

High School WV College and Career Readiness Dispositions and Standards for Student Success Alignment/Implementation Template

WV College and Career Readiness Dispositions and Standards for Student Success	Content Alignment			How Standards and/or objectives that do not have strong alignment will be delivered.
	Strong Alignment	Moderate Alignment	Weak/No Alignment	
DSS.9-12.1 <i>Understand Self and Others</i> <ul style="list-style-type: none"> • Analyze how thoughts, feelings, attitudes, values, and beliefs affect decision making and behavior. • Use active listening to identify and understand the feelings and perspectives of others. • Use mistakes as learning opportunities to grow personally and socially. 				
DSS.9-12.2 <i>Maintain Positive Relationships</i> <ul style="list-style-type: none"> • Distinguish between healthy and unhealthy relationships. • Apply appropriate anger management and conflict resolution techniques. • Minimize words and actions that hurt self and others. • Address peer pressure in safe and effective ways. • Identify bullying behaviors and utilize appropriate skills to address and decrease bullying. 				
DSS.9-12.3 <i>Exhibit Respectful Behavior</i> <ul style="list-style-type: none"> • Respect personal boundaries and privacy needs. • Interact appropriately with varying audiences in all settings. • Use social and communication skills, dispositions, and character traits appropriate for various situations and audiences. 				
DSS.9-12.4 <i>Decision Making and Personal Responsibility</i> <ul style="list-style-type: none"> • Analyze the relationship between behaviors, choices, and consequences and apply a decision making model to achieve desired goals. • Develop and implement action plans to attain personal, school, and civic goals. • Utilize problem solving techniques to generate alternatives and address changes to attain goals. 				

<ul style="list-style-type: none"> Identify possible long term consequences of decisions and take responsibility to achieve desired goals. 				
<p>DSS.9-12.5 <i>Protect Emotional and Physical Safety</i></p> <ul style="list-style-type: none"> Apply strategies to reduce stress and protect safety, differentiation 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 of dangerous situations. Utilize communication skills and strategies to participate in only safe and healthy activities. Know emergency contact information and utilize school and community resources to protect personal safety. 				
<p>DSS.9-12.6 <i>Develop Academic Motivation</i></p> <ul style="list-style-type: none"> Build upon personal skills and interests through school and community activities. Apply knowledge of personal learning characteristics to focus on strength and maintain motivation for learning. Exhibit attitudes, skills, and dispositions needed to motivate self-directed, lifelong learning and goal attainment. 				
<p>DSS.9-12.7 <i>Develop Learning Skills</i></p> <ul style="list-style-type: none"> Refine executive function skills (i.e. effort, paying attention, flexibility, memory, self-control, communication, focus, and perseverance). 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. 				
<p>DSS.9-12.8 <i>Achieve School Success</i></p> <ul style="list-style-type: none"> Exhibit personal responsibility to maximize learning. 				

<ul style="list-style-type: none"> • 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. 				
<p>DSS.9-12.9 <i>Prepare for Post-Secondary Success</i></p> <ul style="list-style-type: none"> • Evaluate academic performance and course selections in relation to post-secondary options. • Apply knowledge of skills, interests, 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. 				
<p>DSS.9-12.10 <i>Plan to Achieve Goals</i></p> <ul style="list-style-type: none"> • Use personal data to refine academic plans and career/life goals. • Explore eligibility requirements and funding opportunities for various post-secondary options. • Secure assistance, as needed, for post-secondary planning and the application process. 				
<p>DSS.9-12.11 <i>Develop Career Awareness</i></p> <ul style="list-style-type: none"> • Use a variety of resources to explore career options in relation to personal abilities, skills, interests, values, and the current job market. • Explore career options in relation to career clusters and transferrable skills. • Evaluate roles, responsibilities, and requirements for progressions of career levels from entry to advanced options. 				

<p>DSS.9-12.12 <i>Develop Career and Life Plan</i></p> <ul style="list-style-type: none"> • Update career cluster and personalized education plan in relation to changing interests, job demand, and personal data. • Revise career/life plan to reflect changing personal data. 				
<p>DSS.9-12.13 <i>Careers and Life Success</i></p> <ul style="list-style-type: none"> • Determine how one’s personal career plan impacts lifestyles and opportunities. • Model expected workplace dispositions, skills, and behaviors in school, community, and occupational experiences to prepare for career success. • Evaluate the relevance for lifelong learning as situations and responsibilities change requiring new knowledge and skills. 				
<p>DSS.9-12.14 <i>Acquire a Diverse and Knowledgeable World View</i></p> <ul style="list-style-type: none"> • Describe how the characteristics of diverse world regions and individual communities contribute to varying world views. • Investigate and explain how factors such as ethnicity, gender, religion, sexuality, and economic conditions contribute to different social and world views. 				
<p>DSS.9-12.15 <i>Interact Respectfully with Diverse Cultures</i></p> <ul style="list-style-type: none"> • Analyze global issues and events to gain an understanding of others’ viewpoints. • Analyze language, behavior, and non-verbal communication cues to interact respectfully with diverse cultures. • Examine the influence of stereotyping and prejudice and how they impact relationships. 				
<p>DSS.9-12.16 <i>Promote Social Justice</i></p> <ul style="list-style-type: none"> • Adhere to classroom and school rules and community laws to protect individual rights and property. • Identify and discuss issues of social justice. 				

<p>DSS.9-12.17 <i>Assume Responsible Leadership</i></p> <ul style="list-style-type: none"> • Demonstrate characteristics of successful leaders and team members to reach goals. • Exhibit leadership through service to improve the school and community. 				
<p>DSS.9-12.18 <i>Practice Financial Responsibility</i></p> <ul style="list-style-type: none"> • Access 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. 				