

Dispositions and Standards for Student Success Grades 9-12)

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

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

Ninth Grade-Twelfth Grade Standards

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

Personal and Social Development	
Respect Yourself and Others	
DSS.9-12.1	<p><i>Understand Self and Others</i></p> <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	<p><i>Maintain Positive Relationships</i></p> <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	<p><i>Exhibit Respectful Behavior</i></p> <ul style="list-style-type: none"> Respect personal boundaries and privacy needs. Interact appropriately with varying audiences in all settings. Use social and communication skills, dispositions, and character traits appropriate for various situations and audiences.
Goal Setting and Attainment	
DSS.9-12.4	<p><i>Decision Making and Personal Responsibility</i></p> <ul style="list-style-type: none"> Analyze the relationship between behaviors, choices, and consequences and apply a decision making model to achieve desired goals. Develop and implement action plans to attain personal, school, and civic goals. Utilize problem solving techniques to generate alternatives and address changes to attain goals. Identify possible long term consequences of decisions and take responsibility to achieve desired goals.
Safety and Survival Skills	
DSS.9-12.5	<p><i>Protect Emotional and Physical Safety</i></p> <ul style="list-style-type: none"> 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.

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

Career Development and Life Planning	
Career Exploration and Planning	
DSS.9-12.11	<p><i>Develop Career Awareness</i></p> <ul style="list-style-type: none"> • Use a variety of resources to explore career options in relation to personal abilities, skills, interest, values, and the current job market. • Evaluate roles, responsibilities, and requirements for progressions of career levels from entry to advanced positions. • Explore career options in relation to career clusters and transferable skills.

DSS.9-12.12	<p><i>Develop Career and Life Plan</i></p> <ul style="list-style-type: none"> • Update career cluster and personalized education plan in relation to changing interest, job demand, and personal data. • Revise career/life plan to reflect changing personal lifestyle dreams.
DSS.9-12.13	<p><i>Careers and Life Success</i></p> <ul style="list-style-type: none"> • Determine how one's personal career plan impacts lifestyles and opportunities. • Model expected workplace dispositions, skills, and behaviors in school, community and occupational experiences to prepare for career success. • Evaluate the relevance of lifelong learning as situations and responsibilities change that require new knowledge and skills.

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