level will: exhibit effective study skills for academic success; have established challenging academic goals and continually monitor progress; maintain a | A tenth grade student performing at the above mastery level will: apply critical thinking skills and effective study skills necessary for academic success; understand his/her learning style and its influence on school | A tenth grade student performing at the mastery level will: apply effective study skills and critical thinking skills to achieving academic goals; understand the importance of assessment results and develop test-taking skills to | A tenth grade student performing at the partial mastery level will: learn to apply critical thinking skills and test-taking strategies to improve academic performance; review his/her academic transcript; work with his/her advisor to learn |
| | | | Novice |
| | | | A tenth grade student performing at the novice level will: work with his/her advisor to review his/her transcript and determine progress toward meeting graduation requirements; practice using test-taking strategies to improve results |

| | | | | |
|--|--|---|---|--|
| graduation checklist and make choices based on progress; understand his/her personal learning style and apply the skills to become a self-directed and independent learner; and locate resources and support from faculty, family and the community. | performance; establish challenging academic goals and monitor progress in achieving those goals; and demonstrate the ability to be a self-directed, independent learner. | increase performance on standardized assessments; review academic transcript to monitor graduation requirements; and establish challenging goals that lead to achieving individual potential. | and practice critical thinking skills; and know where to find the resources to support his/her efforts. | on standardized assessments; and learn effective study skills. |
| Objectives | Students will | | | |
| AA.A.10.2.01 | learn and apply critical thinking skills. | | | |
| AA.A.10.2.02 | apply the study skills necessary for academic success. | | | |
| AA.A.10.2.03 | use knowledge of learning styles to positively influence school performance. | | | |
| AA.A.10.2.04 | establish challenging academic goals and review progress toward choosing a concentration. | | | |
| AA.A.10.2.05 | know where to find resources, seek information and support from faculty, staff, family, peers, and the community. | | | |
| AA.A.10.2.06 | understand the importance of assessment results in educational and postsecondary planning. | | | |
| AA.A.10.2.07 | learn, practice and utilize test-taking strategies to improve assessment results. | | | |
| AA.A.10.2.08 | understand and demonstrate the importance of achieving individual potential. | | | |
| AA.A.10.2.09 | review the academic transcript and update graduation requirement checklist. | | | |
| AA.A.10.2.10 | demonstrate strategies to become a self-directed, independent learner. | | | |

| | | | | |
|---|--|--|---|--|
| Grade 10 | Advisor/Advisee Academics | | | |
| Standard 3 | Understanding the World of Work, Home, and Community (AA.S.3) | | | |
| (AA.S.3) | Students will understand the relationship of academics to the world of work and to life at home and in the community. | | | |
| Performance Descriptors AA.S.3 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| A tenth grade student performing at the distinguished level will: identify and overcome barriers to his/her academic success; demonstrate appropriate classroom behavior and work ethic leading to successful | A tenth grade student performing at the above mastery level will: explore barriers to his/her academic success and develop strategies for overcoming them; demonstrate responsibility, dependability, punctuality and integrity in | A tenth grade student performing at the mastery level will: identify the barriers to his/her personal academic success; demonstrate the importance of positive classroom performance and success in school; exhibit responsible, | A tenth grade student performing at the partial mastery level will: develop an understanding of the relationship between classroom performance, positive work habits, and integrity and his/her success in school; identify | A tenth grade student performing at the novice level will: understand that there are barriers to his/her success and the need for positive classroom performance to overcome these barriers; understand the importance of planning |

| | | | | |
|---|--|--|--|-------------------------|
| academic performance; clearly articulate the purpose for each component of the Senior Project and his/her preparations; and utilize resource persons within the school and community. | school; seek resource persons for their help in achieving academic goals; explain the purpose of the components of the Senior Project. | dependable, and punctual work habits; and identify resource persons in school and community; identify and explain the components of the Senior Project.. | barriers to his/her success; and explore resource persons in the school and community; learn the components of the Senior Project. | for the Senior Project. |
| Objectives Students will | | | | |
| AA.A.10.3.01 | identify resource people in the school and community and know how to seek their help. | | | |
| AA.A.10.3.02 | understand the importance of responsibility, dependability, punctuality, integrity and effort in school. | | | |
| AA.A.10.3.03 | identify barriers to personal academic success. | | | |
| AA.A.10.3.04 | understand the relationship between classroom performance, effort, and success in school. | | | |
| AA.A.10.3.05 | review high school plan, grade level checklists, and demonstrate knowledge of grade level culminating projects including the Senior Project | | | |
| AA.A.10.3.06 | articulate the four components of the Senior Project (Paper, Portfolio, Project and Presentation), explain the purpose of each, and begin developing personal project development timeline . | | | |

Career

| | | | | |
|--|---|--|---|---|
| Grade 10 Advisor/Advisee - Career | | | | |
| Standard 4 Exploration and Planning (AA.S.4) | | | | |
| Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. | | | | |
| Performance Descriptors AA.S.4 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| A tenth grade student performing at the distinguished level will: research and interpret information about traditional and nontraditional careers using a variety of information resources; understand the WV career clusters and concentrations and the relationship to | A tenth grade student performing at the above mastery level will: demonstrate employability skills such as teamwork, problem solving and organizational skills; research a diversity of occupations using a variety of information sources; develop competence in | A tenth grade student performing at the mastery level will: acquire employability skills including teamwork, problem solving, and organizational skills; research and interpret career information as it relates to his/her areas of interest; understand the WV career clusters and | A tenth grade student performing at the partial mastery level will: identify sources of career information; learn to work cooperatively as a team member; learn about the variety of traditional and non-traditional occupations; obtain information about the WV career clusters and | A tenth grade student performing at the novice level will: explore traditional and nontraditional occupations and the WV career clusters and concentrations; work on developing employability skills such as teamwork, problem solving and organization; and identify |

| his/her areas of interest; and demonstrate employability skills including working as a team member. | areas of interest; and understand the WV career clusters and concentrations. | concentrations; and develop a balance between work and leisure. | concentrations. | his/her areas of interest. |
|---|---|---|-----------------|----------------------------|
| Objectives Students will | | | | |
| AA.C.10.4.01 | learn about the variety of traditional and nontraditional occupations. | | | |
| AA.C.10.4.02 | learn how to interact and work cooperatively in teams. | | | |
| AA.C.10.4.03 | acquire employability skills such as problem solving, and organizational skills. | | | |
| AA.C.10.4.04 | develop skills to locate, evaluate, and interpret career information. | | | |
| AA.C.10.4.05 | learn to balance work and leisure time. | | | |
| AA.C.10.4.06 | use research and information resources to obtain information on a variety of careers. | | | |
| AA.C.10.4.07 | obtain knowledge of WV career clusters and concentrations. | | | |
| AA.C.10.4.08 | pursue and develop competence in areas of interest. | | | |

| Grade 10 | | Advisor/Advisee - Career | | |
|--|--|---|--|--|
| Standard 5 | | Strategies for Future Career Goals (AA.S.5) | | |
| (AA.S.5) | | Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work and postsecondary training/education. | | |
| Performance Descriptors AA.S.5 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| A tenth grade student performing at the distinguished level will: actively engage in his/her career planning with knowledge of the process; make effective use of the Internet to locate career planning information including job descriptions, working conditions, and earnings potential; and use his/her academic transcript to identify any necessary course changes. | A tenth grade student performing at the above mastery level will: review academic transcript and make necessary changes to ensure meeting graduation requirements; develop educational plans that address his/her career goals; locate career planning information on the Internet such as job descriptions, educational requirements, and earnings. | A tenth grade student performing at the mastery level will: review his/her academic transcript and identify any needed changes in order to ensure graduation; develop educational plans to support his/her career goals; understand the career planning process; and use the Internet as a resource for career planning information related to evaluating career choices. | A tenth grade student performing at the partial mastery level will: learn how to interpret an academic transcript and what is needed to graduate; learn how to use the Internet as part of their career planning process; learn how educational plans support career goals; and explore job descriptions and their requirements. | A tenth grade student performing at the novice level will: work with his/her advisor to review the academic transcript and make necessary changes to ensure graduation; learn how to use the Internet to locate career planning information; and understand the relationship between educational plans and career goals. |

| Objectives | Students Will |
|--------------|--|
| AA.C.10.5.01 | learn to use the Internet to access career planning information. |
| AA.C.10.5.02 | review academic transcript and make necessary course changes to graduate. |
| AA.C.10.5.03 | demonstrate the knowledge of the career planning process. |
| AA.C.10.5.04 | develop educational plans to support career goals. |
| AA.C.10.5.05 | evaluate personal effort, LINKS lessons and experiences to help improve LINKS and other educational programs for self and others |
| AA.C.10.5.06 | actively engage in career planning by evaluating job descriptions, working conditions, education requirements, earnings, and values for careers under consideration. |

| Grade 10 Advisor/Advisee – Career | | | | |
|--|--|---|--|--|
| Employment Readiness Skills (AA.S.6) | | | | |
| Students will understand the relationship between personal qualities, education, training and the world of work. | | | | |
| Performance Descriptors AA.S.6 | | | | |
| Distinguished | Above Mastery | | | |
| Mastery | Partial Mastery | | | |
| Novice | | | | |
| A tenth grade student performing at the distinguished level will: effectively resolve ethical issues related to school and work situations; cope with challenges using his/her problem-solving and conflict resolution skills; participate in service learning opportunities in the community; and understand how intellectual strengths lead to future success. | A tenth grade student performing at the above mastery level will: exhibit an understanding of how to resolve ethical issues in school or the workplace; utilize his/her problem-solving and conflict resolution skills to cope with challenges; target service learning opportunities within the school and community. | A tenth grade student performing at the mastery level will: understand the steps that can be used to resolve ethical issues in school or the workplace; identify how intellectual strengths lead to future career success; display his/her problem-solving and conflict resolution skills when coping with challenges; and identify service learning opportunities. | A tenth grade student performing at the partial mastery level will: develop problem-solving and conflict resolution skills to cope with challenges and ethical issues in the school or workplace; understand the service learning requirements for graduation and how to identify opportunities; identify ethical issues in school or the workplace. | A tenth grade student performing at the novice level will: learn how to cope with challenges in school or the workplace; practice problem-solving and conflict resolution skills; and explore service learning opportunities in the school or community. |

| Objectives | Students Will |
|--------------|---|
| AA.C.10.6.01 | identify steps which can be used to resolve ethical issues related to school or work situations. |
| AA.C.10.6.02 | assess personal problem-solving and conflict resolution skills for coping with challenges. |
| AA.C.10.6.03 | identify how intellectual strengths can lead to future career success. |
| AA.C.10.6.04 | identify opportunities in the school and community to meet service learning requirements. |
| AA.C.10.6.05 | define multiple intelligences, self-access and identify strengths and weaknesses as it relates to course and career planning. |

Personal/Social Development

| Grade 10 Advisor/Advisee Personal/Social Development | | | | |
|---|--|---|---|--|
| Standard 7: Respect for Self and Others (AA.S.7) | | | | |
| Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. | | | | |
| Performance Descriptors AA.S.7 | Above Mastery | Mastery | Partial Mastery | Novice |
| Distinguished A tenth grade student performing at the distinguished level will: demonstrate the ability to work effectively as a team member and apply leadership skills when working with others; have positive relationships with parents, family, and peers; understand his/her personal strengths; maintain a positive self-concept; and be a contributing member to the school and community. | A tenth grade student performing at the above mastery level will: build upon experiences that make a contribution to the school and community; work cooperatively as a team member; demonstrate leadership skills based on his/her personal assets; exhibit a positive self-image; and maintain positive personal relationships. | A tenth grade student performing at the mastery level will: identify his/her personal strengths and assets including leadership skills; work cooperatively as a member of a team; understand skills needed for improving relationships with parents, family, and peers; demonstrate a positive self-concept; and be able to share feelings, insights, and challenges of LINKS and the sophomore year. | A tenth grade student performing at the partial mastery level will: identify the skills needed to improve personal relationships; learn to work cooperatively as a team member; learn appropriate physical contact and to respect the rights of others. | A tenth grade student performing at the novice level will: understand the skills needed to work cooperatively with others in a group; learn the difference between appropriate and inappropriate physical contact and the importance of respecting the rights of others. |
| Objectives: Students Will | | | | |
| AA.PSD.10.7.01 | identify personal strengths and assets. | | | |
| AA.PSD.10.7.02 | build upon activities and experiences that help the individual student become a contributing member of a global community. | | | |
| AA.PSD.10.7.03 | learn about the relationship between rules, laws, safety and the protections of individual rights and the rights of others and responsibilities to contribute to a successful school year. | | | |
| AA.PSD.10.7.04 | learn the difference between appropriate and inappropriate physical contact. | | | |
| AA.PSD.10.7.05 | learn how to interact and work cooperatively in teams. | | | |
| AA.PSD.10.7.06 | understand why leadership is important, evaluate leadership roles, examine their own potential for leadership and learn to appreciate the value of leadership and those who choose to take the lead. | | | |
| AA.PSD.10.7.07 | develop skills to improve relationships with parents, family members, and peers. | | | |
| AA.PSD.10.7.08 | implement skills necessary to exhibit and maintain a positive self-concept and effective self-control. | | | |
| AA.PSD.10.7.09 | share feelings, insights, successes and challenges of the LINKS Program and sophomore year. | | | |

| Grade 10 Advisor/Advisee Personal/Social Development | | | | |
|---|--|---|---|--|
| Standard:8 Decision-Making (AA.S.8) | | | | |
| Performance Descriptors AA.S.8 Students will make decisions, set goals, and take necessary action to achieve goals. | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| A tenth grade student performing at the distinguished level will: exhibit the coping skills to address the challenges of academic success; effectively balance school, extracurricular, and family; make safe and healthy choices; and demonstrate professionalism in his/her approach to work. | A tenth grade student performing at the above mastery level will: demonstrate personal attitudes and attributes as a component of a good work ethic; make decisions that result in safe and healthy choices; effectively cope with the stress associated with academic success; and balance demands on his/her time. | A tenth grade student performing at the mastery level will: develop coping skills to respond to academic pressure; utilize his/her problem-solving and decision-making skills to make safe and healthy choices; determine his/her ability to balance school, family, and activities; and display a good work ethic. | A tenth grade student performing at the partial mastery level will: learn the behaviors and attitudes that lead to a good work ethic; respect the rights and responsibilities of others; improve problem-solving and decision-making skills; and understand the need to balance his/her time. | A tenth grade student performing at the novice level will: develop an understanding of the rights and responsibilities of others; work with advisor to develop coping skills; and learn the skills necessary to make safe and healthy choices. |
| Objectives Students will | | | | |
| AA.PSD.10.8.01 develop coping skills to deal with academic pressure. | | | | |
| AA.PSD.10.8.02 identify personal attributes and behavior that demonstrate professionalism and good work ethic. | | | | |
| AA.PSD.10.8.03 identify rights and responsibilities to self and others. | | | | |
| AA.PSD.10.8.04 use problem-solving and decision-making skill to make safe healthy choices. | | | | |
| AA.PSD.10.8.05 evaluate the ability to balance school, studies, extracurricular activities and family life. | | | | |

| Grade 10 Advisor/Advisee Personal/Social Development | | | | |
|---|--|--|--|---|
| Standard:9 Personal Safety Skills (AA.S.9) | | | | |
| Performance Descriptors AA.S.9 Students will understand safety and survival skills and apply coping strategies. | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| A tenth grade student performing at the distinguished level will: demonstrate effective communication and problem-solving skills; use | A tenth grade student performing at the above mastery level will: manage life events using positive coping skills; understand the safe use of the Internet | A tenth grade student performing at the mastery level will: develop effective group communication and problem-solving skills; learn the safe use of the Internet | A tenth grade student performing at the partial mastery level will: practice effective group communication skills; identify ways to manage | A tenth grade student performing at the novice level will: learn coping and stress management skills; understand the need for good communication skills |

| | | | | |
|---|---|---|---|--|
| the internet in a safe manner; manage stress and conflict in a positive way; and learn from others' experiences. | as a social network; practice effective communication and problem-solving skills; and improve his/her success by building on the "lessons learned" of others. | for social networking; demonstrate positive coping and stress management skills when dealing with conflict; utilize the knowledge of advanced learners. | stress and conflict; understand the benefit of learning from others' experiences; and learn safe use of the Internet. | in group settings to avoid possible conflict; and learn rules for safe Internet usage. |
| Objectives Students will | | | | |
| AA.PSD.10.9.01 develop effective group communication and problem-solving skills. | | | | |
| AA.PSD.10.9.02 learn safety parameters for using the Internet including social networking sites. | | | | |
| AA.PSD.10.9.03 demonstrate positive coping skills for managing life's events. | | | | |
| AA.PSD.10.9.04 identify and use positive techniques for managing stress and conflict. | | | | |
| AA.PSD.10.9.05 utilize the "lessons learned" of advanced learners to problem solve, set goals and make choices that lead to improved success. | | | | |

Eleventh Grade Advisor/Advisee Content Standards and Objectives

Students in eleventh grade will implement strategies and participate in activities to support and maximize their ability to learn. Preparedness for the work place or post secondary education will be addressed through the development of long-term educational plans. Strategies for exploring and planning for future occupations will be introduced. The eleventh grade objectives address important social, emotional and physical changes young adolescent's experience. Decision making steps and application are integrated into all topics of discussion as students examine potential long and short term consequences of decisions and their impact on all aspects of health (e.g., mental, emotional, physical). To meet the needs of the 21st century student, instructional delivery should be enhanced through a wide range of media. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Academics

| | | | | |
|---------------------------------------|---|---------------------------|---------------------------|---------------------------|
| Grade 11 | Advisor/Advisee - Academics | | | |
| Standard 1 | Contributing to Effective Learning (AA.S.1) | | | |
| (AA.S.1) | Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan. | | | |
| Performance Descriptors AA.S.1 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| An eleventh grade student | An eleventh grade student | An eleventh grade student | An eleventh grade student | An eleventh grade student |

| | | | | |
|--|--|---|--|---|
| <p>performing at the distinguished level will: develop a comprehensive plan for completing his/her senior project; utilize effective test-taking strategies on standardized assessments; evaluate the impact of his/her most recent academic performance and revise the five-year plan as needed to ensure success; work independently or with others to accomplish tasks; and demonstrate effective time management skills.</p> | <p>performing at the above mastery level will: make necessary revisions to his/her academic plans based on an analysis of most recent performance in the classroom and on standardized assessments; develop a reasonable plan for a research-based project; understand time-use and time-wasters and manage time to achieve goals; use a variety of thinking and learning strategies; and demonstrate the ability to work independently.</p> | <p>performing at the mastery level will: make the appropriate revisions to his/her educational plan by analyzing the impact of recent academic performance; utilize effective test-taking skills to improve results; work well independently or in cooperation with others; develop a plan for completing the senior project.</p> | <p>performing at the partial mastery level will: develop time management skills by understanding time-wasters; work with his/her advisor to make necessary revisions to the educational plan; practice effective test-taking skills; improve his/her reading comprehension level; learn to work independently or with others; initiate a plan for the senior project; and identify attitudes and behaviors critical to life-long learning.</p> | <p>performing at the novice level will: work with his/her advisor to make revisions to his/her educational plan based on results of class work, grades, and test scores; understand the importance of managing time and avoiding time-wasters; learn test-taking strategies; and improve reading comprehension.</p> |
| <p>Objectives</p> | <p>Students will</p> | | | |
| <p>AA.A.11.1.01</p> | <p>make revisions as appropriate to their academic improvement plan based on the most recent classroom work, high school grades, standardized test scores, teacher comments, and life experiences.</p> | | | |
| <p>AA.A.11.1.02</p> | <p>demonstrate ability to work independently and cooperatively with others.</p> | | | |
| <p>AA.A.11.1.03</p> | <p>develop a plan for completing a research-based project.</p> | | | |
| <p>AA.A.11.1.04</p> | <p>demonstrate the ability to use a variety of effective and innovative thinking and learning strategies.</p> | | | |
| <p>AA.A.11.1.05</p> | <p>learn, practice, and utilize test-taking strategies to improve assessment results.</p> | | | |
| <p>AA.A.11.1.06</p> | <p>utilize educational skills necessary to progress toward individual life-long learning goals.</p> | | | |
| <p>AA.A.11.1.07</p> | <p>develop personal strategies to improve reading comprehension.</p> | | | |
| <p>AA.A.11.1.08</p> | <p>learn and utilize required skills to improve standardized testing.</p> | | | |
| <p>AA.A.11.1.09</p> | <p>analyze their time-use and time-wasters and apply time management and tasking skills.</p> | | | |
| <p>AA.A.11.1.10</p> | <p>identify attitudes and behaviors that lead to successful learning.</p> | | | |
| <p>AA.A.11.1.11</p> | <p>analyze their most recent standardized test results to identify strengths and challenges.</p> | | | |
| <p>Grade 11 Advisor/Advisee Academics</p> | | | | |
| <p>Standard 2</p> | | | | |
| <p>(AA.S.2)</p> | <p>Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial postsecondary options, including college.</p> | | | |

| Performance Descriptors AA.S.2 | | | | |
|---|--|--|---|--|
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| An eleventh grade student performing at the distinguished level will: analyze career goals in relationship to current academic performance and make appropriate revisions as needed to ensure success in achieving his/her postsecondary plans; complete a transition plan that includes campus visits, application/admission requirements, and financial aid needs; and exhibit competency in creating a well-developed composition. | An eleventh grade student performing at the above mastery level will: evaluate the relationship between flexible career plans and the impact of current academic performance in the classroom and on standardized assessments; use a prompt to create a well-developed composition; understand his/her strengths and challenges; maintain an updated portfolio; and develop a postsecondary transition plan. | An eleventh grade student performing at the mastery level will: analyze his/her most recent academic performance and revise flexible career plans as appropriate; compose a well-developed composition from emphasizing their assets; update and evaluate his/her portfolio; and develop a plan for transitioning to postsecondary education/training. | An eleventh grade student performing at the partial mastery level will: discuss with his/her advisor any necessary revisions to his/her flexible career plans based on academic performance in the classroom or on standardized assessments; practice creating a composition from a prompt; and evaluate his/her portfolio. | An eleventh grade student performing at the novice level will: work with his/her advisor to understand how current academic performance impacts career plans; revise his/her educational plan for postsecondary success; and learn the components of a well-developed composition. |
| Objectives Students will: | | | | |
| AA.A.11.2.01 discuss the current relationship between flexible career plans, postsecondary goals, five-year high school course plans, report card grades, standardized test scores, and academic improvement plans, and revise each as appropriate. | | | | |
| AA.A.11.2.02 compose a well-developed composition from a prompt. | | | | |
| AA.A.11.2.03 develop a postsecondary transition plan including campus/workplace exploration, the admissions and/or application process, financial aid sources and process and personal timeline. | | | | |
| AA.A.11.2.04 analyze the most recent standardized test results to identify strengths and challenges. | | | | |
| AA.A.11.2.05 evaluate and revise their educational plan for life-long learning. | | | | |
| AA.A.11.2.06 update and evaluate completeness of portfolio. | | | | |
| AA.A.11.2.07 evaluate and revise their educational plan for postsecondary success. | | | | |
| AA.A.11.2.08 exhibit competency in creating a well-developed essay that sets him/her apart from other college or workforce applicants. | | | | |
| Grade 11 Advisor/Advisee Academics | | | | |
| Standard 3 Understanding the World of Work, Home, and Community (AA.S.3) | | | | |
| (AA.S.3) Students will understand the relationship of academics to the world of work and to life at home and in the community. | | | | |
| Performance Descriptors AA.S.3 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |

| | | | | |
|--|---|--|--|---|
| An eleventh grade student performing at the distinguished level will: enhance his/her high school experience through participation in co-curricular, extra-curricular, and community experiences; understand the importance of seeking help within the school or community when needed; and demonstrate responsibility, dependability, punctuality, and integrity in the his/her academic efforts. | An eleventh grade student performing at the above mastery level will: exhibit responsible, dependable, and punctual habits in his/her school experience; demonstrate integrity; participate in a variety of co-curricular and community activities; and utilize school and community resources when he/she needs extra help in achieving his/her goals. | An eleventh grade student performing at the mastery level will: seek opportunities to engage in co-curricular and community experiences; understand the importance of being responsible, dependable, punctual, and ethical in his/her efforts; explain how school success impacts future career plans. | An eleventh grade student performing at the partial mastery level will: identify where and how to find resources when he/she needs help; understand how his/her current academic performance will impact future opportunities; and locate opportunities to participate in the community. | An eleventh grade student performing at the novice level will: learn responsibility, dependability, punctuality, and integrity and their relationship to success; identify sources of extra help in the school and the community; and discuss how academic performance can impact his/her future. |
| Objectives Students will | | | | |
| AA.A.11.3.01 | understand the importance of responsibility, dependability, punctuality, integrity, and effort in school. | | | |
| AA.A.11.3.02 | identify resource people in the school and community and know how to seek their help. | | | |
| AA.A.11.3.03 | seek co-curricular and community opportunities to enhance the school experience. | | | |
| AA.A.11.3.04 | understand how school success and academic achievement enhance future and vocational opportunities. | | | |

Career

| | | | | |
|---|---|---|---|--|
| Grade 11 | Advisor/Advisee - Career | | | |
| Standard 4 | Exploration and Planning (AA.S.4) | | | |
| (AA.S.4) | Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. | | | |
| Performance Descriptors AA.S.4 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| An eleventh grade student performing at the distinguished level will: have clearly defined career goals and evaluate his/her personal characteristics, values, school and | An eleventh grade student performing at the above mastery level will: understand how values and character traits influence career choices and goals attainment; revise career | An eleventh grade student performing at the mastery level will: analyze the education, training, and personal characteristics needed for achieve his/her career goals; understand | An eleventh grade student performing at the partial mastery level will: understand lifestyle values and relate to his/her current career goals; revise postsecondary goals as | An eleventh grade student performing at the novice level will: explore how personal values and characteristics impact future career goals; practice writing and research |

| | | | | |
|--|---|---|---|--|
| community contributions, and interests; understand the relationship between personal characteristics and his/her career goals; demonstrate the ability to explore the world of work using highly effective, reputable resources and demonstrate mastery of writing styles as a means of communication. | plans to reflect postsecondary education/training goals; utilize a variety of writing strategies to demonstrate career readiness; demonstrate the ability to explore the world of work using highly effective, reputable resources and analyze his/her contribution to the community. | how his/her values relate to personal career choices; identify and employ effective writing strategies; demonstrate the ability to explore the world of work using a variety of reputable resources and revise postsecondary goals to reflect career plans. | needed; identify writing strategies needed to communicate career readiness, demonstrate the ability to explore the world of work using a variety of resources; and re-examine career interests. | strategies, and revise career plans based on changing interests. |
| Objectives | Students will | | | |
| AA.C.11.4.01 | analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with their own. | | | |
| AA.C.11.4.02 | analyze and evaluate school and community contributions as they relate to life career goals. | | | |
| AA.C.11.4.03 | understand how values and personal needs affect career choice. | | | |
| AA.C.11.4.04 | understand how lifestyle values alter career choice and educational attainment. | | | |
| AA.C.11.4.05 | revise their postsecondary education goals as appropriate to reflect changes in their career plans. | | | |
| AA.C.11.4.06 | re-examine their career interests based on their experiences and/or an updated career interest survey. | | | |
| AA.C.11.4.07 | identify and utilize a variety of writing strategies to communicate career readiness. | | | |
| AA.C.11.4.08 | Identify and utilize reputable resources to complete self assessments, relate personal qualities to the world of work and locate appropriate career and post-secondary options. | | | |

| | | | | |
|---|---|--|--|---|
| Grade 11 Advisor/Advisee Career Strategies for Future Career Goals (AA.S.5) | | | | |
| Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work and postsecondary training/education. | | | | |
| Performance Descriptors AA.S.5 | | | | |
| Distinguished | | | | |
| An eleventh grade student performing at the distinguished level will: monitor academic transcript to ensure that all graduation requirements are being met; | Above Mastery An eleventh grade student performing at the above mastery level will: make necessary course changes in order to graduate; finalize career plan utilizing a | Mastery An eleventh grade student performing at the mastery level will: evaluate his/her academic transcript and make any changes necessary to meet | Partial Mastery An eleventh grade student performing at the partial mastery level will: learn to narrow postsecondary sources to reliable and relevant websites that meet | Novice An eleventh grade student performing at the novice level will: work with his/her advisor to review the academic transcript and determine what changes |

| | | | | |
|---|---|--|---|---|
| use reliable and relevant sources to help with finalizing career plan; and determine financial need for postsecondary education/training and locate sources of financial aid. | limited number of reliable and relevant sources; and find both need-based and merit-based financial aid resources. | graduation requirements; describe the process for determining the validity of online information and how to locate financial aid information; and use a variety of relevant resources to aid in career planning. | the standards for validity; describe the process for finding information on financial aid; and make necessary course changes to graduate. | are required for graduation; understand that web resources should be evaluated for validity and relevance; and determine needs for financial aid. |
| Objectives Students will | | | | |
| AA.C.11.5.01 | describe how to find and apply for need-based financial aid. | | | |
| AA.C.11.5.02 | describe how to find and apply for merit-based financial aid. | | | |
| AA.C.11.5.03 | use a variety of reputable resources to aid in career planning. | | | |
| AA.C.11.5.04 | review academic transcript and make necessary course changes to graduate. | | | |
| AA.C.11.5.05 | narrow postsecondary sources to reliable and relevant web sites that are effective in helping finalize career plan. | | | |
| AA.C.11.5.06 | assess the validity of the information world. | | | |

| | | | | |
|---|--|--|--|---|
| Grade 11 Advisor/Advisee – Career | | | | |
| Standard 6 Employment Readiness Skills (AA.S.6) | | | | |
| Students will understand the relationship between personal qualities, education, training and the world of work. | | | | |
| Performance Descriptors AA.S.6 | | | | |
| Distinguished | | Mastery | | Novice |
| An eleventh grade student performing at the distinguished level will: maintain a comprehensive resume and career portfolio; demonstrate effective speaking, listening, and interview skills; and complete a well-developed job application. | Above Mastery An eleventh grade student performing at the above mastery level will: continually re-visit and update his/her resume and portfolio; use his/her skills to complete a job application; display appropriate speaking, listening, and interviewing skills; and demonstrate appropriate job behavior. | Mastery An eleventh grade student performing at the mastery level will: update resume and career portfolio on a regular basis; completely fill out a job application; demonstrate appropriate on-the-job behavior; and practice appropriate speaking, listening and interview skills. | Partial Mastery An eleventh grade student performing at the partial mastery level will: understand the relationship between academic achievement and career success; fill out a job application; complete a resume and update his/her portfolio; and identify appropriate speaking, listening, and interviewing skills. | An eleventh grade student performing at the novice level will: learn speaking, listening, and interviewing skills; identify appropriate behavior on the job; develop a resume and fill out a job application. |
| Objectives Students will | | | | |
| AA.C.11.6.01 | utilize learned skills to complete a job application. | | | |

| | |
|--------------|---|
| AA.C.11.6.02 | practice appropriate speaking, listening, and interviewing skills. |
| AA.C.11.6.03 | demonstrate appropriate behavior on the job. |
| AA.C.11.6.04 | update resume and career portfolio. |
| AA.C.11.6.05 | understand the relationship between educational achievement and career success. |

Personal/Social Development

| Grade 11 Advisor/Advisee - Personal/Social Development | |
|--|---|
| Standard 7: Respect for Self and Others (AA.S.7) | |
| Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. | |
| Performance Descriptors AA.S.7 | |
| Distinguished | Above Mastery |
| Mastery | Partial Mastery |
| Novice | |
| An eleventh grade student performing at the distinguished level will: demonstrate interpersonal skills that include acceptance of differences and respect for the rights of others; become a contributing member of the community; exhibit effective skills in working and interacting with others as a member of a team; understand appropriate physical contact; meet his/her obligations to family and society. | An eleventh grade student performing at the above mastery level will: develop respect for the individual rights and protections of others including acceptance of differences; understand appropriate physical contact; work and interact with others in a positive manner; demonstrate an understanding of the obligations of young adults; and cooperate with others as a member of a team. |
| An eleventh grade student performing at the mastery level will: exhibit respect for diversity and accept differences in his/her interaction with others; contribute to the community; exhibit appropriate physical contact; and understand his/her obligations to family, friends, and the community; and work cooperatively with other team members. | An eleventh grade student performing at the partial mastery level will: describe the responsibilities and obligations of young adults; learn the difference between appropriate and inappropriate physical contact; understand how to develop respect for diversity in the school and community. |
| An eleventh grade student performing at the novice level will: understand the meaning of respect and acceptance of others who are different; learn to define appropriate and inappropriate physical contact; explore skills for interacting with others and as a team member; explore the relationships between rules, laws, and safety and the individual rights of others. | |
| Objectives | Students will |
| AA.PSD.11.7.01 | develop respect for diversity and increase acceptance for differences. |
| AA.PSD.11.7.02 | build upon activities and experiences that help the individual student become a contributing member of a global community. |
| AA.PSD.11.7.03 | describe the obligations young adults have to their family, community and society. |
| AA.PSD.11.7.04 | describe the unique rights and responsibilities students have as young adults. |
| AA.PSD.11.7.05 | learn about the relationships between rules, laws, safety, and the protections of individual rights and the rights of others and the |

| | |
|----------------|---|
| | responsibilities to contribute to a successful school year. |
| AA.PSD.11.7.06 | learn the difference between appropriate and inappropriate physical contact. |
| AA.PSD.11.7.07 | learn how to work and interact with others. |
| AA.PSD.11.7.08 | demonstrate interpersonal skills that increase individual effectiveness as a team member. |

| Grade 11 Standard 8 (AA.S.8) | | Advisor/Advisee - Personal/Social Development Decision-Making (AA.S.8) | | | |
|------------------------------------|---|---|--|---|--|
| Performance Descriptors | AA.S.8 | Above Mastery | Mastery | Partial Mastery | Novice |
| Distinguished | An eleventh grade student performing at the above level will: articulate both short-term and long-term goals; apply alternative solutions to problems; and recognize the consequences of his/her decisions. | An eleventh grade student performing at the above mastery level will: develop short-term and long-term goals; utilize alternative solutions in the problem-solving process; and make decisions after weighing the consequences. | An eleventh grade student performing at the mastery level will: understand the consequences that result from decisions and choices he/she makes; identify his/her short-term and long-term goals; describe alternative strategies for problem-solving. | An eleventh grade student performing at the partial mastery level will: learn to explore alternative solutions to a problem; understand the relationship between decisions and their consequences; and learn how to develop short-term and long-term goals. | An eleventh grade student performing at the novice level will: learn to consider the consequences of decisions and choices; understand the role of setting short-term and long-term goals; and discover alternative ways to solve a problem. |
| Objectives | Students will | | | | |
| AA.PSD.11.8.01 | understand the consequences of decisions and choices. | | | | |
| AA.PSD.11.8.02 | identify alternative solutions to a problem. | | | | |
| AA.PSD.11.8.03 | identify short-term and long-term goals. | | | | |
| AA.PSD.11.8.04 | demonstrate knowledge of how to manage money by preparing a personal spending plan, differentiating wants from needs, and identify ways to decrease spending and increase income. | | | | |

| Grade 11 Standard 9 (AA.S.9) | | Advisor/Advisee - Personal/Social Development Personal Safety Skills (AA.S.9) | | | |
|------------------------------------|--|--|---|---|--|
| Performance Descriptors | AA.S.9 | Above Mastery | Mastery | Partial Mastery | Novice |
| Distinguished | An eleventh grade student performing at the distinguished level will: exhibit appropriate stress | An eleventh grade student performing at the above mastery level will: understand the stressors | An eleventh grade student performing at the mastery level will: identify the common stressors and | An eleventh grade student performing at the partial mastery level will: understand that there are | An eleventh grade student performing at the novice level will: recognize the need for help from resource |

| | | | | |
|--|---|--|--|---|
| <p>management techniques when faced with common stressors; effectively communicate his/her personal feelings; recognize resource persons in the school and community and know how to seek help when needed; and understand the relationship between his/her individual rights and the rights of others and the impact on a successful school experience.</p> | <p>he/she must address and employ effective stress management skills; ensure a successful school year by respecting the rights of others and understanding the rules, law, safety, and protections guaranteed for all; locate the school and community resources available for help when needed; and communicate his/her personal feelings.</p> | <p>describe the stress management techniques he/she would apply; learn the relationship between the rights and protections of others, his/her individual rights, and the success of the school year; and identify the people in the school and community available for assistance when needed.</p> | <p>appropriate techniques for dealing with common stressors; learn to respect the rights of others; discover strategies to communicate his/her personal feelings; and seek assistance when needed.</p> | <p>people in the school and community; understand the role of stress on his/her success; and learn to respect the rights of others.</p> |
| <p>Objectives Students will</p> | | | | |
| AA.PSD.11.9.01 | <p>identify stressors common to young adults and describe appropriate stress management techniques.</p> | | | |
| AA.PSD.11.9.02 | <p>identify appropriate ways to communicate their personal feelings.</p> | | | |
| AA.PSD.11.9.03 | <p>learn the difference between appropriate and inappropriate physical contact.</p> | | | |
| AA.PSD.11.9.04 | <p>learn about the relationship between rules, law, safety, and the protections of individual rights and the rights of others and responsibilities to contribute to a successful school year.</p> | | | |
| AA.PSD.11.9.05 | <p>identify resource people in the school and community and know how to seek their help.</p> | | | |

Twelfth Grade Advisor/Advisee Content Standards and Objectives

Students in twelfth grade will implement strategies and participate in activities to support and maximize their ability to learn. Preparedness for the work place or post secondary education will be addressed through the development of long-term educational plans. Strategies for exploring and planning for future occupations will be introduced. The twelfth grade objectives address important social, emotional and physical changes young adolescent's experience. Decision making steps and application are integrated into all topics of discussion as students examine potential long and short term consequences of decisions and their impact on all aspects of health (e.g., mental, emotional, physical). To meet the needs of the 21st century student, instructional delivery should be enhanced through a wide range of media. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Academics

| Grade 12 Advisor/Advisee - Academics | | | | |
|---|---|--|--|--|
| Standard 1 Contributing to Effective Learning (AA.S.1) | | | | |
| (AA.S.1) Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan. | | | | |
| Performance Descriptors AA.S.1 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| <p>A twelfth grade student performing at the distinguished level will: develop a clear understanding of the successes and challenges in achieving high school goals through the application of analytical thinking and problem-solving skills; demonstrate the ability to know when to seek help within the school and community; utilize effective communication skills in making connections; and display attitudes, behaviors, and the motivation for successful learning both in the senior year and in postsecondary education/training.</p> | <p>A twelfth grade student performing at the above mastery level will: exhibit effective communication skills when making connections and seeking help within the school and the community; recognize the importance of positive attitudes and behaviors that enhance learning; be motivated to achieve academic and personal high school goals; and identify the lessons learned during the high school years.</p> | <p>A twelfth grade student performing at the mastery level will: utilize analytical thinking and problem-solving skills to review the successes and challenges of the high school years; determine the impact of lessons learned on the achievement of academic and personal goals; understand the attitudes, behaviors, and motivation that lead to successful learning; recognize the resources available within the school and community; and display effective communication skills when seeking help.</p> | <p>A twelfth grade student performing at partial mastery will: with assistance from his/her advisor, review academic and personal goals for high school beginning with 9th grade; learn where and how to seek help within the school and community; identify resources available to him/her when he/she needs extra help; practice effective communication skills when seeking help; and identify the challenges related to future goals.</p> | <p>A twelfth grade student performing at the novice level will: with assistance, review academic and personal goals for the high school years; improve analytical thinking and problem-solving skills; understand the importance of motivation and positive behaviors and attitudes in achieving success; work with his/her advisor to know when and how to seek help; and practice effective communication.</p> |
| Objectives | | Students will | | |
| AA.A.12.1.01 | apply analytical thinking and problem solving to evaluate successes and challenges related to range of attainment of academic/personal high school goals. | | | |
| AA.A.12.1.02 | use communication skills to know when and how to ask for help when needed. | | | |
| AA.A.12.1.03 | review goals from 9 th grade and evaluate success and lessons learned. | | | |
| AA.A.12.1.04 | identify attitudes and behaviors that lead to successful learning. | | | |

| | |
|--------------|---|
| AA.A.12.1.05 | demonstrate the motivation to achieve individual potential. |
| AA.A.12.1.06 | identify resource people in the community and learn how to give and seek help and make connections. |

| Grade 12 Advisor/Advisee - Academics | | | | |
|--|--|---|--|--|
| Standard 2 Academic Rigor and Postsecondary Options (AA.S.2) | | | | |
| Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial postsecondary options, including college. | | | | |
| Performance Descriptors AA.S.2 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| A twelfth grade student performing at the distinguished level will: review his/her academic transcript at the start of the senior year and make any adjustments necessary to achieve academic and personal goals; and ensure that he/she has engaged in the rigor necessary to meet the requirements of postsecondary choices. | A twelfth grade student performing at the above mastery level will: understand the results of assessments and the impact of these on postsecondary plans; and make necessary changes in coursework to ensure graduation and meet postsecondary requirements. | A twelfth grade student performing at the mastery level will: review his/her academic transcript and determine the need for course changes to ensure graduation; and understand the impact of assessment results and successful coursework on his/her postsecondary plans for education/training. | A twelfth grade student performing at partial mastery will: review his/her academic transcript and work with advisor to make any changes needed for graduation; review assessment results including test scores and grades and how they affect his/her future goals. | A twelfth grade student performing at the novice level will: work closely with his/her advisor to ensure that his/her high school coursework is sufficient to ensure graduation; and review tests scores and grades to determine their impact on any future plans. |

| Objectives | |
|-------------------|--|
| Students will | |
| AA.A.12.2.01 | review academic transcript and make necessary course changes to ensure graduation. |
| AA.A.12.2.02 | understand assessment results and implications for postsecondary plans. |
| AA.A.12.2.03 | learn and apply effective test-taking skills. |
| AA.A.12.2.04 | apply information to revise and implement a personal educational plan necessary to achieve post-secondary goals. |

| Grade 12 Advisor/Advisee Academics | | | | |
|---|---|---|---|--|
| Standard 3 Understanding the World of Work, Home and Community (AA.S.3) | | | | |
| Students will understand the relationship of academics to the world of work and to life at home and in the community. | | | | |
| Performance Descriptors AA.S.3 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| A twelfth grade student performing at the | A twelfth grade student performing at the above | A twelfth grade student performing at the mastery | A twelfth grade student performing at partial | A twelfth grade student performing at the novice |

| | | | | |
|--|---|---|---|--|
| distinguished level will: evaluate and analyze the lessons he/she has learned throughout their educational experience to date and how these have prepared him/her to achieve in the future; and express the importance of his/her co-curricular activities and community involvement in his/her transition from high school. | mastery level will: examine his/her K-12 education and determine the value of this experience in preparing him/her for the future; and evaluate the role of co-curricular activities and community experiences on his/her future plans. | level will: evaluate the role of his/her K-12 educational experiences in his/her postsecondary plans; and identify what he/she learned through participation in co-curricular and community activities. | level will: discuss with his/her advisor how the K-12 education experience has prepared them for the future; and review his/her participation in co-curricular and community activities and what was learned. | level will: work closely with his/her advisor to review and evaluate his/her academic achievement, co-curricular activities, and community experiences throughout K-12 education and the impact on the future. |
| Objectives | Students will | | | |
| AA.A.12.3.01 | evaluate how the K-12 education has prepared them for the future. | | | |
| AA.A.12.3.02 | evaluate the lessons learned from co-curricular and community experiences and their impact on future goals. | | | |
| AA.A.12.3.03 | evaluate career opportunities available based on academic preparation in high school | | | |

Career

| | | | | |
|--|--|---|--|---|
| Grade 12 | Advisor/Advisee - Career | | | |
| Standard 4 | Exploration and Planning (AA.S.4) | | | |
| (AA.S.4) | Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. | | | |
| Performance Descriptors AA.S.4 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| A twelfth grade student performing at the distinguished level will: display the responsibility, dependability, punctuality, and integrity necessary for success in achieving postsecondary goals; continually monitor progress on his/her senior project | A twelfth grade student performing at the above mastery level will: demonstrate the importance of planning in order to successfully complete his/her senior project; complete a competitive resume to accompany applications for | A twelfth grade student performing at the mastery level will: develop a competitive resume that increases his/her chances of making successful application to educational/training opportunities; explore the military as a career option; evaluate | A twelfth grade student performing at partial mastery will: review plans for senior project and plan the next step with assistance from his/her advisor; explore military options as a career path; identify academic and career readiness skills that | A twelfth grade student performing at the novice level will: work with his/her advisor to identify what will be required to successfully complete a senior project; define the character traits that are important in the workplace; explore military careers as an option; |

| | | | | |
|--|---|--|--|--|
| <p>and plan for completion; have completed a competitive resume and submit it when applying for postsecondary opportunities; exhibit job search and research skills; and demonstrate skills in locating and interpreting necessary career tools.</p> | <p>postsecondary education/training opportunities; explore flexible career paths including the military; apply job search and research skills; display integrity, punctuality, responsibility, and dependability in acquiring skills and knowledge from the high school experience; and understand the financial aid process.</p> | <p>progress on his/her senior project and plan for successful completion; understand the process of an effective job search and research; understand the skills, attitudes, and knowledge gained from high school and the character traits that impact effort in the workplace; and understand financial aid communications.</p> | <p>should be applied to the senior project; develop skills for locating, evaluating, interpreting and completing the career tools necessary to achieve postsecondary goals; and review financial aid options; and identify the process for conducting a job search and research.</p> | <p>practice job searching and research; and complete a resume.</p> |
| <p>Objectives Students will</p> | | | | |
| AA.C.12.4.01 | evaluate progress on senior project and plan next steps. | | | |
| AA.C.12.4.02 | apply academic and career readiness through development of senior project. | | | |
| AA.C.12.4.03 | demonstrate attitudes, skills, and knowledge gained from the high school experience. | | | |
| AA.C.12.4.04 | understand military options as a career path. | | | |
| AA.C.12.4.05 | develop competitive resumes that will increase success in applying for postsecondary opportunities. | | | |
| AA.C.12.4.06 | develop skills to locate, evaluate, interpret, and complete necessary career tools to obtain postsecondary goals. | | | |
| AA.C.12.4.07 | demonstrate understanding of the Financial Aid Award Letter and the "expected family contribution." | | | |
| AA.C.12.4.08 | understand the importance of planning. | | | |
| AA.C.12.4.09 | understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace. | | | |
| AA.C.12.4.10 | demonstrate an understanding of the process of an effective job search including company research, information interviews, networking, and writing cover letters highlighting relevant skills. | | | |

| | | | | |
|--|---|---|---|--|
| <p>Grade 12 Advisor/Advisee - Career</p> | | | | |
| <p>Standard 5 Strategies for Future Career Goals (AA.S.5)</p> | | | | |
| <p>Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work and postsecondary training/education.</p> | | | | |
| <p>Performance Descriptors AA.S.5</p> | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| A twelfth grade student performing at the | A twelfth grade student performing at the above | A twelfth grade student performing at the mastery | A twelfth grade student performing at partial | A twelfth grade student performing at the novice |

| | | | | |
|--|--|--|---|---|
| <p>distinguished level will: evaluate and monitor all requirements necessary to achieve his/her postsecondary goals; continue making progress toward career goals during the senior year; understand the influence of changes in career opportunities; successfully complete the application process for educational/ training institutions matching his/her career goals; maintain a comprehensive portfolio; and evaluate the benefits of the school experience.</p> | <p>mastery level will: demonstrate an understanding of the importance of the senior year in advancing his/her career goals; maintain a complete and updated portfolio; understand the variety of traditional and nontraditional occupations for determining career choices; successfully complete application for postsecondary education/ training; and have submitted application for financial aid if needed.</p> | <p>level will: develop a comprehensive plan for the senior year including maintaining and updating his/her portfolio; explore traditional and nontraditional occupations including the military; demonstrate an understanding of the application process for admission to postsecondary education/ training and for financial aid; and demonstrate preparedness for the transition from high school.</p> | <p>mastery will: work with his/her advisor to develop and monitor a plan for the senior year; identify the range of career choices including traditional and nontraditional occupations and the military; learn to use a variety of resources to obtain career and postsecondary information; and maintain his/her portfolio.</p> | <p>level will: discuss with his/her advisor the importance of the senior year and develop a plan for ensuring graduation; explore traditional and nontraditional occupations and the military when making career choices; and explain the steps necessary to complete high school and make a career choice.</p> |
| <p>Objectives Students will</p> | | | | |
| AA.C.12.5.01 | Increase awareness of opportunities and responsibilities pertaining to the senior year in high school. | | | |
| AA.C.12.5.02 | complete senior checklist and develop a senior plan to obtain postsecondary goals. | | | |
| AA.C.12.5.03 | update and evaluate completeness of portfolio. | | | |
| AA.C.12.5.04 | develop a plan for getting the most out of college day and college visits. | | | |
| AA.C.12.5.05 | demonstrate knowledge of the postsecondary application process. | | | |
| AA.C.12.5.06 | demonstrate knowledge of a variety of postsecondary opportunities. | | | |
| AA.C.12.5.07 | evaluate steps taken toward postsecondary planning and update action plan. | | | |
| AA.C.12.5.08 | demonstrate preparedness for postsecondary success. | | | |
| AA.C.12.5.09 | describe traditional and non-traditional occupations and how they relate to career choice. | | | |
| AA.C.12.5.10 | complete the FAFSA and other scholarship form to apply for financial aid. | | | |
| AA.C.12.5.11 | maintain portfolio and evaluate progress towards academic and career goals. | | | |
| AA.C.12.5.12 | know how to use a variety of resources to obtain career and postsecondary goals. | | | |
| AA.C.12.5.13 | evaluate school experience and share lessons learned. | | | |
| AA.C.12.5.14 | articulate final postsecondary plans. | | | |

| Grade 12 Advisor/Advisee - Career | | | | |
|---|--|--|---|--|
| Standard 6 Employment Readiness Skills (AA.S.6) | | | | |
| Performance Descriptors AA.S.6 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| <p>A twelfth grade student performing at the distinguished level will: demonstrate the ability to balance school, studies, extracurricular activities and family life during the senior year to ensure achievement of academic goals and attainment of postsecondary goals; utilize 21st Century Skills in the completion of a rigorous, relevant and engaging senior project; and succinctly express the feelings, insights, successes and challenges of the LINKS program and senior year.</p> | <p>A twelfth grade student performing at the above mastery level will: plan for, monitor progress, and successfully complete a rigorous and relevant senior project; integrate academic and employment readiness skill in work-based and project-based learning; take responsibility for his/her actions and take pride in achievements; determine the necessary balance between school, studies, extracurricular activities and family life; and express his/her reaction to the LINKS program and senior year.</p> | <p>A twelfth grade student performing at the mastery level will: employ 21st Century Skills to complete and present his/her senior project; demonstrate academic and employment readiness skill in both work-based and project-based learning; understand that changes in the workplace requires acquiring new skills across the lifespan; evaluate his/her ability to balance school, extracurricular activities, and family life.</p> | <p>A twelfth grade student performing at partial mastery will: seek support from his/her advisor or other resources for planning, monitoring progress, and completion of the senior project; apply workplace readiness skills to achieving academic and career goals; understand the need to balance school, extracurricular activities, and family life; and share feelings about LINKS program and senior year.</p> | <p>A twelfth grade student performing at the novice level will: work with his/her advisor to develop the four required components for completing a senior project; understand how interests, abilities, and achievement relate to the attainment of goals; and explore his/her feelings about LINKS and the senior year.</p> |
| Objectives | | Students will | | |
| AA.C.12.6.01 | apply workplace readiness skills. | | | |
| AA.C.12.6.02 | evaluate completeness of senior project and work toward completion. | | | |
| AA.C.12.6.03 | demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals. | | | |
| AA.C.12.6.04 | work towards finalizing the four components of the senior project: the paper, product, portfolio and presentation. | | | |
| AA.C.12.6.05 | apply academic and employment readiness skills in work-based and project-based learning including school and community mentoring experiences. | | | |
| AA.C.12.6.06 | take pride in work and achievement. | | | |
| AA.C.12.6.07 | take responsibility for their actions. | | | |
| AA.C.12.6.08 | demonstrate skills and knowledge gained from their high school experience through a rigorous, relevant, and engaging senior project | | | |

| | |
|--------------|---|
| | using 21 st Century Skills. |
| AA.C.12.6.09 | understand the relationship between educational achievement and career success. |
| AA.C.12.6.10 | understand that the changing workplace requires lifelong learning and acquiring new skills. |
| AA.C.12.6.11 | identify personal preferences and interests that influence career choices and success. |
| AA.C.12.6.12 | share feelings, insights, successes and challenges of the LINKS program and senior year. |
| AA.C.12.6.13 | evaluate the ability to balance school, studies, extracurricular activities, and family life. |
| AA.C.12.6.14 | explain how work can help to achieve personal success and satisfaction. |

Personal/Social Development

| | | | |
|---|--|---|---|
| Grade 12 Advisor/Advisee Personal/Social Development | | | |
| Standard 7 Respect for Self and Others (AA.S.7) | | | |
| Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. | | | |
| Performance Descriptors AA.S.7 | | | |
| | Distinguished | Above Mastery | Mastery |
| A twelfth grade student performing at the distinguished level will: understand the affects of personal spending and saving priorities on his/her planning for postsecondary education; apply financial literacy skills to such expenses as credit cards or car ownership; develop independent living; respect personal boundaries, rights, and privacy needs; and understand his/her communication style and its effective application. | A twelfth grade student performing at the above mastery level will: develop financial literacy skills necessary to understand the implications of credit card use and car ownership; recognize personal spending and the impact on his/her transition to independent living; analyze his/her communication style and its effectiveness is achieving goals; and respect personal boundaries, rights, and privacy needs. | A twelfth grade student performing at the mastery level will: demonstrate personal financial management skills; understand the responsibilities for using a credit card or owning a car; develop a plan for transitioning from dependent to independent living; recognize the impact of his/her personal spending and saving habits on decision-making for postsecondary education; and recognize personal boundaries, rights, and privacy needs. | A twelfth grade student performing at partial mastery will: evaluate his/her communication style and practice effective communication skills; understand how personal financial management can affect credit card use and car ownership; understand the need to plan for the transition from dependent to independent living; identify alternate ways of achieving goals. |
| | | | Novice |
| | | | A twelfth grade student performing at the novice level will: work with his/her advisor to understand the need to plan for a transition to independent living; review his/her spending and saving priorities and how these affect such decisions as car ownership or credit card use; recognize the need to learn financial management skills. |

| Objectives | Students will |
|----------------|---|
| AA.PSD.12.8.01 | use persistence and perseverance to achieve academic and career goals. |
| AA.PSD.12.8.02 | demonstrate how effort and persistence positively affect learning. |
| AA.PSD.12.8.03 | Identify how attitudes and behaviors lead to successful learning. |
| AA.PSD.12.8.04 | apply effective problem-solving and decision-making skills that show respect for self and others. |
| AA.PSD.12.8.05 | use a decision-making and a problem-solving model. |
| AA.PSD.12.8.06 | understand the consequences of decisions and solutions. |
| AA.PSD.12.8.07 | identify alternative solutions to a problem. |
| AA.PSD.12.8.08 | develop effective coping skills for dealing with problems. |
| AA.PSD.12.8.09 | demonstrate when, where, and how to seek help for solving problems and making decisions. |
| AA.PSD.12.8.10 | know when peer pressure is influencing a decision. |
| AA.PSD.12.8.11 | identify short and long-term problems. |

| Grade 12 | Advisor/Advisee | Personal/Social Development | | |
|---|---|--|---|---|
| Standard 9 | Personal Safety Skills (AA.S.9) | | | |
| (AA.S.9) | students will understand safety and survival skills and apply coping strategies. | | | |
| Performance Descriptors AA.S.9 | Above Mastery | Mastery | Partial Mastery | Novice |
| Distinguished A twelfth grade student performing at the distinguished level will: demonstrate coping skills for managing stress and conflicts; expand his/her circle of friends and develop new relationships; apply his/her decision-making skills to make appropriate choices; maintain a safe and healthy environment; and be fully prepared for high school graduation. | A twelfth grade student performing at the above mastery level will: demonstrate effective decision-making skills to distinguish between appropriate and inappropriate choices; develop new relationships as a component of transitioning into postsecondary education; display coping and stress management skills for addressing conflicts; and have final plans for graduation. | A twelfth grade student performing at the mastery level will: develop techniques for coping with stress and managing conflicts; demonstrate decision-making skills by distinguishing between appropriate and inappropriate choices; prepare for the transition to postsecondary education/training by expanding interpersonal relationships; take responsibility for outcomes of his/her senior year and high school graduation. | A twelfth grade student performing at partial mastery will: learn coping and stress management skills; explain the difference between appropriate and inappropriate choices; learn ways to make new friends and broaden his/her support system; and prepare for graduation. | A twelfth grade student performing at the novice level will: learn the importance of coping and stress management skills in dealing with conflicts; explore ways to integrate new relationships while maintaining a positive support system; work with his/her advisor to prepare for graduation. |

126CSR44U

| Objectives | Students will |
|----------------|---|
| AA.PSD.12.9.01 | learn techniques for managing conflict to make safe, emotionally healthy choices. |
| AA.PSD.12.9.02 | learn techniques to manage stress and conflict related to life after high school. |
| AA.PSD.12.9.03 | explore ways to transition from high school to college by integrating new friends while keeping positive support systems. |
| AA.PSD.12.9.04 | learn coping skills and managing life events. |
| AA.PSD.12.9.05 | distinguish between appropriate and inappropriate decisions. |
| AA.PSD.12.9.06 | take responsibility for final preparations for high school graduation. |

FISCAL NOTE FOR PROPOSED RULES

Rule Title: **W. Va. 126CSR44U Policy 2520.19: 21st Century Advisor/Advisee 5-12 Content Standards and Objectives for West Virginia Schools**

Type of Rule: Legislative Interpretive Procedural

Agency: West Virginia Department of Education

Address: **Bldg. 6, Room 221
1900 Kanawha Blvd. East
Charleston, WV 25305-0330**

Phone Number: 304-558-2348

Email: bashcraft@access.k12.wv.us

Fiscal Note Summary

Summarize in a clear and concise manner what impact this measure will have on costs and revenues of state government.

There will be no fiscal cost. The purpose of Policy 2520.19 is to provide content standards for schools who are offering or wish to offer advisor/advisee programs. This policy change adds content standards and objectives for grades 5 – 8 to the existing 9 – 12 policy which will be posted on the website.

Fiscal Note Detail

Show over-all effect in Item 1 and 2 and, in Item 3, give an explanation of Breakdown by fiscal year, including long-range effect.

| FISCAL YEAR | | | |
|------------------------------------|------------------------------------|---------------------------------|--|
| Effect of Proposal | Current Increase/Decrease (use“-“) | Next Increase/Decrease (use“-“) | Fiscal Year (Upon Full Implementation) |
| 1. Estimated Total Cost | 0 | 0 | 0 |
| Personal Services | 0 | 0 | 0 |
| Current Expenses | 0 | 0 | 0 |
| Repairs & Alterations | 0 | 0 | 0 |
| Assets | 0 | 0 | 0 |
| Other | 0 | 0 | 0 |
| 2. Estimated Total Revenues | 0 | 0 | 0 |

Rule Title: **W. Va. 126CSR44U, Policy 2520.19: 21st Century Advisor/Advisee 5-12 Content Standards and Objectives for West Virginia Schools**

**Rule Title: W. Va. 126CSR44U, Policy 2520.19: 21st Century Advisor/Advisee 5-12
Content Standards and Objectives for West Virginia Schools**

3. Explanation of above estimates (including long-range effect);

Please include any increase or decrease in fees in your estimated total revenues.

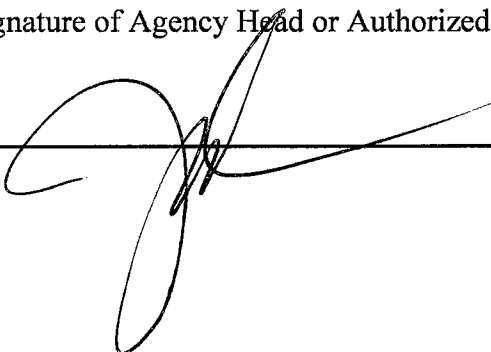
There will be no fiscal cost. The purpose of the policy is to provide content standards for schools who are offering on wish to offer advisor/advisee programs. Standards will be available on the WVDE website for schools who wish to use them to offer credit.

MEMORANDUM

Please identify any areas of vagueness, technical defects, reasons the proposed rule **would not** have a fiscal impact, and/or any special issues **not** captured elsewhere on this form.

There will be no fiscal cost. The purpose of the policy is to provide content standards for schools who are offering on wish to offer advisor/advisee programs for credit. Standards will be available on the WVDE website for schools who wish to use them to offer credit.

Signature of Agency Head or Authorized Representative



A handwritten signature in black ink, consisting of several loops and a long horizontal stroke, is written over a solid horizontal line.

Date

2/23/10

126CSR44U

POLICY 2520.19: 21st CENTURY ADVISOR/ADVISEE 5-12 CONTENT STANDARDS AND OBJECTIVES FOR WEST VIRGINIA SCHOOLS

COMMENT PERIOD ENDS: April 12, 2010

COMMENT RESPONSE FORM

The following form is provided to assist those who choose to comment on Policy 2520.19: 21st Century Advisory/Advisee 5-12 Content Standards and Objectives for West Virginia Schools.

Name: _____ Organization: _____

Title: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Please check the box below that best describes your role.

- | | | |
|---|--|--|
| <input type="checkbox"/> School System Superintendent | <input type="checkbox"/> School System Staff | <input type="checkbox"/> Parent/Family |
| <input type="checkbox"/> Principal | <input type="checkbox"/> Teacher | <input type="checkbox"/> Business/Industry |
| <input type="checkbox"/> Professional Support Staff | <input type="checkbox"/> Service Personnel | <input type="checkbox"/> Community Member |

| COMMENTS/SUGGESTIONS |
|----------------------|
| §126-44U-1. General. |
| §126-44U-2. Purpose. |

126CSR44U

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

§126-44U-4. Severability.

Please direct all comments to:

Barbara Ashcraft/Coordinator
Office of Organizational Effectiveness and Leadership
West Virginia Department of Education
Capitol Building 6, Room 617
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Address: bashcraft@access.k12.wv.us
Fax No.: (304) 558-1834