**Career and Education Development**

Sample Graduation Standards and Performance Indicators

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Career and Education Development Graduation Standard 1 | | | | |
| SELF-KNOWLEDGE AND INTERPERSONAL RELATIONSHIPS  Assess and demonstrate a thorough understanding of the knowledge, attitudes, behaviors, and skills needed to be successful in school, careers, civic life, and relationships with others. (NCDG PS1, PS2) | | | | |
| Fifth-Grade Performance Indicators |  | Eighth-Grade Performance Indicators |  | High School Performance Indicators |
| 1. Students develop positive attitudes about themselves as unique and special individuals by identifying personal interests, skills, and abilities. (MLR A1) 2. Students make choices about and demonstrate behaviors that lead to success in school. (MLR A2) 3. Students identify social skills and demonstrate behaviors that influence interpersonal relationships in positive ways. (MLR A3) |  | 1. Students explain how specific interests, skills, and attitudes support and help maintain a positive self-concept. (MLR A1) 2. Students analyze how positive and negative personal traits, choices, and behaviors affect success in school. (MLR A2) 3. Students demonstrate behaviors (communication and negotiation skills, teamwork strategies, managing conflict) that reflect positive interpersonal skills. (MLR A3) |  | 1. Students are able to assess personal skills, abilities, aptitudes, and dispositions and analyze how they positively and negatively aid them in reaching academic, career, and life goals. (MLR A1) 2. Students identify and evaluate strategies to improve behaviors, beliefs, and attitudes necessary for success in school, careers, and civic life. (MLR A2) 3. Students demonstrate how positive and negative attitudes affect one’s ability to work with others and evaluate successful strategies to improve interpersonal skills. (MLR A3) |
| Career and Education Development Graduation Standard 2 | | | | |
| EDUCATION, CAREER, AND LIFE ROLES  Demonstrate an understanding of the relationship between the changing nature of work in a 21st century global economy and educational requirements;  how learning new skills and educational achievement lead to increased career options and lifelong learning. (NCDG ED 1, ED 2 ,CM 3, CM 5) | | | | |
| Fifth-Grade Performance Indicators |  | Eighth-Grade Performance Indicators |  | High School Performance Indicators |
| 1. Students explain how success in school supports their ability to positively contribute to school, home, and community. (MLR B1) 2. Students recognize the importance of literacy, numeracy, and 21st century skills to success in the classroom, home, and community. (MLR B2) 3. Students identify and locate different types of careers and use this information to explore school and career choices. (MLR B3) |  | 1. Students explain how educational achievement and lifelong learning lead to increased participation in school, work, community, and the world. (MLR B1) 2. Students analyze their skills in relation to those that lead to success in the classroom, career choices, and personal life goals. (MLR B2) 3. Students locate and analyze different types of resources to explore post-secondary education, training, and career interests. (MLR B3) |  | 1. Students understand the integration and application of academic knowledge and skills and lifelong learning to career success in a 21st century global economy. (MLR B1) 2. Students evaluate strategies to improve skills that lead to lifelong learning and personal success in school, work, careers, and community. (MLR B2) 3. Students use a variety of informational resources including self-assessment, academic achievement, and career interests to develop a personalized plan for education, training, and career choices. (MLR B3) |
| Career and Education Development Graduation Standard 3 | | | | |
| MAKING DECISIONS, UTILIZING A PLANNING PROCESS, CREATING OPPORTUNITIES, AND MAKING MEANINGFUL CONTRIBUTIONS  Demonstrate effective decision-making and planning skills in their pursuit of success in education, work, and citizenship roles. (NCDG CM 1, CM 2, CM 3, CM 4) | | | | |
| Fifth-Grade Performance Indicators |  | Eighth-Grade Performance Indicators |  | High School Performance Indicators |
| 1. Students identify the parts of the planning process that assist in making choices. (MLR C1) 2. Students identify behaviors and decisions that reflect positive and negative consequences in school. (MLR C2) 3. Students identify people, experiences, and behaviors that influence decision-making in various settings. (MLR C3) |  | 1. Students demonstrate how parts of the planning process assist in setting short and long-term goals for education and work opportunities. (MLR C1, C2) 2. Students identify behaviors that influence career and education decision-making. (MLR C3) 3. Students identify and explain how diverse and changing societal and global needs influence personal decision-making. (MLR C4) |  | 1. Students use the planning process to evaluate the effectiveness of secondary and post-secondary goals. (MLR C1, C2) 2. Students identify multiple resources that influence their career and education decision-making. (MLR C3) 3. Students analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision-making for workplace success. (MLR C4) |