

Student Success Standards Crosswalk



Although the ASCA model reflects k-12 standards, this crosswalk includes the WV Pre-K Standards (Ages 3-5) to illustrate progressions of standards prek-12 in WV.

WV PRE-K STANDARDS (AGES 3-5)	
WV Pre-K Standards (Ages 3-5)	ASCA Student Standards: Mindsets & Behaviors for Student Success K-12 College-, Career- and Life-Readiness Standards for Every Student
Self-Concept and Social Relationships	
SE.PK.1: Describe themselves by using physical characteristics. SE.PK.7: Develop positive relationships with children and adults. SE.PK.11: Develop and sustain friendships with peers.	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them. B-SS 3. Positive relationships with adults to support success. B-SS 4. Empathy.
SE.PK.13: Use communication skills to initiate or join classroom activities. SE.PK.15: Take turns with materials and during experiences. SE.PK.16: Use and accept negotiation, compromise, and discussion to resolve conflicts.	M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment. B-SS 1. Effective oral and written communication skills and listening skills. B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them. B-SS 6. Effective collaboration and cooperation skills.
SE.PK.8: Show empathy and caring for others.	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them.
Self-Concept, Executive Functioning, and Physical Health	
SE.PK.4: Demonstrate progress in expressing, needs, wants, and feelings. SE.PK.5: Express a broad range of emotions and recognize these emotions in self and others. AL.PK.1: Illustrate increasing abilities in impulse control. PH.PK.1: Participate in safety stories, games, and drills (e.g., bus, fire, bike, and strangers). PH.PK.2: Recognize symbols indicating danger (e.g., STOP signs, Mr. Yuk sticker). PH.PK.3: Respond appropriately to harmful and unsafe situations. PH.PK.4: Follow classroom and community safety rules and routines (e.g., fire drills, bus rules, pedestrian safety).	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SMS 2. Self-discipline and self-control. B-SMS 9. Personal safety skills. B-SS 1. Effective oral and written communication skills and listening skills.

PH.PK.5: With prompting and support, communicate an understanding of the importance of safety routines and rules. PH.PK.6: Complete personal care tasks (e.g., dressing, brushing teeth, toileting, and washing hands) independently. PH.PK.7: Participate in structured and unstructured physical activities in order to enhance fitness. PH.PK.8: Communicate an understanding of the importance of healthy routines (e.g., appropriate times to wash hands). PH.PK.9: Demonstrate knowledge and skills that help promote nutritious food choices and eating habits (e.g., distinguish food as healthy or unhealthy; acknowledge moderation).	
Self-Concept, Executive Functioning, Initiative, and Persistence	
SE.PK.2: Demonstrate growing confidence in their own. developing skills and expresses pride in accomplishments. SE.PK.3: Increase independence in a variety of activities, routines, and tasks. SE.PK.6: Respond appropriately to different social situations. AL.PK.2: Demonstrate actions, words, and behaviors with increasing independence. AL.PK.3: Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities. AL.PK.4: Originate and combine ideas to learn and discuss a range of topics. AL.PK.5: Inquire and investigate. AL.PK.6: Persist in completing tasks, activities, projects, and experiences. AL.PK.7: Increase concentration over a reasonable amount of time despite distractions and interruptions. AL.PK.8: Engage in project or activity over an extended period of time. AL.PK.9: Continuously create, develop, and implement plans.	M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed. B-LS 8. Engagement in challenging coursework B-LS 2. Creative approach to learning, tasks and problem solving. B-LS 4. Self-motivation and self-direction for learning. B-LS 6. High-quality standards for tasks and activities. B-SMS 10. Ability to manage transitions and adapt to change.
Social Relationships and Cooperation	
SE.PK.14: Engage in cooperative play. AL.PK.10: Seek solutions to questions, tasks, or problems through trial and error. AL.PK.11: Initiate and engage in learning experiences and play with peers. AL.PK.12: Relate and share knowledge with peers. AL.PK.13: Assemble and guide classroom activities.	B-LS 4. Self-motivation and self- direction for learning. B-SMS 2. Self-discipline and self-control. B-SMS 3. Independent work. B-SS 6. Effective collaboration and cooperation skills

SE.PK.17: Accept guidance and direction from a variety of familiar adults. SE.PK.18: Participate in a variety of classroom activities and tasks.	B-SS 3. Positive relationships with adults to support success. B-LS 1. Critical-thinking skills to make informed decisions. B-LS 7. Long- and short-term academic, career and social/emotional goals.
Knowledge of Family and Community	
SE.PK.20: Identify and describe roles of community members	B-SS 3. Positive relationships with adults to support success.
SE.PK.19: Understand and describe the interactive roles and relationships among family members.	B-SS 6. Effective collaboration and cooperation skills.
SE.PK.21: Understand similarities and respect differences among people (e.g., gender, race, special needs, culture, language, and family structure). SE.PK.22: Identify themselves as a member of groups within a community. SE.PK.23: Identify and describe locations and places in their community.	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them. B-SS 10. Cultural awareness, sensitivity and responsiveness.
Development and Demonstration of Pro-Social Relationships	
SE.PK.9: Follow basic rules and routines. SE.PK.10: Use materials purposefully, safely, and responsibly. SE.PK.12: Manage transitions and begin to adapt to changes in routines.	B-SS 9. Social maturity and behaviors appropriate to the situation and environment.

Student Success Standards Crosswalk



ELEMENTARY SCHOOL STANDARDS	
WV College- and Career-Readiness Dispositions and Standards for Student Success	ASCA Student Standards: Mindsets & Behaviors for Student Success K-12 College-, Career- and Life-Readiness Standards for Every Student
Personal and Social Development: Respect Yourself and Others	
DSS.K-2.1: Understand Self and Others » Relate self to others. » Develop positive relationships with other children and adults.	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 3. Positive relationships with adults to support success B-SS 4. Empathy
DSS.3-5.1: Understand Self and Others » Demonstrate an awareness as to how their words impact others. » Develop positive relationships with peers, other children and adults.	B-SS 1. Effective oral and written communication skills and listening skills B-SS 3. Positive relationships with adults to support success B-SS 4. Empathy
DSS.K-2.2: Maintain Positive Relationships » Use appropriate communication skills to initiate or join classroom activities. » Begin to use and accept negotiation, compromise, and discussion to resolve conflicts.	M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment B-SS 1. Effective oral and written communication skills and listening skills B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 6. Effective collaboration and cooperation skills
DSS.3-5.2: Maintain Positive Relationships » Show respectful and caring behavior toward others. » Use appropriate communication skills to initiate and join activities and complete varied learning tasks.	M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment B-SS 1. Effective oral and written communication skills and listening skills B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
DSS.K-2.3: Exhibit Respectful Behavior » Show respect and caring behavior toward others.	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
DSS.3-5.3: Exhibit Respectful Behavior » Use and accept negotiation and compromise to resolve conflicts.	B-SMS 2. Self-discipline and self-control B-SS 1. Effective oral and written communication skills and listening skills B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 6. Effective collaboration and cooperation skills

Personal and Social Development: Goal Setting and Attainment	
DSS.K-2.4: Decision Making and Personal Responsibility » Set goals, develop a plan, and follow it through to completion.	B-SMS 4. Delayed gratification for long-term rewards B-LS 7. Long- and short-term academic, career and social/emotional goals B-SMS 5. Perseverance to achieve long and short-term goals
DSS.3-5.4: Decision Making and Personal Responsibility » Set goals, develop a plan, and follow it through to completion.	B-SMS 4. Delayed gratification for long-term rewards B-LS 7. Long- and short-term academic, career and social/emotional goals B-SMS 5. Perseverance to achieve long and short-term goals
Personal and Social Development: Safety and Survival Skills	
SE.PK.4: Demonstrate progress in expressing, needs, wants, and feelings. SE.PK.5: Express a broad range of emotions and recognize these emotions in self and others.	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SMS 2. Self-discipline and self-control. B-SMS 9. Personal safety skills. B-SS 1. Effective oral and written communication skills and listening skills.
Academic and Learning Development: Self-Directed Learning	
SE.PK.2: Demonstrate growing confidence in their own. developing skills and expresses pride in accomplishments. SE.PK.3: Increase independence in a variety of activities, routines, and tasks. SE.PK.6: Respond appropriately to different social situations.	M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed. B-LS 8. Engagement in challenging coursework B-LS 2. Creative approach to learning, tasks and problem solving. B-LS 4. Self-motivation and self-direction for learning. B-LS 6. High-quality standards for tasks and activities. B-SMS 10. Ability to manage transitions and adapt to change.
SE.PK.14: Engage in cooperative play.	B-LS 4. Self-motivation and self- direction for learning. B-SMS 2. Self-discipline and self-control. B-SMS 3. Independent work. B-SS 6. Effective collaboration and cooperation skills.
SE.PK.17: Accept guidance and direction from a variety of familiar adults. SE.PK.18: Participate in a variety of classroom activities and tasks.	B-SS 3. Positive relationships with adults to support success. B-LS 1. Critical-thinking skills to make informed decisions. B-LS 7. Long- and short-term academic, career and social/emotional goals.
Career Development and Life Planning: Career Exploration and Planning	
SE.PK.20: Identify and describe roles of community members.	B-SS 3. Positive relationships with adults to support success.

DSS.3-5.9: Prepare for Post-Secondary Success » Develop an appreciation for and articulate the benefits of learning. » Interact with varied community members.	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success B-SS 3. Positive relationships with adults to support success B-LS 4. Self-motivation and self-direction for learning
DSS.K-2.10: Plan to Achieve Goals » Explore the steps used in developing a plan. » Make short-term and long-term plans, as appropriate. » Persist in activities to achieve goals.	B-LS 7. Long- and short-term academic, career and social/emotional goals B-SMS 4. Delayed gratification for long-term rewards B-SMS 5. Perseverance to achieve long and short-term goals B-SMS 6. Ability to identify and overcome barriers
DSS.3-5.10: Plan to Achieve Goals » Demonstrate an understanding of the steps used in developing a plan. » Make short-term and long-term plans, as appropriate. » Persist in activities to achieve goals. » Investigate the importance of early academic planning to prepare for post-secondary success and reaching career goals.	B-LS 7. Long- and short-term academic, career and social/emotional goals B-SMS 4. Delayed gratification for long-term rewards B-SMS 5. Perseverance to achieve long and short-term goals B-SMS 6. Ability to identify and overcome barriers
Academic and Learning Development: Career Exploration and Planning	
DSS.K-2.11: Develop Career Awareness » Identify and describe roles and relationships among community members.	B-SS 3. Positive relationships with adults to support success
DSS.3-5.11: Develop Career Awareness » Interact with a variety of community members. » Investigate career paths.	B-LS 7. Long- and short-term academic, career and social/emotional goals B-SS 3. Positive relationships with adults to support success
DSS.K-2.12: Develop Career and Life Plan » Identify various careers in the community.	B-LS 7. Long- and short-term academic, career and social/emotional goals B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
DSS.3-5.12: Develop Career and Life Plan » Interact with local and national professional and/or experts to extend personal knowledge to a variety of careers.	B-LS 7. Long- and short-term academic, career and social/emotional goals B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
DSS.K-2.13: Careers and Life Success » Identify and begin using expected dispositions, skills, and behaviors in school and community (e.g., attendance, punctuality, communication, relationships, attitudes, perseverance, collaboration, critical thinking and leadership).	B-SS 1. Effective oral and written communication skills and listening skills B-SS 6. Effective collaboration and cooperation skills B-SS 7. Leadership and teamwork skills to work effectively in diverse groups B-SMS 2. Self-discipline and self-control

DSS.3-5.13: Careers and Life Success » Use expected workplace dispositions, skills, and behaviors in the school and community (e.g., attendance, punctuality, communication, relationships, attitudes, perseverance, collaboration, critical thinking, and leadership).	B-SS 1. Effective oral and written communication skills and listening skills B-SS 6. Effective collaboration and cooperation skills B-SS 7. Leadership and teamwork skills to work effectively in diverse groups B-SMS 2. Self-discipline and self-control
Global Citizenship: Intercultural Perspectives	
DSS.K-2.14: Acquire a Diverse and Knowledgeable World View » Understand and describe the interactive roles and relationships among family members and classroom community.	B-SS 6. Effective collaboration and cooperation skills
DSS.3-5.14: Acquire a Diverse and Knowledgeable World View » Investigate and respect aspects of various communities and discuss how these contribute to each individual's perspective of local, state, and world events. » Identify themselves as members of varied groups within the local, state, national, and international community.	B-SS 6. Effective collaboration and cooperation skills B-SS 10. Cultural awareness, sensitivity and responsiveness
DSS.K-2.15: Interact Respectfully with Diverse Cultures » Identify self as a member of groups within a community. » Understand similarities and respect differences among people, such as gender, race, disability, culture, language, and family structure.	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 10. Cultural awareness, sensitivity and responsiveness
DSS.3-5.15: Interact Respectfully with Diverse Cultures » Interact respectfully with all individuals regardless of gender, race, disability, culture, language, and family structure.	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 10. Cultural awareness, sensitivity and responsiveness
Global Citizenship: Democratic Principles	
DSS.K-2.16: Promote Social Justice » Demonstrate increasing capacity to follow rules and routines and use materials purposefully and respectfully.	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
DSS.3-5.16: Promote Social Justice » Follow rules and routines and use materials purposefully and respectfully.	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
DSS.K-2.17: Assume Responsible Leadership » Demonstrate an increasing ability to provide leadership during collaborative tasks.	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
DSS.3-5.17: Assume Responsible Leadership » Assume leadership roles in collaborative tasks within the classroom and school community.	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups

DSS.K-2.18: Practice Financial Responsibility » Understand that items have value	B-LS 1. Critical-thinking skills to make informed decisions
DSS.3-5.18: Practice Financial Responsibility » Evaluate financial choices based on needs and wants. » Create a budget with income from incidental funds to save for goals.	B-LS 1. Critical-thinking skills to make informed decisions B-SMS 1. Responsibility for self and actions B-SMS 2. Self-discipline and self-control B-SMS 4. Delayed gratification for long-term rewards B-SMS 5. Perseverance to achieve long and short-term goals
Addressed in WV College- and Career-Readiness Standards for Technology and Computer Science (WVBE Policy 2520.14)	B-LS 5. Media and technology skills to enhance learning

MIDDLE SCHOOL STANDARDS	
WV College- and Career-Readiness Dispositions and Standards for Student Success	ASCA Student Standards: Mindsets & Behaviors for Student Success K-12 College-, Career- and Life-Readiness Standards for Every Student
Personal and Social Development: Respect Yourself and Others	
DSS.6-8.1: Understand Self and Others » Discuss how thoughts, feelings, attitudes, values, and beliefs affect decision making and behavior. » Practice using listening skills to identify and understand the feelings and perspectives of others. » Use mistakes as opportunities to grow personally and socially, not to define self or others as a failure. » Recognize signs of anger and practice safe, respectful anger management skills.	B-SS 1. Effective oral and written communication skills and listening skills B-SS 3. Positive relationships with adults to support success B-SS 4. Empathy B-SMS 2. Self-discipline and self-control
DSS.6-8.2: Maintain Positive Relationships » Develop positive relationships with peers and adults. » Acquire and use effective conflict resolution techniques. » Demonstrate self-control by minimizing words and actions that hurt self and others. » Model safe and effective ways to address peer pressure. » Describe bullying and use effective practices to address it.	M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment B-SMS 2. Self-discipline and self-control B-SMS 7. Effective coping skills B-SS 1. Effective oral and written communication skills and listening skills B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
DSS.6-8.3: Exhibit Respectful Behavior » Identify and respect personal boundaries and privacy needs of all self and others. » Respect all individuals as unique and worthy regardless of differences. » Use social and communication skills, dispositions, and character traits appropriate for various situations and audiences.	B-SMS 2. Self-discipline and self-control B-SS 1. Effective oral and written communication skills and listening skills B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 9. Social maturity and behaviors appropriate to the situation and environment
Personal and Social Development: Goal Setting and Attainment	

Student Success Standards Crosswalk



DSS.6-8.4: Decision Making and Personal Responsibility

- » Make decisions, set goals and take necessary actions to attain goals.
- » Analyze situations by comparing and contrasting various behaviors and choices in relation to possible short- and long-term consequences and discuss how to improve choices.
- » Describe how peer pressure influences personal decisions; create and follow a plan to minimize negative peer pressure.
- » Describe how peer pressure influences personal decisions; create and follow a plan to minimize negative peer pressure.
- » Establish action steps to attain school, home, and civic goals.
- » Apply problem solving techniques to identify and address challenges to goal attainment.
- » Describe how current decisions have long term consequences and ways to achieve desired outcomes.

B-LS 1. Critical-thinking skills to make informed decisions

B-LS 7. Long- and short-term academic, career and social/emotional goals

B-SMS 1. Responsibility for self and actions

B-SMS 4. Delayed gratification for long-term rewards

B-SMS 5. Perseverance to achieve long and short-term goals

B-SMS 6. Ability to identify and overcome barriers

Personal and Social Development: Safety and Survival Skills

DSS.6-8.5: Protect Emotional and Physical Safety » Identify and apply strategies to reduce stress and protect safety, differentiating between situations requiring self-help, peer support, adult or professional help. » Develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation, and other violent acts or dangerous situations. » Identify and utilize communication skills and strategies to participate in only safe and healthy activities. » Know emergency contact information; identify and utilize school and community resources to protect personal safety.	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-SMS 2. Self-discipline and self-control B-SMS 7. Effective coping skills B-SMS 9. Personal safety skills B-SS 1. Effective oral and written communication skills and listening skills
Academic and Learning Development: Self-Directed Learning	
DSS.6-8.6: Develop Academic Motivation » Identify and develop competence in areas of interest. » Apply multiple intelligence principles to identify personal strengths and improve school focus. » Understand the relationship between school success, academic achievement and future career success.	M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed B-LS 4. Self-motivation and self-direction for learning B-LS 6. High-quality standards for tasks and activities
DSS.6-8.7: Develop Learning Skills » Improve executive function skills (e.g., effort, paying attention, flexibility, memory, self-control, communication, focus and perseverance). » Identify personal learning style(s) and establish habits that enhance personalized learning. » Work collaboratively in groups or independently, as appropriate.	B-LS 4. Self-motivation and self-direction for learning B-SMS 2. Self-discipline and self-control B-SMS 3. Independent work B-SS 3. Positive relationships with adults to support success B-SS 6. Effective collaboration and cooperation skills
DSS.6-8.8: Achieve School Success » Exhibit personal responsibility. » Evaluate the impact of positive and negative choices on school success and implement a plan to improve outcomes. » Apply goal setting techniques to develop self-direction and improve school performance. » Identify and utilize school and community resources and support services when needed.	B-SS 3. Positive relationships with adults to support success B-SMS 1. Responsibility for self and actions B-LS 7. Long- and short-term academic, career and social/emotional goals
Academic and Learning Development: Post-Secondary Preparation	

DSS.6-8.9: Prepare for Post-Secondary Success » Identify how performance and course selections in middle school impacts high school course readiness and post-secondary choices. » Explore requirements for success in a variety of post-secondary options and for securing scholarships. » Analyze how personal choices negatively or positively influence high school and post-secondary options and preparedness for success.	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success B-SMS 1. Responsibility for self and actions B-LS 4. Self-motivation and self-direction for learning B-LS 8. Engagement in challenging coursework
DSS.6-8.10: Plan to Achieve Goals » Use a variety of assessments and inventories to identify skills, interest and aptitudes for post-secondary planning. » Use personal data and goals to establish challenging academic, personal and post-secondary plans. » Seek co-curricular and community experiences to enhance the school experience and post-secondary readiness. » Analyze assets and barriers to academic goal attainment and utilize school and community resources to overcome barriers and strengthen assets. » Explore eligibility requirements and funding opportunities for various post-secondary options.	B-LS 7. Long- and short-term academic, career and social/emotional goals B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-SMS 4. Delayed gratification for long-term rewards B-SMS 5. Perseverance to achieve long and short-term goals B-SMS 6. Ability to identify and overcome barriers B-SMS 8. Balance of school, home and community activities B-LS 10. Participation in enrichment and extracurricular activities
Academic and Learning Development: Career Exploration and Planning	
DSS.6-8.11: Develop Career Awareness » Explore how personal abilities, skills, interest, and values relate to workplace. » Use a variety of resources and methods to explore career options. » Examine specific job requirements and opportunities for progressions of career levels from entry level to advanced leadership and develop a personal career growth vision. » Explore career options in relation to selecting a career cluster.	B-LS 1. Critical-thinking skills to make informed decisions B-LS 7. Long- and short-term academic, career and social/emotional goals
DSS.6-8.12: Develop Career and Life Plan » Describe lifestyle dreams and possible career options and evaluate the likelihood of attaining goals. » Begin to develop a possible career/life plan that explores educational credentials, skills and career progressions.	B-LS 7. Long- and short-term academic, career and social/emotional goals B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias

DSS.6-8.13: Careers and Life Success » Explore how identified career choices impact lifestyles and opportunities. » Practice expected workplace dispositions and behaviors. » Explore the need for lifelong learning as situations and responsibilities change, requiring new knowledge and skills.	B-LS 4. Self-motivation and self- direction for learning B-SS 1. Effective oral and written communication skills and listening skills B-SS 6. Effective collaboration and cooperation skills B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
Global Citizenship: Intercultural Perspectives	
DSS.6-8.14: Acquire a Diverse and Knowledgeable World View » Compare and contrast aspects of various communities and describe how these contribute to each individual's perspective and world view. » Analyze factors that contribute to different social and world views (e.g., ethnicity, race, culture, gender, sexual orientation, family composition, lifestyle, religion, economic status and nationality).	B-SS 10. Cultural awareness, sensitivity and responsiveness B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
DSS.6-8.15: Interact Respectfully with Diverse Cultures » Apply an inter-culturally sensitive perspective to social interactions. » Describe global issues and events from perspectives of various individuals and groups to understand viewpoints other than one's own. » Investigate methods for enhancing language proficiency and the ability to communicate effectively across cultural and linguistic boundaries. » Describe how stereotyping and prejudices impact interpersonal relationships.	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 10. Cultural awareness, sensitivity and responsiveness
Global Citizenship: Democratic Principles	
DSS.6-8.16: Promote Social Justice » Adhere to classroom and school rules and community laws to protect individual rights and property. » Identify and discuss issues of social justice. » Investigate programs for advocacy and promotion of social justice.	B-SS 5. Ethical decision-making and social responsibility B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary B-SS 9. Social maturity and behaviors appropriate to the situation and environment
DSS.6-8.17: Assume Responsible Leadership » Identify the qualities of successful leaders. » Exhibit leadership to improve school and the local community.	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups

DSS.6-8.18: Practice Financial Responsibility » Evaluate financial choices based on one's own needs, wants and values and how they guide spending, saving, credit and implications for the family budget. » Create a personal budget with income from incidental funds (birthday and other gifts, allowance, chores, entrepreneurial endeavors, part-time jobs, etc.) and track spending and payments. » Discuss concepts of consumer protection (e.g., laws, identify theft and predatory scams). » Discuss concepts related to financial institutions (e.g., laws, banks, credit unions and check cashing services).	B-LS 1. Critical-thinking skills to make informed decisions B-SMS 1. Responsibility for self and Actions B-SMS 2. Self-discipline and self-control B-SMS 4. Delayed gratification for long-term rewards B-SMS 5. Perseverance to achieve long and short-term goals
Addressed in WV College- and Career-Readiness Standards for Technology and Computer Science (WVBE Policy 2520.14)	B-LS 5. Media and technology skills to enhance learning

HIGH SCHOOL STANDARDS	
WV College- and Career-Readiness Dispositions and Standards for Student Success	ASCA Student Standards: Mindsets & Behaviors for Student Success K-12 College-, Career- and Life-Readiness Standards for Every Student
Personal and Social Development: Respect Yourself and Others	
DSS.9-12.1: Understand Self and Others » Analyze how thoughts, feelings, attitudes, values, and beliefs affect decision making and behavior. » Use active listening to identify and understand the feelings and perspectives of others. » Use mistakes as learning opportunities to grow personally and socially.	B-SS 1. Effective oral and written communication skills and listening skills B-SS 3. Positive relationships with adults to support success B-SS 4. Empathy B-SMS 2. Self-discipline and self-control
DSS.9-12.2: Maintain Positive Relationships » Distinguish between healthy and unhealthy relationships. » Apply appropriate anger management and conflict resolution techniques. » Minimize words and actions that hurt self and others. » Address peer pressure in safe and effective ways. » Identify bullying behaviors and utilize appropriate skills to address and decrease bullying.	M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment B-SMS 2. Self-discipline and self-control B-SMS 7. Effective coping skills B-SS 1. Effective oral and written communication skills and listening skills B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them

Student Success Standards Crosswalk



DSS.9-12.3: Exhibit Respectful Behavior » Respect personal boundaries and privacy needs. » Interact appropriately with varying audiences in all settings. » Use social and communication skills, dispositions, and character traits appropriate for various situations and audiences.	B-SMS 2. Self-discipline and self-control B-SS 1. Effective oral and written communication skills and listening skills B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 9. Social maturity and behaviors appropriate to the situation and environment
Personal and Social Development: Goal Setting and Attainment	
DSS.9-12.4: Decision Making and Personal Responsibility » Analyze the relationship between behaviors, choices, and consequences and apply a decision making model to achieve desired goals. » Develop and implement action plans to attain personal, school, and civic goals. » Utilize problem solving techniques to generate alternatives and address changes to attain goals. » Identify possible long term consequences of decisions and take responsibility to achieve desired goals.	B-LS 1. Critical-thinking skills to make informed decisions B-LS 1. Critical-thinking skills to make informed decisions B-LS 7. Long- and short-term academic, career and social/emotional goals B-SMS 1. Responsibility for self and actions B-SMS 4. Delayed gratification for long-term rewards B-SMS 5. Perseverance to achieve long and short-term goals B-SMS 6. Ability to identify and overcome barriers
Personal and Social Development: Safety and Survival Skills	
DSS.9-12.5: Protect Emotional and Physical Safety » Apply strategies to reduce stress and protect safety, differentiating between situations requiring self-help, peer support, adult, or professional help. » Utilize communication skills and strategies to participate in only safe and healthy activities. » Develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation, and other violent acts or dangerous situations. » Know emergency contact information and utilize school and community resources to protect personal safety.	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-SMS 2. Self-discipline and self-control B-SMS 7. Effective coping skills B-SMS 9. Personal safety skills B-SS 1. Effective oral and written communication skills and listening skills
Academic and Learning Development: Self-Directed Learning	

DSS.9-12.6: Develop Academic Motivation » Build upon personal skills and interest through school and community activities. » Apply knowledge of personal learning characteristics to focus on strengths and maintain motivation for learning. » Exhibit attitudes, skills, and dispositions needed to motivate self-directed, lifelong learning and goal attainment.	M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed B-LS 4. Self-motivation and self-direction for learning B-LS 6. High-quality standards for tasks and activities B-LS 10. Participation in enrichment and extracurricular activities
DSS.9-12.7: Develop Learning Skills » Refine executive function skills. » Identify personal learning style(s) to maximize learning in various environments. » Identify support systems available to advance individual learning and seek help when needed. » Demonstrate the ability to work independently or collaboratively in various learning environments.	B-LS 4. Self-motivation and self-direction for learning B-SMS 2. Self-discipline and self-control B-SMS 3. Independent work B-SS 3. Positive relationships with adults to support success B-SS 6. Effective collaboration and cooperation skills
DSS.9-12.8: Achieve School Success » Exhibit personal responsibility to maximize learning. » Maintain attitudes, dispositions, and behaviors that enhance focus and success. » Apply goal setting techniques to maintain self-directed learning. » Use self-advocacy, school, and community resources and support services as needed.	B-SS 3. Positive relationships with adults to support success B-SMS 1. Responsibility for self and actions B-LS 3. Time-management, organizational and study skills B-LS 4. Self-motivation and self-direction for learning B-LS 7. Long- and short-term academic, career and social/emotional goals
Academic and Learning Development: Post-Secondary Preparation	
DSS.9-12.9: Prepare for Post-Secondary Success » Evaluate academic performance and course selections in relationship to post-secondary options. » Apply knowledge of skills, interest, aptitudes, and the workplace to guide decision-making in relation to post-secondary choices. » Explore alignment of high school courses, assessment results, and programs with identified post-secondary institutions. » Identify and pursue options for earning post-secondary credits while in high school. » Identify and pursue options for paying for various post-secondary training options.	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success B-SMS 1. Responsibility for self and actions B-LS 1. Critical-thinking skills to make informed decisions B-LS 4. Self-motivation and self-direction for learning B-LS 8. Engagement in challenging coursework

DSS.9-12.10: Plan to Achieve Goals » Use personal data to refine academic plan and career/life goals. » Explore eligible requirements and funding opportunities for various post-secondary options. » Secure assistance, as needed for post-secondary planning and the application process.	B-LS 7. Long- and short-term academic, career and social/emotional goals B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
Academic and Learning Development: Career Exploration and Planning	
DSS.9-12.11 :Develop Career Awareness » Use a variety of resources to explore career options in relation to personal abilities, skills, interest, values, and the current job market. » Evaluate roles, responsibilities, and requirements for progressions of career levels from entry to advanced positions. » Explore career options in relation to career clusters and transferable skills.	B-LS 1. Critical-thinking skills to make informed decisions B-LS 7. Long- and short-term academic, career and social/emotional goals B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
DSS.9-12.12: Develop Career and Life Plan » Update career cluster and personalized education plan in relation to changing interest, job demand, and personal data. » Revise career/life plan to reflect changing personal lifestyle dreams.	B-LS 7. Long- and short-term academic, career and social/emotional goals B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
DSS.9-12.13: Careers and Life Success » Determine how one's personal career plan impacts lifestyles and opportunities. » Model expected workplace dispositions, skills, and behaviors in school, community and occupational experiences to prepare for career success. » Evaluate the relevance of lifelong learning as situations and responsibilities change that require new knowledge and skills.	B-LS 4. Self-motivation and self-direction for learning B-SS 1. Effective oral and written communication skills and listening skills B-SS 6. Effective collaboration and cooperation skills B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
Global Citizenship: Intercultural Perspectives	
DSS.9-12.14: Acquire a Diverse and Knowledgeable World View » Describe how the characteristics of diverse world regions and individual communities contribute to varying world views. » Investigate and explain how factors such as ethnicity, gender, religion, sexuality, and economic conditions contribute to different social and world views.	B-SS 10. Cultural awareness, sensitivity and responsiveness B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias

DSS.9-12.15: Interact Respectfully with Diverse Cultures » Analyze global issues and events to gain an understanding of others' viewpoints. » Analyze language, behavior, and non-verbal communication cues to interact respectfully with diverse cultures. » Examine the influence of stereotyping and prejudice and how they impact relationships.	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 10. Cultural awareness, sensitivity and responsiveness
Global Citizenship: Democratic Principles	
DSS.9-12.16: Promote Social Justice » Adhere to classroom and school rules, and community laws to protect individual rights and property. » Identify and discuss issues of social justice.	B-SS 5. Ethical decision-making and social responsibility B-SS 9. Social maturity and behaviors appropriate to the situation and environment
DSS.9-12.17: Assume Responsible Leadership » Demonstrate characteristics of successful leaders and team members to reach goals. » Exhibit leadership through service to improve the school and community.	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
DSS.9-12.18: Practice Financial Responsibility » Assess personal needs, wants, and values to develop a budget. » Investigate means of saving and investing to maintain long-term financial stability. » Evaluate the consequences of spending related to debt and debt management. » Recognize marketing approaches that lead to over-consumption and discuss ways to reject them.	B-LS 1. Critical-thinking skills to make informed decisions B-SMS 1. Responsibility for self and Actions B-SMS 2. Self-discipline and self-control B-SMS 4. Delayed gratification for long-term rewards B-SMS 5. Perseverance to achieve long and short-term goals
Addressed in WV College- and Career-Readiness Standards for Technology and Computer Science (WVBE Policy 2520.14)	B-LS 5. Media and technology skills to enhance learning