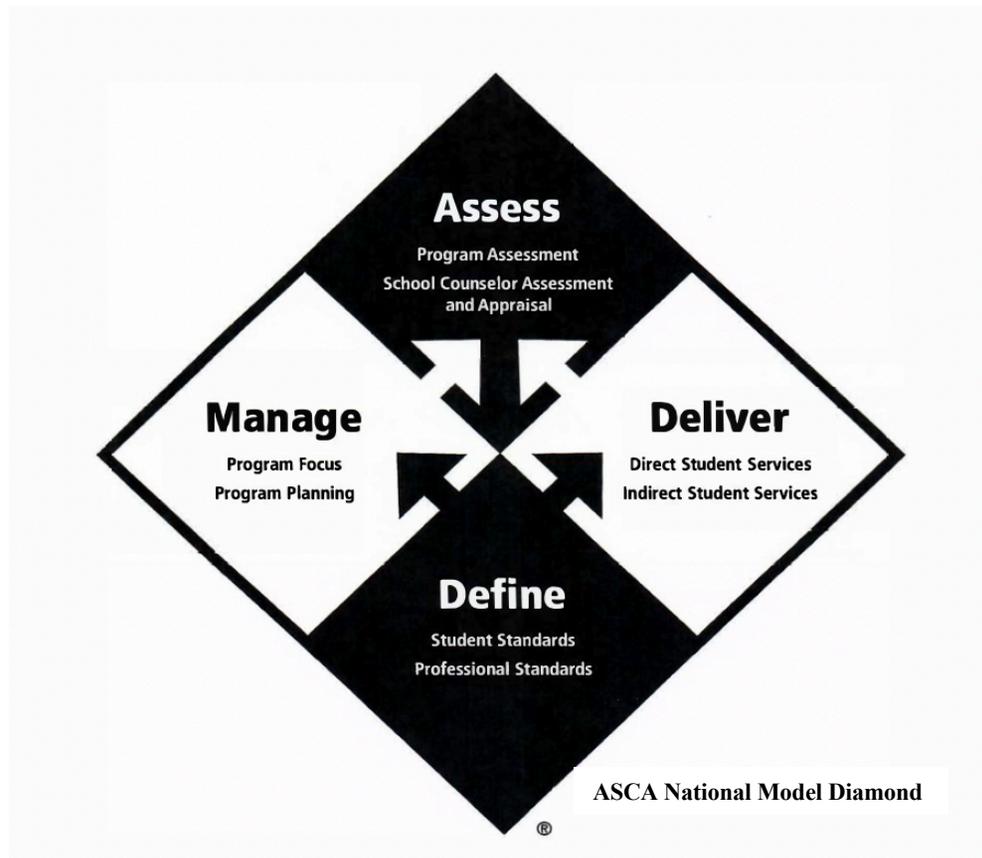# DEFINE

STUDENT STANDARDS: MINDSETS & BEHAVIORS FOR STUDENT SUCCESS

K-12 COLLEGE-, CAREER- AND LIFE-READINESS STANDARDS

CFSD Continuum of Student Indicators

ASCA National Model Diamond

CATALINA FOOTHILLS SCHOOL DISTRICT

ASCA Student Standards: Mindsets & Behaviors for Student Success
College-, Career- and Life-Readiness Standards for Every Student
American School Counselor Association

The 36 ASCA Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, skills and attitudes students need to achieve academic success, and college- career- and life-readiness. The standards are broad in nature and reflect the outcomes of the district's school counseling program. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

To operationalize the standards, school counselors select CFSD indicators that align with specific mindsets and/or behaviors within the following three domains: Academic Development, Self-Management & Social Skills Development, and Career Development. All 36 mindset and behavior standards can be applied to any of the three domains. The school counselor selects a domain, indicator, and standard(s) based on the needs of the school, classroom, small group, or individual. The CFSD indicators and the 36 mindset and behavior standards become the foundation for classroom lessons, small groups, and other activities addressing student needs. School counselors may also select other grade level expectations aligned to the district's academic standards to show progress toward the school counseling standards.

Research-based Standards
The ASCA Student Standards (Mindsets & Behaviors) are based on a review of research and college- and career-readiness documents that identify strategies influencing student achievement and academic performance. The standards are organized based on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners" conducted by the University of Chicago Consortium on Chicago School Research (2012). This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2).

The ASCA Student Standards are based on the evidence of the importance of these factors. The standards are arranged within general categories of noncognitive factors related to academic performance as identified in the 2012 literature review. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including mindsets, learning strategies, self-management skills, and social skills for success.

Category 1: Mindset Standards – Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors.

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. The behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.

- **Learning Strategies:** Processes and tactics students employ to aid in the cognitive work of thinking, remembering, or learning.

- **Self-Management Skills:** Continued focus on a goal despite obstacles and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).

- **Social Skills:** Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

Citation: American School Counselor Association (2021). *ASCA Student Standards; Mindsets and Behaviors for Student Success.* Alexandria, VA: Author.

ASCA Student Standards: Mindsets & Behaviors for Student Success
K-12 College-, Career- and Life-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career, and self-management/social skills domains.

Category 1: Mindset Standards
School counselors encourage the following mindsets for all students:

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M 2. Sense of acceptance, respect, support, and inclusion for self and others in the school environment
M 3. Positive attitude toward work and learning
M 4. Self-confidence in ability to succeed
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
M 6. Understanding that postsecondary education and life-long learning are necessary for long-term career success

Category 2: Behavior Standards
School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical-thinking skills to make informed decisions	**B-SMS 1**. Responsibility for self and actions	**B-SS 1**. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks, and problem solving	**B-SMS 2**. Self-discipline and self-control	**B-SS 2.** Positive, respectful, and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational, and study skills	**B-SMS 3**. Independent work	**B-SS 3.** Relationships with adults that support success
B-LS 4. Self-motivation and self-direction for learning	**B-SMS 4.** Delayed gratification for long-term rewards	**B-SS 4.** Empathy
B-LS 5. Media and technology skills to enhance learning	**B-SMS 5.** Perseverance to achieve long- and short-term goals	**B-SS 5.** Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	**B-SMS 6.** Ability to identify or overcome barriers	**B-SS 6.** Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career, and self-management/social skills goals	**B-SMS 7.** Effective coping skills	**B-SS 7.** Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	**B-SMS 8.** Balance school, home, and community activities	**B-SS 8.** Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	**B-SMS 9.** Personal safety skills	**B-SS 9.** Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	**B-SMS 10.** Ability to manage transitions and adapt to change	**B-SS 10.** Cultural awareness, sensitivity and responsiveness

CFSD Continuum of Student Indicators for the Student Standards: Mindsets & Behaviors for Student Success:
K-12 College-, Career- and Life-Readiness Standards for Every Student

The ASCA Student Standards can be applied to three broad domains: (1) *Academic Development*, (2) *Self-Management & Social Skills Development,* and (3) *Career Development*. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college-, career- and life-readiness for every student.

Students will demonstrate the student standards (Mindsets and Behaviors) across a continuum of indicators at the elementary, middle, and high school levels. Each indicator is correlated to the most relevant Mindsets & Behaviors, which are indicated in parentheses after each indicator. Most lessons and activities address one or two of the Mindsets & Behaviors.

The focus of the **academic domain** is to implement strategies and activities that support and maximize each student's ability to learn. Examples include academic lessons on topics such as study skills; goal setting; long-term planning; and balancing school, home, and activities.

ACADEMIC DEVELOPMENT			
By the end of grade 12 students will. . . .	**By the end of grade 8 students will. . . .**	**By the end of grade 5 students will. . . .**	**By the end of grade 2 students will. . . .**

• Create and annually update a four-year high school academic plan including review of courses, credits needed for graduation, grades/GPA, civics exam, and diploma goals (e.g., Seal of Biliteracy and Honors Diploma). **(M6, B-LS 7)**
   ○ Explore and compare the admissions requirements related to postsecondary education and career goals.
   ○ Review alignment of high school performance and postsecondary academic and career goals.
• Describe options and value of Advanced Placement coursework (e.g., college-level content, potential college credit). **(B-LS 8)**
	• Create a tentative four-year plan for high school courses that will meet future goals (e.g., selecting electives, choosing honors level courses). **(M6, B-LS 1, B-LS 3, B-LS 7)**
	   ○ Locate, organize, and use academic information (e.g., grades, assignments) from a variety of sources (e.g., StudentVUE, teacher websites, Google Classroom, Homework Hotline).
	• Establish challenging academic goals. **(B-LS 7, B-LS 8)**
		• Describe personal responsibilities in the learning process. **(M3, B-SMS 1, SMS 6)**
		• Set short- and long-term academic goals. **(B-LS 7)**
			• Describe the importance of coming to school and why school and work are important. **(M3, B-LS 7)**
			• Set goals for schoolwork and play. **(M3, B-LS 7)**

By the end of grade 12 students will. . . .	By the end of grade 8 students will. . . .	By the end of grade 5 students will. . . .	By the end of grade 2 students will. . . .
• Participate in clubs and activities (e.g., internships, volunteering, community service, performing arts, athletics) that support academic and career goals. **(B-LS 10, B-SMS 8)**	• Seek and participate in extended day or community activities that enhance learning experiences. **(B-LS 10, B-SMS 8)**	• Identify opportunities for learning extensions that exist outside of the classroom in areas of interest. **(B-LS 10, B-SMS 8)**	• Identify personal strengths, interests, and accomplishments. **(B-SS 8)** • Participate in school activities. **(B-LS 10)**
• Describe where and how to receive academic support, and seek assistance when needed. **(M4, B-LS 3, B-SMS 6, B-SS 8)**	• Seek available resources for academic assistance (e.g., Academic Assistance, teacher office hours, peer tutors). **(M3, B-LS 3, B-SMS 6, B-SS 8)**	• Seek academic help from teachers and peers. **(M4, B-LS 4, B-SMS 5, B-SS 8)**	• Identify school helpers and seek help when needed. **(M4, B-SMS 9, B-SS 8)**
• Demonstrate personal responsibility and other attitudes and behaviors (e.g., initiative, growth mindset, productivity, dependability, self-direction) related to academic skill development. **(M4, M3, B-SMS 1, B-LS 4, B-SS 8)** • Apply the deep learning proficiencies (DLPs) of Critical Thinking and Problem Solving, Creativity and Innovation, Citizenship, Communication, Collaboration, and Systems Thinking in order to engage deeply with content in new and/or non-routine situations. **(B-LS 1, B-LS 2, B-SS 1, B-SS 6, B-SS 7)**	• Apply self-motivation and self-direction (e.g., perseverance, goal setting) to learning. **(M2, M6, B-LS 4, B-SMS 5)** • View and accept mistakes, trial and error, and multiple attempts as essential to the learning process. **(B-SMS 5)** • Apply the deep learning proficiencies of Critical Thinking and Problem Solving, Creativity and Innovation, Citizenship, Communication, Collaboration, and Systems Thinking in order to engage deeply with content. **(B-LS 1, B-LS 2, B-SS 1, B-SS 6, B-SS 7)** • Model a growth mindset within and across academic settings. **(M3, M4, B-LS 4)**	• Identify and model skills and behaviors (e.g., self-confidence, perseverance) that lead to successful learning. **(M4, M5, B-LS 3, B-LS 4, B-LS 5, B-SMS 3)** • Describe the importance of time-management and organizational skills. **(B-LS 3, B-SMS 1, B-SMS 3, B-SS 6)** o Work independently and collaboratively to solve problems and complete tasks. • Describe how mistakes are opportunities for continued learning. **(B-SMS 5, B-LS 2)** • Practice growth mindset strategies. **(M4, M3, B-LS 4, B-SMS 5, B-SMS 10)**	• Identify and apply strategies to make decisions and solve problems. **(B-LS 1, B-LS 9)** • Demonstrate flexibility, imagination, and inventiveness. [Connect to DLP of Creativity and Innovation and performance area of Self-Regulation.] **(B-LS 2, B-LS 4)** • Engage in cooperative group play and collaborative work. **(B-SS 6, B-SS 2)** • Describe the benefits of a growth mindset. **(M4, M3, B-LS 4, B-SMS 5, B-SMS 10)**

By the end of grade 12 students will. . . .	By the end of grade 8 students will. . . .	By the end of grade 5 students will. . . .	By the end of grade 2 students will. . . .
• Identify and pursue courses that will support desired education and career options (e.g., CTE/JTED courses). **(M6, B-LS 6, B-LS 7, B-LS 8)**	• Describe the importance of early academic planning to prepare for postsecondary success. **(M6, B-LS 1, B-LS 3)** ○ Analyze current academic performance (grades, work ethic, teacher feedback) and how it will enhance/hinder achieving desired goals.	• Describe how academic choices and pathways connect to career interests. **(M6, B-LS 7)**	• Describe how learning is connected to future academic and/or career pathways. **(M6, B-LS 7, B-SMS 5)**
• Describe the education, training, and skills required for employment in today's workforce and civic responsibility in the local or global community. **(M6)** • Evaluate the relationship between career goals / postsecondary plans and high school performance (e.g., current grades/GPA, attendance, behavior, and standardized test scores). **(B-LS 7, B-LS 9)**	• Describe how school success and academic achievement enhance future career opportunities. **(M6)** • Describe the relationship between learning and work, and becoming a contributing member of society (e.g., community service, voting, volunteering). **(M3, B-SS 5, B-LS 2)**	• Describe how current performance in specific academic areas can impact future placement and performance. **(M6, B-LS 7)** • Identify available opportunities to participate in community projects, roles, and decisions. **(B-SS 5)**	• Describe school as both a work setting and a place of academic learning. **(M6, B-LS 7)** • Identify actions and choices that contribute to class/group goals. **(B-SS 6, B-SS 7)** • Demonstrate the importance of good citizenship at the school/classroom level. **(B-SS 5, B-SS 10)**

CFSD Continuum of Student Indicators for the Student Standards: Mindsets & Behaviors for Student Success: K-12 College-, Career- and Life-Readiness Standards for Every Student

The focus of the **self-management & social skills domain** is to help students learn and apply interpersonal skills and manage their emotions. Examples include lessons on topics such as self-discipline, peer relationships, personal safety, and coping skills.

SELF-MANAGEMENT & SOCIAL SKILLS DEVELOPMENT			
By the end of grade 12 students will. . . .	**By the end of grade 8 students will. . . .**	**By the end of grade 5 students will. . . .**	**By the end of grade 2 students will. . . .**
• Demonstrate self-awareness (e.g. personal values, motives, emotions) and appreciation for individual and cultural differences. [Connect to CFSD DLP of Citizenship.] **(M2, B-SS 4, B-SS 9, B-SS 10)**	• Develop positive attitudes toward self as a unique and worthy person. **(M1, M5)** • Demonstrate respect for individuals and cultural differences. [Connect to CFSD DLP of Citizenship.] **(M2, B-SS 4, B-SS 9), B-SS 10)**	• Analyze feelings about personal characteristics of self. **(M1, M5, B-SMS 2)** • Show respect for individual and cultural differences. [Connect to CFSD DLP of Citizenship.] **(M2, B-SS 4, B-SS 9, B-SS 10)**	• Identify basic characteristics (e.g., observable and unobservable) of self. **(M1, B-LS 9)** • Describe similarities and differences between self and others. [Connect to CFSD DLP of Citizenship.] **(M4, B-SS 4, B-SS 10)**
• Support those who are bullied, unaccepted, or experiencing distress, which may include intervening and/or reporting. **(M2, B-SS 4, B-SS 8, B-SS 9)**	• Identify a course of action when a situation merits adult assistance (supporting those who are bullied or experiencing distress). **(M2, B-SS 2, B-SS 4, B-SS 8, B-SS 9)** o Demonstrate intervention and reporting skills.	• Demonstrate empathy for others, including ways to support peers who are bullied or experiencing personal challenges. **(M2, B-SS 4)** • Identify when a situation requires adult assistance. **(B-SS 8, B-SMS 9)**	• Demonstrate respectful and caring behavior toward others. **(B-SS 4, B-SMS 2, B-SS 10)**

• Utilize effective communication skills (e.g., word choice, tone, clarity, respect, active listening) that are appropriate for the situation and setting (formal and informal). [Connect to CFSD DLP of Communication.] **(B-SS 1, B-SS 9)**	• Utilize effective communication skills (e.g., word choice, tone, clarity, respect, active listening) that are appropriate for the situation and setting (formal and informal). [Connect to CFSD DLP of Communication.] **(B-SS 1, B-SS 10)**	• Develop effective communication skills (e.g., word choice, tone, clarity, respect) that are appropriate for the situation and setting (formal and informal). [Connect to CFSD DLP of Communication.] **(B-SS 1)**
		  o Describe how choice of words and actions can impact others and relationships.
			• Use communication skills to initiate or join in classroom activities. [Connect to CFSD DLP of Communication.] **(B-SS 1)**
			  o Communicate needs, wants, and feelings.
			  o Describe the importance of active listening.

By the end of grade 12 students will. . . .	By the end of grade 8 students will. . . .	By the end of grade 5 students will. . . .	By the end of grade 2 students will. . . .

• Develop and maintain healthy and positive relationships and effectively manage conflicts. **(M1, B-SS 2, B-SS 6, B-SMS 2, B-SS 10)**	• Develop and maintain healthy and positive relationships with peers and adults. **(B-SS 2, B-SS 3, B-SS 6, B-SS 10)**
	• Explain the influence of attitudes and behaviors on peer and adult relationships. **(B-SS 2, B-SS 3)**
	• Use conflict management skills to achieve desired outcomes. **(B-SS 2, B-SS 6, B-SMS 2)**
		• Develop and maintain healthy and positive relationships with other children and adults. **(B-SS 2, B-SS 3, B-SS 6, B-SS 10)**
		• Demonstrate non-violent strategies to manage or resolve conflicts (e.g., negotiation, compromise, and discussion.) **(B-SS 2, B-SS 6, B-SMS 2, B-SMS 7)**
			• Develop positive relationships with other children and adults. **(B-SS 2,B-SS 3, B-SS 6, B-SS 10)**
			    ○ Identify ways to make and keep friends.
			    ○ Identify positive characteristics of a friend/friendship.

• Apply effective decision-making and problem-solving skills in academic and social situations. **(B-LS 1, B-SS 5, B-SS 9)** • Demonstrate ethical decision making and social responsibility. **(B-LS 1, B-SS 4, B-SS 5)**	• Apply effective decision-making and problem-solving skills. **(B-LS 1, B-SS 5, B-SS 9, B-LS 2)**	• Use decision-making and problem-solving skills. **(B-LS 1, B-SS 5, B-SS 9)** • Positively manage behavior (e.g., impulse control, delayed gratification, assuming responsibility) and choices by applying self-discipline and self-control. **(B-SMS 2, B-SMS 4, B-SMS 7)**	• Describe the connection between choices and actions, and the impact of choices. **(B-SMS 2, B-LS 1, B-SS 9)** • Distinguish between appropriate and inappropriate behavior (e.g., impulse control, delayed gratification). **(B-SMS 2, B-SMS 4), B-SS 9)**
• Engage in meaningful activities that promote personal and social growth (e.g., school and/or community activities). **(B-LS 10)**	• Demonstrate the importance of dependability, productivity, and initiative when working with others. **(B-SS 6, B-SS 7)**	• Use effective collaboration and cooperation skills with others. **(B-SS 6)**	• Contribute ideas and opinions when working with others. **(B-SS 6, B-SS 7)**
• Manage transitions and adapt to changing situations and unexpected challenges. **(B-SMS 7, B-SMS 10, B-SS 9)**	• Demonstrate the ability to manage change (e.g., relationships, schools). **(B-SMS 10, B-SS 9)**	• Describe how change (e.g., relationships, schools) is a part of growth. **(B-SMS 10)**	• Demonstrate flexibility in routines and choices. **(B-SMS 10)**

• Employ strategies to manage emotions and stress (e.g., coping skills). **(B-SMS 7, B-SMS 8, B SMS 10, B-SS 2, B-SS 3)**	• Apply effective coping skills for emotional self-regulation as they relate to everyday issues. **(B-SMS 6, B-SMS 7, B-SMS 10)**
	    ○ Identify causes and effects of stress.
		• Describe the relationship between emotions and the effect on choices. **(M1, B-SMS 2, B-SMS 7)**
		    ○ Apply coping skills for dealing with problems and emotions to keep self and others safe.
			• Make connections between emotions and choices. **(M1, B-SMS 2, B-SMS 7)**
			    ○ Identify emotions of self and others in various contexts.
			    ○ Identify and model appropriate ways to express emotions.

By the end of grade 12 students will. . . .	By the end of grade 8 students will. . . .	By the end of grade 5 students will. . . .	By the end of grade 2 students will. . . .
• Identify and use appropriate school and community support resources. **(M1, B-SS 2, B-SS 3)**	• Identify and use appropriate school and community support resources. **(B-SS 3, B-SS 8)**	• Identify resource people in the school and community who are available to help when needed. **(M1, B-SS 3, B-SS 8)**	• Identify resource people in the school and community who are available to help when needed (e.g., emergency contact information, find someone with a badge). **(M1, B-SS 3, B-SS 8)**
• Apply personal management techniques to achieve a healthy life balance. **(M1, B-SMS 8)**	• Describe the importance of balancing school, studies, extracurricular activities, leisure time, and family. **(M1, B-SMS 8, B-LS 3)**	• Describe the importance of balancing school, studies, extracurricular activities, leisure time, and family. **(M1, B-LS 10, B-SMS 8)**	• Identify the need for both work and play. **(M1, B-SMS 8)**
• Demonstrate self-advocacy skills and refusal skills (e.g., defining and setting limits and boundaries). **(M1, M5, B-SMS 2, B-SMS 7, B-SMS 9, B-SS 5, B-SS 8)**	• Develop the ability to use refusal skills and negotiate safe alternatives. **(B-SS 1, B-SMS 9)** • Describe the differences between appropriate and inappropriate physical contact by peers and adults. **(M1, B-SMS 9)**	• Identify physical boundaries and the right to privacy. **(M1, B-SS 1, B-SMS 9)** • Demonstrate refusal skills that avoid or reduce health risks. **(B-SMS 8, B-SS 8)**	• Distinguish between appropriate and inappropriate touching. **(B-SS 1, B-SMS 9)** • Demonstrate ways to respond to unwanted, threatening, or dangerous situations. **(B-SS 1, B-SMS 9, B-SS 8)**
• Utilize effective critical thinking, decision-making, and problem-solving skills to make safe and healthy choices. **(B-LS 1, B-SMS 1, B-SMS 9, B-SS 5)**	• Describe the consequences of decisions and choices on personal safety. **(B-SMS 9)** • Explain how peer influence affects behavior. **(B-SS 2)**	• Identify situations in which peer pressure influences decisions. **(M1, B-SMS 2, B-SS 5, B-SMS 4)**	• Recognize that peers influence behaviors and choices. **(M1, B-SS 5, B-SMS 2)**

CFSD Continuum of Student Indicators for the Student Standards: Mindsets & Behaviors for Student Success:
K-12 College-, Career- and Life-Readiness Standards for Every Student

The focus of the **career domain** is to is to help students understand the connection between school and the world of work; and to plan for and make a successful transition from school to postsecondary education, and/or the world of work, and from job to job across the life span.

CAREER DEVELOPMENT			
By the end of grade 12 students will. . . .	**By the end of grade 8 students will. . . .**	**By the end of grade 5 students will. . . .**	**By the end of grade 2 students will. . . .**

• Create an academic plan that leads to identified postsecondary and career goals. **(M6, B-LS 7, B-LS 8)**
• Annually refine high school graduation plan, career plans, postsecondary plans, and résumé based on life experiences, updated interest and skill assessments, and research. **(M6, B-LS 9, B-SMS 5)**
• Identify postsecondary education options, including technical certificate, industry certification, apprenticeship, military, and two- and four-year college programs (e.g., ECAP, Falcon Connections). **(M4, B-LS 7, B-LS 9, BLS-10)**
	• Demonstrate the importance of planning for the future (e.g., career exploration, high school pathway options). **(M3, M6, B-LS 7, B-LS 8, B-LS 9)**
	    ○ Locate and interpret career information.
	    ○ Explain how finding meaning/purpose in work can help to achieve personal success and fulfillment / satisfaction.
		• Identify and describe the relationship between interests, skills, and hobbies to career choices. **(M6, M5, B-LS 7)**
		• Explain the importance of having diverse and unique skills in the workplace. **(M6, B-SS 7)**
			• Identify careers in the community and the roles of community members (e.g., workers, volunteers, leaders). **(M6, B-LS 7)**
			    ○ Identify the activities performed and skills used in various occupations.

• Complete a skills/interest assessment and examine how personal qualities (e.g., citizenship, leadership) relate to potential careers. **(M6, B-LS 5, B-LS 7, B-LS 9)**	• Complete an interest inventory and examine how one's interests (e.g., citizenship, leadership) could lead to potential careers. **(B-LS 5, B-LS 9)**	• Describe personal strengths and interests related to future education and career pathways. **(M6, M5, B-LS 7, B-LS 10)**	• Identify strengths and interests. **(M6, M5, B-LS 7, B-LS 10)**

By the end of grade 12 students will. . . .	By the end of grade 8 students will. . . .	By the end of grade 5 students will. . . .	By the end of grade 2 students will. . . .

• Identify where and how to access scholarship and financial aid information, including test and application fee waivers based on career goals and/or college choice(s). **(B-LS 4, B-LS 5, B-SMS 5, B-SMS 6)**
• Create a financial aid plan that demonstrates an understanding of total cost of attendance to postsecondary institutions (to include net price (COA - cost of attending) vs. sticker price, and a borrow-wisely and re-pay responsibly mindset based on career goals and/or college choice. **(B-LS 4, B-LS 5, B-LS 9, B-SMS 5, B-SMS 6)**
	• Demonstrate the mindset that college and any other postsecondary option is available for all students. **(M6, B-LS 4, B-LS 6, B-LS 7)**
	   o Connect effort and planning to postsecondary options (e.g., scholarships).
		• Explain the relationship between school and future careers. **(M6, B-LS 7, B-LS 4, B-LS 8)**
		   o Demonstrate awareness of the role of postsecondary education.
			• Explain the importance of learning in relation to future learning and possible careers. **(M6, M3, B-LS 4, B-LS 8)**

• Participate in activities such as (but not limited to) campus visits, résumé/personal profile, scholarship applications, community service activities, and career exploration opportunities. **(B-LS 9, B-LS 10)** • Describe the connection between academic work and extracurricular activities to future career and life goals. **(M6, B-LS 1, B-LS 7)**	• Participate in co-curricular or extracurricular and community opportunities to enhance school learning and career exploration experiences. **(M2, B-LS 10, B-SS 6)**	• Identify potential extracurriculars related to interests and strengths. **(M4, B-LS 10)**	• Describe what they like to do and why. **(M4, B-LS 10, B-SMS 3)**

• Describe how thoughts and emotions impact motivation, focus, and the achievement of one's goals. **(M1, M4, M5, M3)**	• Consider feedback from others to improve knowledge, skills, and abilities in order to meet goals. **(B-SS 1, B-LS 9)**	• Use a goal-setting process to set attainable goals. **(B-LS 7, B-SMS 5)**
		   o Make connections between short- and long-term goals.
			• Describe the importance of setting goals. **(M6, B-LS 7, B-SMS 5)**
			   o Connect a desired outcome with action steps.

By the end of grade 12 students will. . . .	By the end of grade 8 students will. . . .	By the end of grade 5 students will. . . .	By the end of grade 2 students will. . . .
• Reflect on and take necessary actions to achieve academic, extracurricular, and postsecondary goals. **(M6, B-LS 4, B-SMS 1, B-SMS 4, B-SMS 5)**	• Reflect on progress toward goals and make adjustments if needed. **(B-SMS 5, B-LS 7)** • Communicate effectively using oral, written, and listening skills. **(B-SS 1)**	• Describe progress and persevere toward achieving identified goals. **(M6, B-SMS 5, B-LS 4, B-LS 7)**	• Describe and demonstrate good work habits. **(M3, B-LS 3, B-LS 4, B-SMS 3, B-SMS 6)**
• Demonstrate employability skills such as effective and professional interactions, respect for cultural differences, working collaboratively and cooperatively, demonstrating integrity and work ethic, and acting responsibly. **(M4, M6, B-SS1, B-SS 3, B-SS 6, B-SS 9, B-SMS 1, B-SMS 2)** • Describe how the changing workplace requires lifelong learning and continued skill development. **(M6, M5, B-LS 5, B-SMS 5, B-SMS 10)**	• Describe how attendance, punctuality, responsibility, dependability, integrity, and effort transfer to the workforce and are important factors throughout a lifetime. **(M6, B-LS 7, B-LS 9)**	• Describe the qualities / characteristics of an individual who is effective in school and the workplace. **(M3, M6, B-LS 5, B-LS 6, B-SS 1, B-SS 7, B-SS 6, B-LS 3)**	• Work cooperatively with others as a team member. **(M2, M3, B-SS 6, B-SS 7)**
• Describe career demand and occupational outlook for fields of interest. **(M6, B-LS 1, B-LS 7, B-LS 9)** • Apply knowledge of technology and social media to research, organize, and attain career goals. **(B-LS 5, B-LS 9)**	• Describe traditional and nontraditional occupations and how they relate to career choice. **(M6, B-LS 7, B-LS 9)**	• Describe career interests and related occupations, recognizing that changing needs influence future employment opportunities. **(M6, B-LS 1, B- LS 5, B-LS 7, B-LS 9)**	• Describe how work and careers relate to the needs of the community. **(M6, B-SS 10)**