

Total School Curriculum Benchmark Standards – GRADE 12

	Grade 9	Grade 10	Grade 11	Grade 12
<i>BY THE END OF GRADE 12 STUDENTS WILL:</i>				
Standard A				
Students will acquire the attitudes, knowledge, and skills that contribute to successful learning in school and across the life span.				
A.3 Demonstrate responsibility for achieving school success				
A.12.3.1 Demonstrate the ability to be dependable, productive, and take initiative for school success	✓	✓	✓	✓
Standard B				
Students will develop the academic skills and attitudes necessary to make effective transitions from elementary to middle school, from middle school to high school, and from high school to a wide range of postsecondary options.				
B.1 Apply the skills necessary to improve learning and make successful academic transitions				
B.12.1.2 Become a self-directed and independent learner	✓	✓	✓	✓
B.2 Apply knowledge in establishing and achieving academic goals				
B.12.2.1 Demonstrate the ability to establish challenging academic goals in elementary, middle school, and high school	✓	✓	✓	✓
B.12.2.2 Apply problem-solving and decision-making skills to assess progress toward educational goals	✓	✓	✓	✓
B.12.2.3 Identify postsecondary options consistent with interests, achievement, aptitude, and abilities	✓	✓	✓	✓
Standard C				
Students will understand how their academic experiences prepare them to be successful in the world of work, in their interpersonal relationships, and in the community.				
C.1 Understand how to relate school to life experiences				
C.12.1.1 Demonstrate the ability to balance school, studies, co-curricular activities, leisure time, and family life	✓	✓	✓	✓
C.12.1.2 Understand how school success and life-long learning enhance future career opportunities	✓	✓	✓	✓

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Standard D				
Students will acquire the knowledge, attitudes, and interpersonal skills to understand themselves and appreciate the diverse backgrounds and experiences of others				
D.1 Acquire and demonstrate self-awareness and self-acceptance as it relates to understanding oneself				
D.12.1.1 Identify characteristics of physical and psychological growth and development	✓	✓	✓	✓
D.12.1.2 Identify and demonstrate resiliency skills related to interpersonal relationships and life events	✓	✓	✓	✓
D.2 Acquire and demonstrate acceptable interpersonal skills as it relates to understanding oneself and others				
D.12.2.1 Demonstrate skills for establishing and maintaining meaningful relationships	✓	✓	✓	✓
Standard E				
Students will demonstrate effective decision-making, problem-solving, and goal-setting skills				
E.1 Apply self-knowledge in the decision making or goal setting process				
E.12.1.1 Demonstrate commitment and persistence in the pursuit of a goal	✓	✓	✓	✓
Standard F				
Students will understand and use safety and wellness skills				
F.1 Acquire and demonstrate self-management and responsibility for health promoting behavior				
F.12.1.1 Differentiate between situations that require peer support, adult support, or professional help	✓	✓	✓	✓
F.12.1.2 Develop and use positive coping skills to manage significant life events	✓	✓	✓	✓

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Standard G				
Students will acquire the self-knowledge necessary to make informed career decisions.				
G.2 Develop positive interpersonal skills necessary to be effective in the world of work				
G.12.2.1 Give examples of how the inclusion of multiple perspectives and experiences of diverse groups enhances learning, personal growth, and career success	✓	✓	✓	✓
G.12.2.2 Demonstrate knowledge about, respect for, openness to, and appreciation for diversity based on race, culture, national origin, gender, disability, economic status, religion, sexual orientation, etc	✓	✓	✓	✓
G.3 Integrate personal growth and change into career development				
G.12.3.1 Describe how career plans may be affected by personal growth, external events, and changes in motivations and aspirations	✓	✓	✓	✓
G.12.3.2 Demonstrate adaptability and flexibility, especially when initiating or responding to change	✓	✓	✓	✓
G.4 Establish a balance between personal, leisure, community, learner, family, and work activities				
G.12.4.1 Identify multiple life roles that are important now and across the lifespan	✓	✓	✓	✓
G.12.4.2 Identify issues and solutions that promote balance among multiple life roles	✓	✓	✓	✓
G.12.4.3 Give examples of decisions, factors, and circumstances that affect career choices	✓	✓	✓	✓
Standard H				
Students will understand the relationship between educational achievement and career development				
H.2 Participate in ongoing, lifelong learning experiences to adapt to and excel in a diverse and changing economy				
H.12.2.1 Recognize the importance of lifelong learning to career success in a diverse and changing economy	✓	✓	✓	✓
H.12.2.2 Recognize that all careers demand and reward self-directed and independent learning	✓	✓	✓	✓
H.12.2.3 Identify strategies for responding to transition and change with flexibility and adaptability	✓	✓	✓	✓
H.12.2.4 Identify and appreciate the career benefits of informal (e.g., co-curricular, experiential) learning opportunities	✓	✓	✓	✓

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Standard I				
Students will employ career management strategies to achieve future career success and satisfaction.				
I.1 Create and manage an educational and career plan that matches career goals				
I.12.1.1 Give examples of how individual and/or world of work changes may impact career plans	✓	✓	✓	✓
I.2 Apply decision-making skills to career planning and development				
I.12.2.1 Give specific examples of how biases and stereotypes (e.g., race, culture, national origin, gender, disability, economic status, religion, sexual orientation, etc.) may affect career decisions	✓	✓	✓	✓
I.12.2.2 Give examples of how “chance” might play a role in career decisions	✓	✓	✓	✓
I.12.2.3 Give examples of compromises or sacrifices one may have to make in career choices	✓	✓	✓	✓
I.12.2.4 Give examples of how factors related to geographic mobility may influence career decisions	✓	✓	✓	✓
I.3 Recognize how principles of equal opportunity, equity, respect, inclusiveness, and fairness affect career planning and management				
I.12.3.1 Recognize and describe the limiting effects of stereotypes, biases, past discrimination, and unconscious prejudice based on race, culture, national origin, gender, disability, economic status, religion, sexual orientation, or other factors of human difference on career aspirations and plans	✓	✓	✓	✓
I.12.3.2 Recognize and identify how specific career information, or potential career information, is out-of-date, incomplete, inaccurate, stereotypical, or discriminatory	✓	✓	✓	✓
I.12.3.3 Demonstrate skills or strategies for overcoming barriers or unsupportive responses to one’s career goals and plans	✓	✓	✓	✓
I.12.3.4 Demonstrate attitudes, behaviors, and skills characterized by fairness, equality, justice, inclusiveness, and civic responsibility that are critical to effective workplaces and communities	✓	✓	✓	✓
I.12.3.5 Demonstrate multi-cultural and cross-cultural knowledge, skills, and perspectives (i.e., cultural competence) necessary to participate in a global economy	✓	✓	✓	✓

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Standard I (continued)				
Students will employ career management strategies to achieve future career success and satisfaction.				
I.4 Develop employability skills to gain, maintain, advance in, or transition to a new job or career				
I.12.4.1 Demonstrate job seeking skills, including the ability to create and adapt resumes and cover letters, complete a job application, interview for a job, and network to find and pursue employment leads	✓	✓	✓	✓
I.12.4.2 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, technology literacy, interpersonal skills, honesty, dependability, work-related communication, customer service skills, adaptability, punctuality, managing conflict, resiliency)	✓	✓	✓	✓
I.5 Access and use current and accurate career information in career planning				
I.12.5.1 Identify changes in local, national, and global employment trends, societal needs, and economic conditions related to career planning	✓	✓	✓	✓
I.12.5.2 Identify opportunities for self-employment or entrepreneurship in career planning	✓	✓	✓	✓