

North Dakota Career Development Standards

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Adapted from the *American School Counseling Association Standard Model (2012)* and the *National Career Development Guidelines (2004)*.

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Career and Technical Education Standards Introduction

Mission

The mission of the State Board for Career and Technical Education (CTE) is to work with others to provide all North Dakota citizens with the technical skills, knowledge, and attitudes necessary for successful performance in a globally competitive workplace.

Vision

The State Board for Career and Technical Education (CTE) is committed to providing career awareness, work readiness skills, occupational preparation, and retraining of workers throughout the state. Career and technical education will span all educational levels, providing youth with exploration opportunities and the foundation skills needed to enter the world of work while providing adults with skills needed to enter, re-enter, or advance in the workforce.

Goal

North Dakota Career and Technical Education's goal is to create a competitive and knowledgeable work force. This is accomplished through a variety of educational program areas that are organized to prepare students for careers in their chosen fields, to take leadership roles, and balance their multiple roles in life. CTE programs prepare students with the knowledge and skills to make informed career choices, to integrate and apply academic concepts, to prepare for successful participation in a global society, and to engage in lifelong learning.

Standards Development Process

Standards development is a multi-phase process. Existing and/or industry standards are the basis for the North Dakota Program Standards. A team of expert secondary and postsecondary teachers, business and industry representatives, and the state program supervisor draft the standards document. Once the document is finalized, the State Board for Career and Technical Education approves and adopts the standards.

Key Principles of Career and Technical Education

We believe that Career Technical Education:

1. Draws its curricula, standards, and organizing principles from the workplace.

The workplace provides the context, objectives, and organizing constructs for instruction and assessment. The workplace also defines the standards of performance necessary, including those required for academic, technical, and employability skills.

2. Is a critical and integral component of the total educational system, offering career-oriented benefits for all students.

CTE classes offer educational benefits to students pursuing careers requiring specific technical skills as well as providing a strong foundation for those pursuing a traditional four-year (or more) degree.

3. Is a critical and integral component of the workforce development system, providing the essential foundation for a thriving economy.

Preparation of a well-prepared, qualified workforce requires solid academics, good work ethics, and specific technical skills as well as the ability to communicate, work with others, solve problems, and use information. CTE contributes directly to this preparation by providing a curriculum tied to specific workplace requirements.

4. Maintains high levels of excellence supported through identification of academic and workplace standards, measurement of performance (accountability), and high expectations for participant success.

Career Technical Education is committed to continuous improvement, attention to industry certification, and the development of highly qualified teachers.

5. Is robust and flexible enough to respond to the needs of the multiple educational environments, customers, and levels of specialization.

CTE involves a large and complex delivery system that (1) integrates career exploration, (2) provides effective tools for organizing all curricula, (3) facilitates the teaching and use of technology, (4) is integrated into the total learning experience, (5) enhances the learning of academic subjects, (6) teaches broad occupational skills, (7) includes all aspects of the industry, (8) teaches how to balance family and work responsibilities, (9) provides job-specific training, (10) is offered at multiple levels of the educational continuum, and (11) is delivered through a variety of educational environments.

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American School Counselor Association National Model

School counselors deliver comprehensive school counseling programs that promote student achievement. These programs are comprehensive in scope, preventive in design, and developmental in nature.

The American School Counselor Association (ASCA) National Model is based on the following four components:

Foundation: the program is focused on student outcomes.

Management: assessments and tools are used that reflect the needs of the school.

Delivery: services are provided to students, parents, staff and the community through direct and indirect services.

Accountability: counselors analyze school and counseling program data to determine the effectiveness of the school counseling program.

Academic Development Domain

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-Concept

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

- A:A2.1 Apply time-management and task-management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communication skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- A:A3.3 Develop a broad range of interests and abilities
- A:A3.4 Demonstrate dependability, productivity and initiative
- A:A3.5 Share knowledge

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:A1.2 Learn and apply critical-thinking skills
- A:A1.3 Apply the study skills necessary for academic success at each level
- A:A1.4 Seek information and support from faculty, staff, family and peers
- A:A1.5 Organize and apply academic information from a variety of sources
- A:A1.6 Use knowledge of learning styles to positively influence school performance
- A:A1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals

- A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school
- A:B2.2 Use assessment results in educational planning
- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Understand the relationship between classroom performance and success in school
- A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

Standard C: Student will understand the relationship of academics to the world of work and to life at home and in the community.

A:C1 Related School to Life Experiences

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development Domain

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a résumé
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- C:A2.9 Utilize time-and task-management skills

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

- C:B1.1 Apply decision-making skills to career planning, course selection and career transition
- C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career-planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the Internet to access career-planning information
- C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- C:B2.4 Select course work that is related to career interests
- C:B2.5 Maintain a career-planning portfolio

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals

- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests influencing career choice and success
- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice
- C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C1 Apply Skills to Achieve Career Goals

- C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
- C:C2.2 Learn how to use conflict management skills with peers and adults
- C:C2.3 Learn to work cooperatively with others as a team member
- C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

Personal/Social Development Domain

Standard A: Students will acquire the knowledge, attitudes and inter-personal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge

- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.3 Learn the goal-setting process
- PS:A1.4 Understand change is a part of growth
- PS:A1.5 Identify and express feelings
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights and privacy needs
- PS:A1.8 Understand the need for self-control and how to practice it
- PS:A1.9 Demonstrate cooperative behavior in groups
- PS:A1.10 Identify personal strengths and assets
- PS:A1.11 Identify and discuss changing personal and social roles
- PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept, respect and appreciate ethnic and cultural diversity
- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communications skills
- PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-Knowledge Application

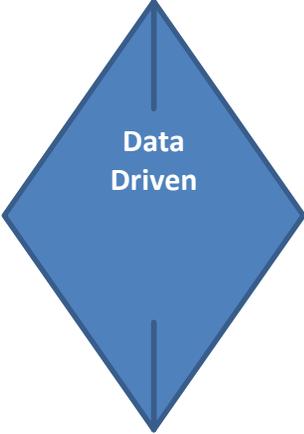
- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

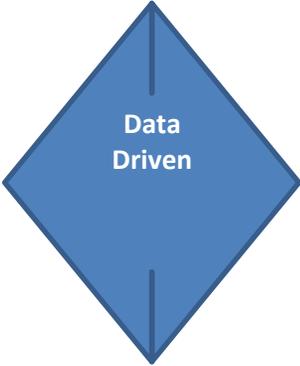
PS:C1 Acquiring Personal Safety Skills

- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events

Direct Student Services

| Section | Topics | | |
|--------------------------------|--|---|---|
| Direct Student Services | In-person interactions between school counselors and students | | |
| | Elements and Strategies | Recipient | Method |
| | <i>School Counseling Core Curriculum</i> <ul style="list-style-type: none"> • Instruction • Group Activities <i>Individual Student Planning</i> <ul style="list-style-type: none"> • Appraisal • Advisement <i>Responsive Services</i> <ul style="list-style-type: none"> • Counseling • Crisis Response | <i>All Students</i>  <i>Identified Students</i> | <i>Interactions with Students In:</i> <ul style="list-style-type: none"> • Large Group • Classroom • Small Group • Individual |

Indirect Student Services

| Section | Topics | | |
|----------------------------------|---|---|---------------------------------|
| Indirect Student Services | Services provided on behalf of students as a result of the school counselor's interactions with others. | | |
| | Elements and Strategies | Recipient | Method |
| | <ul style="list-style-type: none"> •Referrals •Consultation •Collaboration | <p>All Students</p>  <p>Identified Students</p> | <p>Interactions with Others</p> |

National Career Development Guidelines

The National Career Development Guidelines (NCDG) are organized around domains, goals, and indicators.

The three domains include: Career Management (CM), Educational Achievement and Lifelong Learning (ED), and Personal/Social Development (PS). The content is further organized by eleven goals.

The goals are detailed by more than 200 indicators that highlight the knowledge and skills needed to achieve them. Each indicator is presented in three learning stages derived from Bloom’s Taxonomy. They represent a development sequence of Knowledge Acquisition, Application and Reflection.

| Coding System | | | |
|--|---|---|---|
| The National Career Development Guidelines use a coding system to identify domains, goals, and indicators as outlined below: | | | |
| Domains: | Goals: Coded by domain and then numerically | Learning Stages: | Indicators: Coded by domain, goal, learning stage, and then numerically. |
| PS – Personal/Social Development ED – Educational Achievement and Lifelong Learning CM – Career Management | Examples of goals: PS1-The student develops understanding of self to build and maintain a positive self-concept. ED1-The student attains educational achievement and performance levels needed to reach personal and career goals. CM2-Use a process of decision-making as a component of career development. | K – Knowledge Acquisition A – Application R – Reflect | Examples of indicators: CM2.K2 Identify the steps in one model of decision-making CM2.A2 Demonstrate the use of a decision-making model. CM2.R2 Assess what decision-making model(s) work best for you. |

Career Management Goal 1: Create and manage a career plan that meets your career goals.

| Knowledge Indicators | | Application Indicators | | Reflection Indicators | |
|----------------------|--|------------------------|--|-----------------------|--|
| CM1.K1 | Recognize that career planning to attain your career goals is a lifelong process. | CM1.A1 | Give examples of how you use career-planning strategies to attain your career goals. | CM1.R1 | Assess how well your career planning strategies facilitate reaching your career goals. |
| CM1.K2 | Describe how to develop a career plan (e.g., steps and content). | CM1.A2 | Develop a career plan to meet your career goals. | CM1.R2 | Analyze your career plan and make adjustments to reflect ongoing career management needs. |
| CM1.K3 | Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals). | CM1.A3 | Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals). | CM1.R3 | Re-examine your career goals and adjust as needed. |
| CM1.K4 | Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility). | CM1.A4 | Demonstrate career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility). | CM1.R4 | Evaluate your career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility). |
| CM1.K5 | Recognize that changes in you and the world of work can affect your career plans. | CM1.A5 | Give examples of how changes in you and the world of work have caused you to adjust your career plans. | CM1.R5 | Evaluate the results of your plan for improving educational achievement and performance. |

Career Management Goal 2: Use a process of decision-making as one component of career development.

| Knowledge Indicators | | Application Indicators | | Reflection Indicators | |
|----------------------|---|------------------------|--|-----------------------|---|
| CM2.K1 | Describe your decision-making style (e.g., risk taker, cautious). | CM2.A1 | Give examples of past decisions that demonstrate your decision-making style. | CM2.R1 | Evaluate the effectiveness of your decision-making style. |
| CM2.K2 | Identify the steps in one model of decision-making. | CM2.A2 | Demonstrate the use of a decision-making model. | CM2.R2 | Assess what decision-making model(s) work best for you. |
| CM2.K3 | Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making. | CM2.A3 | Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions. | CM2.R3 | Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions. |
| CM2.K4 | Identify alternative options and potential consequences for a specific decision. | CM2.A4 | Show how exploring options affected a decision you made. | CM2.R4 | Assess how well you explore options when making decisions. |
| CM2.K5 | Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making. | CM2.A5 | Show how personal priorities, culture, beliefs, and work values are reflected in your decisions. | CM2.R5 | Evaluate the effect of personal priorities, culture, beliefs, and work values in your decision-making. |
| CM2.K6 | Describe how education, work, and family experiences might impact your decisions. | CM2.A6 | Give specific examples of how your education, work, and family experiences have influenced your decisions. | CM2.R6 | Assess the impact of your education, work, and family experiences on decisions. |
| CM2.K7 | Describe how biases and stereotypes can limit decisions. | CM2.A7 | Give specific examples of how biases and stereotypes affected decisions. | CM2.R7 | Analyze ways you could manage biases and stereotypes when making decisions. |
| CM2.K8 | Recognize that chance can play a role in decision-making. | CM2.A8 | Give examples of times when chance played a role in decision-making. | CM2.R8 | Evaluate the impact of chance on past decisions. |
| CM2.K9 | Recognize that decision-making often involves compromise. | CM2.A9 | Give examples of compromises you might have to make in career decision-making. | CM2.R9 | Analyze the effectiveness of your approach to making compromises. |

| Career Management Goal 3: Use accurate, current, and unbiased career information during career planning and management. | | | | | |
|--|--|-------------------------------|--|------------------------------|---|
| Knowledge Indicators | | Application Indicators | | Reflection Indicators | |
| CM3.K1 | Describe the importance of career information to your career planning. | CM3.A1 | Show how career information has been important in your plans and how it can be used in future plans. | CM3.R1 | Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information. |
| CM3.K2 | Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available. | CM3.A2 | Demonstrate the ability to use different types of career information (i.e., occupational, educational, economic, and employment) to support career planning. | CM3.R2 | Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career. |
| CM3.K3 | Recognize that the quality of career information resource content varies (e.g., accuracy, bias, and how up-to-date and complete it is). | CM3.A3 | Show how selected examples of career information are biased, out-of-date, incomplete, or inaccurate. | CM3.R3 | Judge the quality of the career information resources you plan to use in terms of accuracy, bias, and how up-to-date and complete it is. |
| CM3.K4 | Identify several ways to classify occupations. | CM3.A4 | Give examples of how occupational classification systems can be used in career planning. | CM3.R4 | Assess which occupational classification system is most helpful to your career planning. |
| CM3.K5 | Identify occupations that you might consider without regard to your gender, race, culture, or ability. | CM3.A5 | Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability). | CM3.R5 | Assess your openness to considering non-traditional occupations in your career management. |
| CM3.K6 | Identify the advantages and disadvantages of being employed in a non-traditional occupation. | CM3.A6 | Make decisions for yourself about being employed in a non-traditional occupation. | CM3.R6 | Assess the impact of your decisions about being employed in a non-traditional occupation. |

Career Management Goal 4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

| Knowledge Indicators | | Application Indicators | | Reflection Indicators | |
|----------------------|---|------------------------|--|-----------------------|---|
| CM4.K1 | Describe academic, occupational, and general employability skills. | CM4.A1 | Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment. | CM4.R1 | Assess your academic, occupational, and general employability skills and enhance them as needed for your employment. |
| CM4.K2 | Identify job seeking skills such as the ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads. | CM4.A2 | Demonstrate the following job seeking skills: the ability to write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads. | CM4.R2 | Evaluate your ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads. |
| CM4.K3 | Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking; problem solving; resource; information; and technology management; interpersonal skills; honesty, and dependability) are important to success in school and employment. | CM4.A3 | Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking; problem solving; resource; information; and technology management; interpersonal skills; honesty, and dependability). | CM4.R3 | Evaluate your general employability skills and personal qualities (e.g., critical thinking; problem solving; resource; information; and technology management; interpersonal skills; honesty, and dependability). |
| CM4.K4 | Recognize that many skills are transferable from one occupation to another. | CM4.A4 | Show how your skills are transferable from one occupation to another. | CM4.R4 | Analyze the impact of your transferable skills on your career options. |
| CM4.K5 | Recognize that your geographic mobility impacts on your employability. | CM4.A5 | Make decisions for yourself regarding geographic mobility. | CM4.R5 | Analyze the impact of your decisions about geographic mobility on your career goals. |

| | | | | | |
|---------------|--|---------------|--|---------------|---|
| CM4.K6 | Identify the advantages and challenges of self-employment. | CM4.A6 | Make decisions for yourself about self-employment. | CM4.R6 | Assess the impact of your decisions regarding self-employment on your career goals. |
| CM4.K7 | Identify ways to be proactive in marketing yourself for a job. | CM4.A7 | Demonstrate skills that show how you can market yourself in the workplace. | CM4.R7 | Evaluate how well you have marketed yourself in the workplace. |

| Career Management Goal 5: Integrate changing employment trends, societal needs, and economic conditions into your career plans. | | | | | |
|--|---|-------------------------------|---|------------------------------|--|
| Knowledge Indicators | | Application Indicators | | Reflection Indicators | |
| CM5.K1 | Identify societal needs that affect your career plans. | CM5.A1 | Show how you are prepared to respond to changing societal needs in your career management. | CM5.R1 | Evaluate the results of your career management relative to changing societal needs. |
| CM5.K2 | Identify economic conditions that affect your career plans. | CM5.A2 | Show how you are prepared to respond to changing economic conditions in your career management. | CM5.R2 | Evaluate the results of your career management relative to changing economic conditions. |
| CM5.K3 | Identify employment trends that affect your career plans. | CM5.A3 | Show how you are prepared to respond to changing employment trends in your career management. | CM5.R3 | Evaluate the results of your career management relative to changes in employment trends. |

| Educational Achievement Goal 1: Attain educational achievement and performance levels needed to reach your personal and career goals. | | | | | |
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| Knowledge Indicators | | Application Indicators | | Reflection Indicators | |
| ED1.K1 | Recognize the importance of educational achievement and performance to the attainment of personal and career goals. | ED1.A1 | Demonstrate educational achievement and performance levels needed to attain your personal and career goals. | ED1.R1 | Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals. |
| ED1.K2 | Identify strategies for improving educational achievement and performance. | ED1.A2 | Demonstrate strategies you are using to improve educational achievement and performance. | ED1.R2 | Analyze your educational achievement and performance strategies to create a plan for growth and improvement. |
| ED1.K3 | Describe study skills and learning habits that promote educational achievement and performance. | ED1.A3 | Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance. | ED1.R3 | Evaluate your study skills and learning habits to develop a plan for improving them. |
| ED1.K4 | Identify your learning style. | ED1.A4 | Show how you are using learning style information to improve educational achievement and performance. | ED1.R4 | Analyze your learning style to develop behaviors to maximize educational achievement and performance. |
| ED1.K5 | Describe the importance of having a plan to improve educational achievement and performance. | ED1.A5 | Show that you have a plan to improve educational achievement and performance. | ED1.R5 | Evaluate the results of your plan for improving educational achievement and performance. |
| ED1.K6 | Describe how personal attitudes and behaviors can impact educational achievement and performance. | ED1.A6 | Exhibit attitudes and behaviors that support educational achievement and performance. | ED1.R6 | Assess how well your attitudes and behaviors promote educational achievement and performance. |
| ED1.K7 | Recognize that your educational achievement and performance can lead to many workplace options. | ED1.A7 | Show how your educational achievement and performance can expand your workplace options. | ED1.R7 | Assess how well your educational achievement and performance will transfer to the workplace. |

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| ED1.K8 | Recognize that the ability to acquire and use information contributes to educational achievement and performance. | ED1.A8 | Show how the ability to acquire and use information has affected your educational achievement and performance. | ED1.R8 | Assess your ability to acquire and use information in order to improve educational achievement and performance. |
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| Educational Achievement Goal 2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy. | | | | | |
|---|--|-------------------------------|--|------------------------------|--|
| Knowledge Indicators | | Application Indicators | | Reflection Indicators | |
| ED2.K1 | Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life. | ED2.A1 | Show how lifelong learning is helping you function effectively in a diverse and changing economy. | ED2.R1 | Judge whether or not you have the knowledge and skills necessary to function effectively in a diverse and changing economy. |
| ED2.K2 | Recognize that viewing yourself as a learner affects your identity. | ED2.A2 | Show how being a learner affects your identity. | ED2.R2 | Analyze how specific learning experiences have affected your identity. |
| ED2.K3 | Recognize the importance of being an independent learner and taking responsibility for your learning. | ED2.A3 | Demonstrate that you are an independent learner. | ED2.R3 | Assess how well you function as an independent learner. |
| ED2.K4 | Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary). | ED2.A4 | Demonstrate the knowledge and skills necessary for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary). | ED2.R4 | Analyze how your knowledge and skills affect your transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary). |
| ED2.K5 | Identify types of ongoing learning experiences available to you (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training). | ED2.A5 | Show how you are preparing to participate in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training). | ED2.R5 | Assess how participation in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training) affects your personal and career goals. |

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| ED2.K6 | Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs). | ED2.A6 | Demonstrate participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) that help you function effectively in a diverse and changing economy. | ED2.R6 | Evaluate how participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) affects your ability to function effectively in a diverse and changing economy. |
| ED2.K7 | Describe informal learning experiences that contribute to lifelong learning. | ED2.A7 | Demonstrate participation in informal learning experiences. | ED2.R7 | Assess, throughout your life, how well you integrate both formal and informal learning experiences. |

Personal/Social Goal 1: Develop understanding of yourself to build and maintain a positive self-concept.

| Knowledge Indicators | | Application Indicators | | Reflection Indicators | |
|----------------------|---|------------------------|---|-----------------------|--|
| PS1.K1 | Identify your interests, likes and dislikes. | PS1.A1 | Demonstrate behavior and decisions that reflect your interests, likes, and dislikes. | PS1.R1 | Assess how your interests and preferences are reflected in your career goals. |
| PS1.K2 | Identify your abilities, strengths, skills and talents. | PS1.A2 | Demonstrate use of your abilities, strengths, skills, and talents. | PS1.R2 | Assess the impact of your abilities, strengths, skills, and talents on your career development. |
| PS1.K3 | Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty). | PS1.A3 | Give examples of when you demonstrate positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty). | PS1.R3 | Assess the impact of your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty) on your career development. |
| PS1.K4 | Identify your work values/needs. | PS1.A4 | Demonstrate behavior and decisions that reflect your work values/needs. | PS1.R4 | Assess how your work values/needs are reflected in your career goals. |
| PS1.K5 | Describe aspects of your self-concept. | PS1.A5 | Demonstrate a positive self-concept through your behaviors and attitudes. | PS1.R5 | Analyze the positive and negative aspects of your self-concept. |
| PS1.K6 | Identify behaviors and experiences that help to build and maintain a positive self-concept. | PS1.A6 | Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept. | PS1.R6 | Evaluate the effect of your behaviors and experiences on building and maintaining a positive self-concept. |
| PS1.K7 | Recognize that situations, attitudes, and the behaviors of others affect your self-concept. | PS1.A7 | Give personal examples of specific situations, attitudes, and behaviors of others that affected your self-concept. | PS1.R7 | Evaluate the effect of situations, attitudes, and behaviors of others on your self-concept. |

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| PS1.K8 | Recognize that your behaviors and attitudes affect the self-concept of others. | PS1.A8 | Show how you have adopted behaviors and attitudes to positively affect the self-concept of others. | PS1.R8 | Analyze how your behaviors and attitudes might affect the self-concept of others. |
| PS1.K9 | Recognize that your self-concept can affect educational achievement (i.e., performance) and/or success at work. | PS1.A9 | Show how aspects of your self-concept could positively or negatively affect educational achievement (i.e., performance) and/or success at work. | PS1.R9 | Assess how your self-concept affects your educational achievement (performance) and/or success at work. |
| PS1.K10 | Recognize that educational achievement (performance) and/or success at work can affect your self-concept. | PS1.A10 | Give personal examples of how educational achievement (performance) and/or success at work can affect your self-concept. | PS1.R10 | Assess how your educational achievement (performance) and/or success at work affects your self-concept. |

Personal/Social Goal 2: Develop positive interpersonal skills including respect for diversity.

| Knowledge Indicators | | Application Indicators | | Reflection Indicators | |
|----------------------|--|------------------------|---|-----------------------|---|
| PS2.K1 | Identify effective communication skills. | PS2.A1 | Demonstrate effective communication skills. | PS2.R1 | Evaluate your use of effective communication skills. |
| PS2.K2 | Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful. | PS2.A2 | Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful. | PS2.R2 | Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful. |
| PS2.K3 | Identify positive social skills (e.g., good manners and showing gratitude). | PS2.A3 | Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude). | PS2.R3 | Evaluate how your positive social skills (e.g., good manners and showing gratitude) contribute to effective interactions with others. |
| PS2.K4 | Identify ways to get along well with others and work effectively with them in groups. | PS2.A4 | Demonstrate the ability to get along well with others and work effectively with them in groups. | PS2.R4 | Evaluate your ability to work effectively with others in groups. |
| PS2.K5 | Describe conflict resolution skills. | PS2.A5 | Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions. | PS2.R5 | Analyze the success of your conflict resolution skills. |
| PS2.K6 | Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations. | PS2.A6 | Give examples of times when your behavior was appropriate and times when your behavior was inappropriate in specific school, social, and work situations. | PS2.R6 | Assess the consequences of appropriate or inappropriate behavior in specific school, social, and work situations. |
| PS2.K7 | Identify sources of outside pressure that affect you. | PS2.A7 | Demonstrate the ability to handle outside pressure on you. | PS2.R7 | Analyze the impact of outside pressure on your behavior. |
| PS2.K8 | Recognize that you should accept responsibility for your behavior. | PS2.A8 | Demonstrate that you accept responsibility for your behavior. | PS2.R8 | Assess the degree to which you accept personal responsibility for your behavior. |

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|----------------|--|----------------|--|----------------|--|
| PS2.K9 | Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity. | PS2.A9 | Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity. | PS2.R9 | Assess how you show respect for all kinds of human diversity. |
| PS2.K10 | Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement. | PS2.A10 | Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement. | PS2.R10 | Analyze the impact of your ability to interact positively with diverse groups of people on your learning and academic achievement. |
| PS2.K11 | Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment. | PS2.A11 | Explain how the ability to interact positively with diverse groups of people is often essential to maintain employment. | PS2.R11 | Analyze the impact of your ability to interact positively with diverse groups of people on your employment. |

Personal/Social Goal 3: Integrate personal growth and change into your career development.

| Knowledge Indicators | | Application Indicators | | Reflection Indicators | |
|----------------------|---|------------------------|---|-----------------------|---|
| PS3.K1 | Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development. | PS3.A1 | Give examples of how you have grown and changed (e.g., physically, emotionally, socially, and intellectually). | PS3.R1 | Analyze the results of your growth and changes throughout life to determine areas of growth for the future. |
| PS3.K2 | Identify good health habits (e.g., good nutrition and constructive ways to manage stress). | PS3.A2 | Demonstrate how you have good health habits. | PS3.R2 | Assess the impact of your health habits on your career development. |
| PS3.K3 | Recognize that your motivations and aspirations are likely to change with time and circumstances. | PS3.A3 | Give examples of how your personal motivations and aspirations have changed with time and circumstances. | PS3.R3 | Assess how changes in your motivations and aspirations over time have affected your career development. |
| PS3.K4 | Recognize that external events often cause life changes. | PS3.A4 | Give examples of external events that have caused life changes for you. | PS3.R4 | Assess your strategies for managing life changes caused by external events. |
| PS3.K5 | Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources. | PS3.A5 | Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources including other people. | PS3.R5 | Assess the effectiveness of your strategies for getting assistance (e.g., with problems at school or work) from appropriate resources including other people. |
| PS3.K6 | Recognize the importance of adaptability and flexibility when initiating or responding to change. | PS3.A6 | Demonstrate adaptability and flexibility when initiating or responding to change. | PS3.R6 | Analyze how effectively you respond to change and/or initiate change. |

Personal/Social Goal 4: Balance personal, leisure, community, learner, family, and work roles.

| Knowledge Indicators | | Application Indicators | | Reflection Indicators | |
|----------------------|---|------------------------|--|-----------------------|--|
| PS4.K1 | Recognize that you have many life roles (e.g., personal, leisure, community, learner, family and work roles). | PS4.A1 | Give examples that demonstrate your life roles including personal, leisure, community, learner, family and work roles. | PS4.R1 | Assess the impact of your life roles on career goals. |
| PS4.K2 | Recognize that you must balance life roles and that there are many ways to do it. | P41.A2 | Show how you are balancing your life roles. | PS4.R2 | Analyze how specific life role changes would affect the attainment of your career goals. |
| PS4.K3 | Describe the concept of lifestyle. | PS4.A3 | Give examples of decisions, factors, and circumstances that affect your current lifestyle. | PS4.R3 | Analyze how specific lifestyle changes would affect the attainment of your career goals. |
| PS4.K4 | Recognize that your life roles and your lifestyle are connected. | PS4.A4 | Show how your life roles and your lifestyle are connected. | PS4.R4 | Assess how changes in your life roles would affect your lifestyle. |

ASCA National Student Standards and National Career Development Guidelines Crosswalk

The following crosswalk gives school counselors the option of developing programming and lessons around both the ASCA Model and the NCDG Model. It is organized with the ASCA Competencies and Indicators on the left, and the corresponding NCDG Goals and Indicators on the right.

ASCA Domain: Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

| ASCA Competency | ASCA Indicator | NCDG Goal | NCDG Indicator |
|---|--|---|---|
| A:A1 Improve Academic Self-Concept | A:A1.1 Articulate feelings of competence and confidence as learners. | ED2 Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy. | ED2.A2 Show how being a learner affects your identity. |
| | A:A1.2 Display a positive interest in learning. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. | ED1.A6 Exhibit attitudes and behaviors that support educational achievement and performance. |
| | A:A1.3 Take pride in work and achievement. | PS1 Develop understanding of yourself to build and maintain a positive self-concept. | PS1.A5 Demonstrate a positive self-concept through your behaviors and attitudes. |
| | A:A1.4 Accept mistakes as essential to the learning process. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. | ED1.A2 Demonstrate strategies you are using to improve educational achievement and performance. ED1.A6 Exhibit attitudes and behaviors that support educational achievement and performance. |
| | A:A1.5 Identify attitudes and behaviors that lead to successful learning. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. | ED1.K2 Identify strategies for improving educational achievement and performance. |

ASCA Domain: Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

| ASCA Competency | ASCA Indicator | NCDG Goal | NCDG Indicator |
|---|---|--|---|
| A:A2 Acquire Skills for Improving Learning | A:A2.1 Apply time-management and task-management skills. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. | ED1.A3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance. |
| | A:A2.2 Demonstrate how effort and persistence positively affect learning. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. | ED1.A3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance. |
| | A:A2.3 Use communication skills to know when and how to ask for help when needed. | PS3 Integrate personal growth and change into your career development. | PS3.A5 Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources including other people. |
| | A:A2.4 Apply knowledge and learning styles to positively influence school performance. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. | ED1.A4 Show how you are using learning style information to improve educational achievement and performance. |

ASCA Domain: Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

| ASCA Competency | ASCA Indicator | NCDG Goal | NCDG Indicator |
|------------------------------------|--|--|---|
| A:A3 Achieve School Success | A:A3.1 Take responsibility for their actions. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.A8 Demonstrate that you accept responsibility for your behavior. |
| | A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students. | PS2 Develop positive interpersonal skills including respect for diversity. ED2 Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy. | PS2.A4 Demonstrate the ability to get along well with others and work effectively with them in groups. ED2.A3 Demonstrate that you are an independent learner. |
| | A:A3.3 Develop a broad range of interests and abilities. | PS1 Develop understanding of yourself to build and maintain a positive self-concept. | PS1.A1 Demonstrate behavior and decisions that reflect your interests, likes, and dislikes. |
| | A:A3.4 Demonstrate dependability, productivity and initiative. | PS1 Develop understanding of yourself to build and maintain a positive self-concept. | PS1.A3 Give examples of when you demonstrated positive characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty). |
| | A:A3.5 Share knowledge. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.A1 Demonstrate effective communication skills. |

ASCA Domain: Academic Development

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

| ASCA Competency | ASCA Indicator | NCDG Goal | NCDG Indicator |
|------------------------------|--|--|---|
| A:B1 Improve Learning | A:B1.1 Demonstrate the motivation to achieve individual potential. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. | ED1.A6 Exhibit attitudes and behaviors that support educational achievement and performance. |
| | A:B1.2 Learn and apply critical-thinking skills. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. | ED1.A4 Show how you are using learning style information to improve educational achievement and performance. |
| | | CM4 Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment. | CM4.A3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking; problem solving; resource; information; and technology management interpersonal skills; honesty; and dependability). |
| | A:B1.3 Apply the study skills necessary for academic success at each level. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. | ED1.A2 Demonstrate strategies you are using to improve educational achievement and performance. ED1.A3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance. |
| | A:B1.4 Seek information and support from faculty, staff, family and peers. | PS3 Integrate personal growth and change into your career development. | PS3.A5 Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources including other people. |

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| A:B1 Improve Learning, continued | A:B1.5 Organize and apply academic information from a variety of sources. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. | ED1.A8 Show how the ability to acquire and use information has affected your educational achievement and performance. |
| | A:B1.6 Use knowledge of learning styles to positively influence school performance. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. | ED1.A4 Show how you are using learning style information to improve educational achievement and performance. |
| | A:B1.7 Become a self-directed and independent learner. | ED2 Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy. | ED2.A3 Demonstrate that you are an independent learner. |

ASCA Domain: Academic Development

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

| ASCA Competency | ASCA Indicator | NCDG Goal | NCDG Indicator |
|-----------------------------------|--|---|--|
| A:B2 Plan to Achieve Goals | AB2.1 Establish challenging academic goals in elementary, middle/junior high and high school. | CM1 Create and manage a career plan that meets your career goals. | CM1.K3 Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals). |
| | AB2.2 Use assessment results in educational planning. | CM1 Create and manage a career plan that meets your career goals. | CM1.K3 Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals). |
| | AB2.3 Develop and implement annual plan of study to maximize academic ability and achievement. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. | ED1.A5 Show that you have a plan to improve educational achievement and performance. |
| | AB2.4 Apply knowledge of aptitudes and interests to goal setting. | CM1 Create and manage a career plan that meets your career goals. | CM1.K3 Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals). |
| | AB2.5 Use problem-solving and decision-making skills to assess progress toward educational goals. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. | ED1.R1 Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals. |
| | AB2.6 Understand the relationship between classroom performance and success in school. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. | ED1.K1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals. |
| | AB2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities. | ED2 Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy. | ED2.K6 Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs). |

ASCA Domain: Academic Development

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

| ASCA Competency | ASCA Indicator | NCDG Goal | NCDG Indicator |
|---|---|---|---|
| A:C1 Relate School to Life Experiences | A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life. | PS4 Balance personal, leisure, community, learner, family, and work roles. | PS4.A2 Show how you are balancing your life roles. |
| | A:C1.2 Seek co-curricular and community experiences to enhance the school experience. | ED2 Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy. | ED2.A7 Demonstrate participation in informal learning experiences. |
| | A:C1.3 Understand the relationship between learning and work. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. | ED1.K7 Recognize that your educational achievement and performance can lead to many workplace options. |
| | A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. | ED1.K1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals. |
| | A:C1.5 Understand that school success is the preparation to make the transition from student to community member. | ED2 Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy. | ED2.K4 Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to post-secondary). |

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| <p>A:C1 Relate School to Life Experiences, continued</p> | <p>A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities.</p> | <p>ED1 Attain educational achievement and performance levels needed to reach your personal and career goals.</p> <p>ED2 Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.</p> | <p>ED1.K7 Recognize that your educational achievement and performance can lead to many workplace options.</p> <p>ED2.R6 Evaluate how participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) affects your ability to function effectively in a diverse and changing economy.</p> |
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ASCA Domain: Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

| ASCA Competency | ASCA Indicator | NCDG Goal | NCDG Indicator |
|--------------------------------------|--|---|--|
| C:A1 Develop Career Awareness | C:A1.1 Develop skills to locate, evaluate and interpret career information. | CM3 Use accurate, current and unbiased career information during career planning and management. | CM3.A2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning. |
| | C:A1.2 Learn about the variety of traditional and nontraditional occupations. | CM3 Use accurate, current and unbiased career information during career planning and management. | CM3.K5 Identify occupations that you might consider without regard to your gender, race, culture, or ability. |
| | C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations. | PS1 Develop understanding of yourself to build and maintain a positive self-concept. | PS1.K1 Identify your interests, likes and dislikes. PS1.K2 Identify your abilities, strengths, skills and talents. |
| | C:A1.4 Learn how to interact and work cooperatively in teams. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.K4 Identify ways to get along well with others and work effectively with them in groups. |
| | C:A1.5 Learn to make decisions. | CM2 Use a process of decision-making as one component of career development. | CM2.A2 Demonstrate the use of a decision-making model. |
| | C:A1.6 Learn how to set goals. | CM1 Create and manage a career plan that meets your career goals. | CM1.K3 Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals). |

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| C:A1 Develop Career Awareness, continued | C:A1.7 Understand the importance of planning. | CM1 Create and manage a career plan that meets your career goals. | CM1:K1 Recognize that career planning to attain your career goals is a lifelong process. |
| | C:A1.8 Pursue and develop competency in areas of interest. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. | ED1:A1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals. |
| | C:A1.9 Develop hobbies and vocational interests. | PS1 Develop understanding of yourself to build and maintain a positive self-concept. | PS1.A1 Demonstrate behavior and decisions that reflect your interests, likes, and dislikes. |
| | C:A1.10 Balance between work and leisure time. | PS4 Balance personal, leisure, community, learner, family, and work roles. | PS4.A2 Show how you are balancing your life roles. |

ASCA Domain: Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

| ASCA Competency | ASCA Indicator | NCDG Goal | NCDG Indicator |
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| C:A2 Develop Employment Readiness | C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills. | CM4 Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment. | CM4.A3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking; problem solving; resource; information; and technology management interpersonal skills; honesty; and dependability). |
| | C:A2.2 Apply job readiness skills to seek employment opportunities. | CM4 Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment. | <p>CM4.A1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.</p> <p>CM4.A2 Demonstrate the following job seeking skills: the ability to write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.</p> |

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| C:A2 Develop Employment Readiness, continued | C:A2.3 Demonstrate knowledge about the changing workplace. | <p>CM4 Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.</p> <p>CM5 Integrate changing employment trends, societal needs, and economic conditions into your career plans.</p> | <p>CM4.A7 Demonstrate skills that show how you can market yourself in the workplace.</p> <p>CM5.A1 Show how you are prepared to respond to changing societal needs in your career management.</p> <p>CM5.A2 Show how you are prepared to respond to changing economic conditions in your career management.</p> <p>CM5.A3 Show how you are prepared to respond to changing employment trends in your career management.</p> |
| | C:A2.4 Learn about the rights and responsibilities of employers and employees. | CM3 Use accurate, current and unbiased career information during career planning and management. | CM3.A2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning. |
| | C:A2.5 Learn to respect individual uniqueness in the workplace. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.K9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity. |

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| C:A2 Develop Employment Readiness, continued | C:A2.6 Learn how to write a résumé. | CM4 Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment. | CM4.A2 Demonstrate the following job seeking skills: the ability to write a résumé and cover letter, complete a job application, interview for a job, and find and pursue employment leads. |
| | C:A2.7 Develop a positive attitude toward work and learning. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. | ED1.A6 Exhibit attitudes and behaviors that support educational achievement and performance. |
| | C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace. | CM4 Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment. | CM4.K3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking; problem solving; resource; information; and technology management; interpersonal skills; honesty; and dependability) are important to success in school and employment. |
| | C:A2.9 Utilize time- and task-management skills. | CM4 Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment. | CM4.A3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking; problem solving; resource; information; and technology management interpersonal skills; honesty; and dependability). |

ASCA Domain: Career Development

| Standard B: Students will employ strategies to achieve future career goals with success and satisfaction. | | | |
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| ASCA Competency | ASCA Indicator | NCDG Goal | NCDG Indicator |
| C:B1 Acquire Career Information | C:B1.1 Apply decision-making skills to career planning, course selection, and career transition. | CM2 Use a process of decision-making as one component of career development. | CM2.A2 Demonstrate the use of a decision-making model. |
| | C:B1.2 Identify personal skills, interests, and abilities, and relate them to current career choice. | PS1 Develop understanding of yourself to build and maintain a positive self-concept. | PS1.R1 Assess how your interests and preferences are reflected in your career goals. PS1.R2 Assess the impact of your abilities, strengths, skills, and talents on your career development. |
| | C:B1.3 Demonstrate knowledge of the career planning process. | CM1 Create and manage a career plan that meets your career goals. | CM1.A1 Give examples of how you use career-planning strategies to attain your career goals. |
| | C:B1.4 Know the various ways in which occupations can be classified. | CM3 Use accurate, current and unbiased career information during career planning and management. | CM3.K4 Identify several ways to classify occupations. |
| | C:B1.5 Use research and information resources to obtain career information. | CM3 Use accurate, current and unbiased career information during career planning and management. | CM3.A2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning. |

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| | C:B1.6 Learn to use the Internet to access career planning information. | CM3 Use accurate, current and unbiased career information during career planning and management. | CM3.A2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning. |
| C:B1 Acquire Career Information, continued | C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice. | CM3 Use accurate, current and unbiased career information during career planning and management. | CM3.K5 Identify occupations that you might consider without regard to your gender, race, culture, or ability. CM3.A6 Make decisions for yourself about being employed in a nontraditional occupation. |
| | C:B1.8 Understand how changing economic and societal needs influence employment trends and future earnings. | CM5 Integrate changing employment trends, societal needs, and economic conditions into your career plans. | CM5.K1 Identify societal needs that affect your career plans. CM5.K2 Identify economic conditions that affect your career plans. CM5.K3 Identify employment trends that affect your career plans. |

ASCA Domain: Career Development

| Standard B: Students will employ strategies to achieve future career goals with success and satisfaction. | | | |
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| ASCA Competency | ASCA Indicator | NCDG Goal | NCDG Indicator |
| C:B2 Identify Career Goals | C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. | ED1.K1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals. |
| | C:B2.2 Assess and modify their educational plan to support career. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. | ED1.A5 Show that you have a plan to improve educational achievement and performance. |
| | C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience. | CM4 Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment. | CM4.A1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment. |
| | C:B2.4 Select course-work that is related to career interests. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. ED2 Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy. | ED1.A1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals. ED2:A6 Demonstrate participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) that help you function effectively in a diverse and changing economy. |
| | C:B2.5 Maintain a career-planning portfolio. | CM1 Create and manage a career plan that meets your career goals. | CM1.A1 Give examples of how you use career-planning strategies to attain your career goals. |

ASCA Domain: Career Development

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

| ASCA Competency | ASCA Indicator | NCDG Goal | NCDG Indicator |
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| C:C1 Acquire Knowledge to Achieve Career Goals | C:C1.1 Understand the relationship between educational achievement and career success. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. | ED1.K1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals. |
| | C:C1.2 Explain how work can help to achieve personal success and satisfaction. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. CM1 Create and manage a career plan that meets your career goals. | ED1.K7 Recognize that your educational achievement and performance can lead to many workplace options. CM1.K3 Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals). |
| | C:C1.3 Identify personal preferences and interests influencing career choice and success. | PS1 Develop understanding of yourself to build and maintain a positive self-concept. | PS1.K1 Identify your interests, likes and dislikes. |
| | C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills. | ED2 Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy. | ED2.K1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life. |
| | C:C1.5 Describe the effect of work on lifestyle. | PS4 Balance personal, leisure, community, learner, family, and work roles. | PS4.K4 Recognize that your life roles and your lifestyle are connected. |

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| C:C1 Acquire Knowledge to Achieve Career Goals, continued | C:C1.6 Understand the importance of equity and access in career choice. | CM3 Use accurate, current and unbiased career information during career planning and management. | CM3.A5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability). |
| | C:C1.7 Understand that work is an important and satisfying means of personal expression. | <p>PS1 Develop understanding of yourself to build and maintain a positive self-concept.</p> <p>CM1 Create and manage a career plan that meets your career goals.</p> | <p>PS1.K4 Identify your work values/needs.</p> <p>CM1.K3 Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).</p> |

ASCA Domain: Career Development

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

| ASCA Competency | ASCA Indicator | NCDG Goal | NCDG Indicator |
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| C:C2 Apply Skills to Achieve Career Goals | C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals. | PS1 Develop understanding of yourself to build and maintain a positive self-concept. | PS1.R1 Assess how your interests and preferences are reflected in your career goals. PS1.R2 Assess the impact of your abilities, strengths, skills, and talents on your career development. |
| | C:C2.2 Learn how to use conflict management skills with peers and adults. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.A5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions. |
| | C:C2.3 Learn to work cooperatively with others as a team member. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.A4 Demonstrate the ability to get along well with others and work effectively with them in groups. |
| | C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences. | CM4 Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment. | CM4.A1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment. |

ASCA Domain: Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

| ASCA Competency | ASCA Indicator | NCDG Goal | NCDG Indicator |
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| PS:A1 Acquire Self-knowledge | PS:A1.1 Develop positive attitudes toward self as a unique and worthy person. | PS1 Develop understanding of yourself to build and maintain a positive self-concept. | PS1.A5 Demonstrate a positive self-concept through your behaviors and attitudes. |
| | PS:A1.2 Identify values, attitudes and beliefs. | PS1 Develop understanding of yourself to build and maintain a positive self-concept. | PS1.K4 Identify your work values/needs. |
| | PS:A1.3 Learn the goal-setting process. | CM1 Create and manage a career plan that meets your career goals. | CM1.K3 Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals). |
| | PS:A1.4 Understand change is a part of growth. | PS3 Integrate personal growth and change into your career development. | PS3.K1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development. |
| | PS:A1.5 Identify and express feelings. | PS1 Develop understanding of yourself to build and maintain a positive self-concept. PS2 Develop positive interpersonal skills including respect for diversity. | PS1.K5 Describe aspects of your self-concept. PS2.K1 Identify effective communication skills. |
| | PS:A1.6 Distinguish between appropriate and inappropriate behavior. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.K6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations. |

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| PS:A1 Acquire Self-knowledge, continued | PS:A1.7 Recognize personal boundaries, rights and privacy needs. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.K2 Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful. |
| | PS:A1.8 Understand the need for self-control and how to practice it. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.K6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations. |
| | PS:A1.9 Demonstrate cooperative behavior in groups. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.A4 Demonstrate the ability to get along well with others and work effectively with them in groups. |
| | PS:A1.10 Identify personal strengths and assets. | PS1 Develop understanding of yourself to build and maintain a positive self-concept. | PS1.K2 Identify your abilities, strengths, skills and talents. |
| | PS:A1.11 Identify and discuss changing personal and social roles. | PS4 Balance personal, leisure, community, learner, family, and work roles. | PS4.K1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles). |
| | PS:A1.12 Identify and recognize changing family roles. | PS4 Balance personal, leisure, community, learner, family, and work roles. | PS4.K1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles). |

ASCA Domain: Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

| ASCA Competency | ASCA Indicator | NCDG Goal | NCDG Indicator |
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| PS:A2 Acquire Interpersonal Skills | PS:A2.1 Recognize that everyone has rights and responsibilities. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.K8 Recognize that you should accept responsibility for your behavior. |
| | PS:A2.2 Respect alternative points of view. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.A9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity. PS2.A2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful. |
| | PS:A2.3 Recognize, accept, respect and appreciate individual differences. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.K9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity. |
| | PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.K9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity. |
| | PS:A2.5 Recognize and respect differences in various family configurations. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.K9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity. |

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| PS:A2 Acquire Interpersonal Skills, continued | PS:A2.6 Use effective communications skills. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.A1 Demonstrate effective communication skills. |
| | PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.K1 Identify effective communication skills. |
| | PS:A2.8 Learn how to make and keep friends. | PS2 Develop positive interpersonal skills including respect for diversity. | <p>PS2.K2 Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.</p> <p>PS2.K4 Identify ways to get along well with others and work effectively with them in groups.</p> |

ASCA Domain: Personal/Social Development

| Standard B: Students will make decisions, set goals and take necessary action to achieve goals. | | | |
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| ASCA Competency | ASCA Indicator | NCDG Goal | NCDG Indicator |
| PS:B1 Self-knowledge Application | PS:B1.1 Use a decision-making and problem-solving model. | CM2 Use a process of decision-making as one component of career development. | CM2:A1 Give examples of past decisions that demonstrate your decision-making style. CM2:A2 Demonstrate the use of a decision-making model. |
| | PS:B1.2 Understand consequences of decisions and choices. | CM2 Use a process of decision-making as one component of career development. | CM2:A4 Show how exploring options affected a decision you made. |
| | PS:B1.3 Identify alternative solutions to a problem. | CM2 Use a process of decision-making as one component of career development. | CM2:K4 Identify alternative options and potential consequences for a specific decision. |
| | PS:B1.4 Develop effective coping skills for dealing with problems. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.A5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions. |
| | PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions. | PS3 Integrate personal growth and change into your career development. | PS3.A5 Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources including other people. |
| | PS:B1.6 Know how to apply conflict resolution skills. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.A5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions. |
| | PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.A9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity. |

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| PS:B1 Self-knowledge Application, continued | PS:B1.8 Know when peer pressure is influencing a decision. | CM2 Use a process of decision-making as one component of career development. | CM2.K5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making. |
| | PS:B1.9 Identify long- and short-term goals. | CM1 Create and manage a career plan that meets your career goals. | CM1.K3 Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals). |
| | PS:B1.10 Identify alternative ways of achieving goals. | CM1 Create and manage a career plan that meets your career goals. | CM1.A1 Give examples of how you use career-planning strategies to attain your career goals. CM1.A2 Develop a career plan to meet your career goals. |
| | PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills. | ED1 Attain educational achievement and performance levels needed to reach your personal and career goals. | ED1.A6 Exhibit attitudes and behaviors that support educational achievement and performance. |
| | PS:B1.12 Develop an action plan to set and achieve realistic goals. | CM1 Create and manage a career plan that meets your career goals. | CM1.A2 Develop a career plan to meet your career goals. |

ASCA Domain: Personal/Social Development

Standard C: Students will understand safety and survival skills.

| ASCA Competency | ASCA Indicator | NCDG Goal | NCDG Indicator |
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| PS:C1 Acquire Personal Safety Skills | PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact). | CM4 Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment. | CM4.A2 Demonstrate the following job seeking skills: the ability to write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads. |
| | PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.K6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations. |
| | PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.K6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations. |
| | PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.A6 Give examples of times when your behavior was appropriate and times when your behavior was inappropriate in specific school, social, and work situations. |
| | PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help. | PS3 Integrate personal growth and change into your career development. | PS3.K5 Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources. |
| | PS:C1.6 Identify resource people in the school and community, and know how to seek their help. | PS3 Integrate personal growth and change into your career development. | PS3.K5 Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources. |

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| PS:C1 Acquire Personal Safety Skills, continued | PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices. | CM2 Use a process of decision-making as one component of career development. | CM2.A2 Demonstrate the use of a decision-making model. |
| | PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse. | PS3 Integrate personal growth and change into your career development. | PS3.K2 Identify good health habits (e.g., good nutrition and constructive ways to manage stress). |
| | PS:C1.9 Learn how to cope with peer pressure. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.A7 Demonstrate the ability to handle outside pressure on you. |
| | PS:C1.10 Learn techniques for managing stress and conflict. | PS2 Develop positive interpersonal skills including respect for diversity. | PS2.K5 Describe conflict resolution skills. PS2.K2 Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful. |
| | PS:C1.11 Learn coping skills for managing life events. | PS3 Integrate personal growth and change into your career development. | PS3.R4 Assess your strategies for managing life changes caused by external events. |