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The New York State Comprehensive
School Counseling Program
Crosswalk



Aligning New York State Learning Standards With The
National Standards For School Counseling Programs

The New York State School Counselor Association
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**NEW YORK STATE
COMPREHENSIVE SCHOOL COUNSELING PROGRAM
CROSSWALK**

**ALIGNING NEW YORK STATE LEARNING STANDARDS WITH THE
AMERICAN SCHOOL COUNSELOR ASSOCIATION'S
*NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS***

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Dear School Counselor:

The New York State School Counselor Association has envisioned a linking process for school counselor's role and the NYS Learning Standards. This document is the NYS Comprehensive School Counseling Program Crosswalk. This alignment sets the standard for school counseling programs and professionals to become a part of the leadership teams at the local districts.

In the following document, NYS Comprehensive School Counseling Program Crosswalk, school counselors will align student competencies to the New York State Learning Standards. In other words, school counselors will identify what competencies students will learn from a comprehensive school counseling program and how it matches the content area key ideas for the New York State Learning Standards.

What are the benefits of the Crosswalk for the following groups?

Students:

- Learn academic, personal/social and career skills
- Apply a connection to the learning standards
- Improve their academic achievement and understanding of relationships to the real world

Teachers:

- Create interdisciplinary team work
- Address students needs
- Support elimination of learning barriers

Administrators:

- Integrate school counseling to the academic mission
- Integrate school counseling to the state learning standards
- Support state regulations related to NCLB, SAVE Legislation and CDOS
- Increase staff collaboration and effectiveness

Superintendents and School Boards:

- Support academic, personal/social and career achievements for all students
- Align school counseling programs to the NYS Learning Standards
- Establish standards and competencies for school counseling programs and students
- Produce a high quality school counseling program
- Support collaborative efforts to achieve student success
- Provide effective preventive programs for school districts

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How do you use the Crosswalk?

The Crosswalk is a reference document that charts four areas: New York State Learning Standards, the New York State student competency related to the specific learning standard, the American School Counselor Association National School Counseling Standard, the student competency related to the National Standard and the Performance Indicator for the student competency.

School counselors should begin by familiarizing themselves with the New York State Learning Standards. These are key areas that students will learn related to the content areas: English Language Arts, Social Studies, Math/Science/Technology, Language Other Than English, and Health, Physical Education and Consumer Science. Under each of the content areas, the New York State Education Department has identified learning standards for students. These two areas are the first two columns of the Crosswalk.

The Crosswalk connects the New York State Learning Standards and student competencies to the National Standards for School Counseling Programs. Three domains identify these: academic, personal/social and career. Under each of the domains, school counselors are provided with a listing of standards, followed by specific indicators of competencies in a school counseling program.

In reading the Crosswalk, please follow the legend:

First letter: National Standard Domain: Academic (A); Personal/Social (PS); Career (C)

Second letter: Standard (A, B or C)

First number: Student Competency from the National Standards

Second number: Performance Indicator from the National Standards

As an example: A:A 1.1 would mean:

A: Academic

A: Standard A

1: Competency 1

1: Performance Indicator #1 under Standard 1

The purpose of the Crosswalk is to assist school counselors in utilizing the legend as indicators of how a School Counseling Program can assist student academic, personal/social and career achievement. Activities school counselors perform should have the Crosswalk legend as the identity of student competencies to be achieved.

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HEALTH, PHYSICAL EDUCATION, AND FAMILY AND CONSUMER SCIENCES

NYS Learning Standard	NYS Student Competency	ASCA Standard	ASCA Student Competencies	Performance Indicators
<p>2. Safe and Healthy Environment</p> <p>*Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment</p>	<p>2b: be able to identify safety hazards and react affectively to ensure a safe and positive experience to all participants</p>	<p>PERSONAL/SOCIAL:</p> <p>C: Students will understand safety and survival skills</p>	<p>PS:C1: Acquire personal safety skills</p>	<p>PS:C1.2: Learn about the relationship between rules, laws, safety and the protection of the rights of the individual</p> <p>PS:C1.3: Learn about the differences between appropriate and inappropriate physical contact</p> <p>PS:C1.4: Demonstrate the ability to set boundaries, rights, and personal privacy</p> <p>PS:C1.5: Differentiate between situations requiring peer support and situations requiring adult professional help</p>
<p>3. Resource Management</p> <p>*Students will understand and be able to manage their personal and community resources</p>	<p>3a: will be aware of and be able to access opportunities available to them within their community to engage in physical activity</p> <p>3b: be informed consumers and be able to evaluate facilities and programs</p>	<p>ACADEMIC:</p> <p>B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options including college</p> <p>C: students will understand the relationship of academics to the world of work and to life at home and in the community</p>	<p>A:B1: Improve Learning</p> <p>A:B2: Plan to Achieve Goal</p> <p>A:C1: Relate School to Life Experience</p>	<p>A:B1.4: Seek information and support from faculty, staff, family and peers</p> <p>A:B1.5: Organize and apply academic information from a variety of sources</p> <p>A:B2.4: Use assessment results in educational planning</p> <p>A:B2.6: Apply knowledge of aptitudes and interest to goal setting</p> <p>A:B2.8: Understand the relationship between classroom performance and success in school</p> <p>A:B2.9: Identify post-secondary options consistent with interest, achievement, aptitude and abilities</p> <p>A:C1.2: Seek co-curricular and community experiences to enhance the school experience</p> <p>A:C1.3: Understand the relationship between learning and work</p>

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	<p>3c: be aware of some career options in the field of physical fitness and sports</p>	<p>CAREER: A: Students will acquire the skills to investigate the world of work and the relation to the knowledge of self and to make informed career decisions</p> <p>B: students will employ strategies to achieve future career goals with success and satisfaction</p> <p>C: students will understand the relationship between personal qualities, education, training and the world of work</p>	<p>C:A1: Develop Career Awareness</p> <p>C:A2: Develop Employment Readiness</p> <p>C:B1: Acquire Career Information</p> <p>C:B2: Identify Career Goals</p>	<p>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</p> <p>C:A1.1: Develop skills to locate, evaluate and interpret career information C:A1.2: Develop an awareness of personal abilities, skills, interests and motivations C:A1.5: Learn to make decisions C:A1.6: Learn how to set goals C:A2.1: Acquire employability skills such as working on a team, problem-solving and organizational skills C:A2.7: Develop a positive attitude toward work and learning C:A2.9: Utilize time and task management</p> <p>C:B1.1: Apply decision making to career planning, course selection, and career transition C:B1.2: Identify personal skills, interest and abilities and relate them to current career choice C:B1.3: Demonstrate knowledge of career planning process C:B1.4: Know the various ways in which careers can be classified C:B1.5: Use research and information resources to obtain career information</p>
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				<p>C:B2.1: Demonstrate awareness of the education and training needed to achieve career goals</p> <p>C:B2.2: Assess and modify educational plan to support career</p> <p>C:B2.3: Select course work that is related to career interest</p> <p>C:B2.4: Maintain a career planning portfolio</p>
			<p>C:C1: Acquire knowledge to achieve career goals</p> <p>C:C2: Apply skills to achieve career goals</p>	<p>C:C1.1: Understand the relationship between educational achievement and career success</p> <p>C:C1.3: Identify personal preferences and interests which influence career choice and success</p> <p>C:C1.4: Understand that the changing workforce requires lifelong learning and acquiring new skills</p> <p>C:C2.1: Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals</p> <p>C:C2.3: Learn to work cooperatively with others as a team member</p> <p>C:C2.4: Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences</p>

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MATHEMATICS, SCIENCE AND TECHNOLOGY

NYS Learning Standard	NYS Student Competency	ASCA Standard	ASCA Student Competencies	Performance Indicators
<p>2. Information Systems</p> <p>*Students will access generate, process, and transfer information using appropriate technologies</p>	<p>*Information technology is used to retrieve, process and communicate information and as a tool for enhance learning.</p> <p>*Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use.</p> <p>*Information technology can have positive and negative impacts on society, depending upon how it is used.</p>	<p>CAREER:</p> <p>A: Students will acquire the skills to investigate the world of work and the relation to the knowledge of self and to make informed career decisions</p>	<p>C:A1: Develop Career Awareness</p>	<p>C:A1.1: Develop skills to locate, evaluate and interpret career information</p>
<p>3. Mathematics</p> <p>*Students will understand mathematics and become mathematically confident by</p>	<p>* Students use MATHEMATICAL REASONING to analyze mathematical situations, make conjectures, gather</p>	<p>ACADEMIC:</p> <p>C: students will understand the relationship of academics to the world of work and to life at home and in the community</p>	<p>A:C1: Relate School to Life Experience</p>	<p>A:C1.2: Seek co-curricular and community experiences to enhance the school experience</p> <p>A:C1.3: Understand the relationship between learning and work</p>

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<p>communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability and trigonometry</p>	<p>evidence, and construct an argument.</p> <p>* Students use NUMBER SENSE AND NUMERATION to develop an understanding of multiple uses of numbers in the real world, use of numbers to communicate mathematically, and use of numbers in the development of mathematical ideas.</p> <p>*Students use MATHEMATICAL OPERATIONS and RELATIONSHIPS among them to understand mathematics</p> <p>* Students use MATHEMATICAL MODELING MULTIPLE REPRESENTATION to provide a means of presenting, interpreting, communicating, and</p>			
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	<p>connecting mathematical information and relationships.</p> <p>*Students use MEASUREMENT in both metric and English measure to provide a major link between the abstractions of mathematics and the real world in order to describe and compare objects and data.</p> <p>* Students use IDEAS of UNCERTAINTY to illustrate that mathematics involves more than exactness when dealing with everyday situations.</p> <p>* Students use PATTERNS and FUNCTIONS to develop mathematical power, appreciate the true beauty of mathematics, and construct generalizations that</p>			
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	describe patterns simply and efficiently.			
<p>5. Technology</p> <p>*Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs</p>	<p>* Engineering design is an interactive process involving modeling and optimization used to develop technological solutions to problems within given constraints.</p> <p>* Technological tools, materials, and other resources should be selected on the basis of safety, cost, availability, appropriateness, and environmental impact; technological processes change energy, information, and material resources into more useful forms.</p> <p>* Computers, as tools for design, modeling, information processing, communication, and system control, have greatly increased</p>	<p>CAREER:</p> <p>B: students will employ strategies to achieve future career goals with success and satisfaction</p>	<p>C:B1: Acquire Career Information</p>	<p>C:B1.6: Learn to use the internet to access career planning information</p>

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	<p>human productivity and knowledge.</p> <ul style="list-style-type: none">* Technological systems are designed to achieve specific results and produce outputs, such as products, structures, services, energy, or other systems.* Technology has been the driving force in the evolution of society from an agricultural to an industrial to an information base.* Technology can have positive and negative impacts on individuals, society, and the environment and humans have the capability and responsibility to constrain or promote technological development.* Project management is essential to ensuring that technological endeavors are			
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	profitable and that products and systems are of high quality and built safely, on schedule, and within budget.			
<p>6. Interconnectedness: Common Themes</p> <p>* Students will understand the relationships and common themes that connect mathematics, science and technology and apply the themes to these and other areas</p>	<p>*Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions.</p> <p>*Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation or design</p> <p>*The grouping of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal</p>	<p>ACADEMIC: A: Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span</p> <p>C: students will understand the relationship of academics to the world of work and to life at home and in the community</p> <p>CAREER: C: students will understand the relationship between personal qualities, education, training and the world of work</p>	<p>A:A2: Acquire skills for improved learning</p> <p>A:C1: Relate School to Life Experience</p> <p>C:C2: Apply skills to achieve career goals</p>	<p>A:A2.4: Apply knowledge and learning styles to positively influence school performance</p> <p>A:C1.3: Understand the relationship between learning and work</p> <p>A:C1.6: Understand how school success and academic achievement enhance future career and vocational opportunities</p> <p>C:C2.4: Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences</p>

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	<p>with the immense range and the changes in scale that affect the behavior and the design of systems.</p> <p>*Equilibrium is a state of stability due either to a lack of change (static equilibrium) or a balance between opposing forces (dynamic equilibrium).</p> <p>*Identifying patterns of change is necessary for making predictions about future behavior and conditions.</p> <p>*In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.</p>			
<p>7. Interdisciplinary Problem Solving</p> <p>*Students will apply the knowledge and thinking skills of mathematics,</p>	<p>*The knowledge and skills of mathematics, science, and technology are used together to make informed decisions</p>	<p>ACADEMIC: B: students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options including college</p>	<p>A:B1: Improve Learning</p> <p>A:B2: Plan to Achieve Goal</p>	<p>A:B1.2: Learn and apply critical thinking skills</p> <p>A:B1.5: Organize and apply academic information from a variety of sources</p> <p>A:B2.7: Use problem-solving and decision-making skills to assess progress toward educational goals</p>

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<p>science and technology to address real-life problems and make informed decisions</p>	<p>and solve problems, especially those relating to issues of mathematics/science/technology/society, consumer decision making, design, and inquiry into phenomena.</p> <p>*Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, technology; and presenting results.</p>	<p>C: students will understand the relationship of academics to the world of work and to life at home and in the community</p> <p>PERSONAL/SOCIAL: Standard B: students will make decisions, set goals, and take necessary action to achieve goals</p> <p>CAREER: Standard A: Students will acquire the skills to investigate the world of work and the relation to the knowledge of self and to make informed career decisions</p>	<p>A:C1: Relate School to Life Experience</p> <p>PS:B1: Self knowledge application</p> <p>C:A1: Develop Career Awareness</p>	<p>A:C1.3: Understand the relationship between learning and work</p> <p>PS:B1.1: Use a decision making and problem-solving model PS:B1.2: Understand consequences of decisions and choices PS:B1.3: Identify alternate solutions to a problem</p> <p>PS:B1.5: Demonstrate when, where and how to seek help for solving problems and making decisions</p> <p>PS:B1.12: Develop an action plan to set and achieve realistic goals C:A1.5: Learn to make decisions</p>
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ENGLISH LANGUAGE ARTS

NYS Learning Standard	NYS Student Competency	ASCA Standard	ASCA Student Competencies	Performance Indicators
1. Information and understanding.	<p>As listeners and readers: *Collect data, facts, and ideas. *Discover relationships, concepts and generalizations. *Use knowledge generated from oral, written and electronically produced texts</p> <p>As speakers and writers: *Use oral and written language to acquire, interpret, apply and transmit information</p>	<p>ACADEMIC: A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span. B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p> <p>CAREER: A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision. B: Students will employ strategies to achieve future career success and satisfaction.</p>	<p>A:A2: Acquire skills for improved learning</p> <p>A:B1: Improve learning</p> <p>C:A2: Develop Employment Readiness</p> <p>C:B1: Acquire Career Information</p>	<p>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</p> <p>A:B1.2: Learn and apply critical thinking skills A:B1.3: Apply the study skills necessary for academic success at each level A:B1.5: Organize and apply academic information from a variety of sources</p> <p>C:A2.6: Learn how to write a resume</p> <p>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</p>
2. Literary response and expression.	<p>As listeners and readers: *Read and listen to oral, written and electronically</p>	<p>ACADEMIC: A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life</p>	<p>A:A3: Achieve school success</p>	<p>A:A3.6: Share knowledge</p>

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	<p>produced texts and performances</p> <ul style="list-style-type: none"> *Relate texts and performances to their own lives *Develop and understanding of the diverse social, historical, and cultural dimensions the texts and performances represent <p>As speakers and writers:</p> <ul style="list-style-type: none"> *Use oral and written language for self-expression and artistic creation 	<p>in school and across the life span.</p> <p>PERSONAL/SOCIAL: A: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.</p>	<p>PS:A1: Acquire self-knowledge</p> <p>PS:A2: Acquire interpersonal skills</p>	<p>PS:A1.5: Identify and express feelings</p> <p>PS:A2.6: Use effective communication skills PS:A2.7: Know that communication involves speaking, listening, and nonverbal behavior</p>
<p>3. Critical analysis and evaluation.</p>	<p>As listeners and readers:</p> <ul style="list-style-type: none"> *Analyze experiences, ideas, information and issues presented by others using a variety of established criteria <p>As speakers and writers:</p> <ul style="list-style-type: none"> *Present in oral and written language and from a variety of perspectives, their 	<p>ACADEMIC: A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.</p> <p>B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p> <p>PERSONAL/SOCIAL: A: Students will acquire the attitudes, knowledge and</p>	<p>A:A3: Achieve school success</p> <p>A:B1: Improve learning</p> <p>PS:A1: Acquire self-knowledge</p>	<p>A:A3.6: Share knowledge</p> <p>A:B1.2: Learn and apply critical thinking skills</p> <p>A:B1.5: Organize and apply academic information from a variety of sources</p> <p>PS:A1.2: Identify values, attitudes and beliefs</p>

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	opinions and judgments on experiences, ideas, information and issues	interpersonal skills to help them understand and respect self and others.	PS:B1: Self knowledge application	PS:B1.1: Use a decision making and problem solving model PS:B1.3: Identify alternative solutions to a problem
4. Social interaction.	<p>As speakers and writers: *Use oral and written language for effective social communication with a wide variety of people</p> <p>As listeners and readers: *Use the social communications of others to enrich their understanding of people and their views</p>	<p>ACADEMIC: A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.</p> <p>B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p> <p>C: Students will understand the relationship of academics to the world of work and to life at home and in the community.</p> <p>CAREER: A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.</p>	<p>A:A3: Achieve school success</p> <p>A:B1: Improve learning</p> <p>A:C1: Relate school to life experiences</p> <p>C:A1: Develop career awareness</p> <p>C:A2: Develop employment readiness</p>	<p>A:A3.2: Demonstrate the ability to work independently, as well as the ability to work cooperatively with others A:A3.6: Share knowledge</p> <p>A:B1.4: Seek information and support from faculty, staff, family and peers</p> <p>A:C1.3: Understand the relationship between learning and work A:C1.5: Understand that school success is the preparation to make the transition from student to community member</p> <p>C:A1.4: Learn how to interact and work cooperatively in teams</p> <p>C:A2.5: Learn to respect individual uniqueness in the workplace</p>

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		<p>C: Students will understand the relationship between personal qualities, education and training and the world of work.</p> <p><i>PERSONAL/SOCIAL:</i> A: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.</p>	<p>C:C2: Apply skills to achieve career goals</p> <p>PS:A1: Acquire self knowledge</p> <p>PS:A2: Acquire interpersonal skills</p>	<p>C:C2.3: Learn to work cooperatively with others as a team member</p> <p>PS:A1.5: Identify and express feelings</p> <p>PS:A2.3: Recognize, accept, respect and appreciate individual differences</p> <p>PS:A2.4: Recognize, accept and appreciate ethnic and cultural diversity</p> <p>PS:A2.7: Know that communication involves speaking, listening and nonverbal behavior</p> <p>PS:A2.8: Learn how to make and keep friends</p>
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LANGUAGE OTHER THAN ENGLISH (LOTE)

NYS Learning Standard	NYS Student Competency	ASCA Standard	ASCA Student Competencies	Performance Indicators
<p>1. Students will be able to use languages other than English for communication</p>	<p>* READING & WRITING are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <p>* LISTENING & SPEAKING are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p>	<p><i>PERSONAL/SOCIAL:</i> A: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others</p>	<p>PS:A2: Acquire interpersonal skills</p>	<p>PS:A2.6: Use effective communications</p> <p>PS:A2.7: Know that communication involves speaking, listening and nonverbal behavior</p>

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	<p>* READING is the most important skill that students acquire in learning Latin for it is the vehicle through which communication with the ancient world is possible, and it is also the tool, along with writing, through which students become more aware of their own and other languages.</p> <p>* VISUAL-GESTURAL skills provide a means of communication with Deaf people in the context of the Deaf culture. INTERACTIVE communication is possible with Deaf people through the use of signs.</p> <p>* COMMUNICATION in Native languages takes place primarily to share expression of ideas, thoughts,</p>			
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	<p>and feelings to preserve Native cultural ideology.</p> <p>* WRITING, systems and therefore READING, are recent introduction to Native languages and are used primarily to encourage functional communication in the listening and speaking skills.</p>			
<p>2. Develop Cross-Cultural Skills and Understanding</p>	<p>* EFFECTIVE COMMUNICATION involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.</p> <p>*LATIN AQUISITION provides the cultural context for learning about the ancient world and its people.</p>	<p>ACADEMIC: A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.</p> <p>PERSONAL/SOCIAL: A: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.</p>	<p>A:A3: Achieve school success</p> <p>PS:A:2: Acquire interpersonal skills</p>	<p>A:A3.2: Demonstrate the ability to work independently, as well as the ability to work cooperatively with others</p> <p>PS:A2.2: Respect alternatives point 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 PS:A2.7: Know that communication involves speaking, listening and nonverbal behavior</p>

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	<p>From this basis students can compare and contrast antiquity and the present and thoughtfully contemplate the future.</p> <p>* KEY CULTURAL TRAITS exist within the Deaf culture, and cultural patterns are learned through the use of American Sign Language</p> <p>* CULTURE is transmitted and preserved through knowledge about the lives of Native American people and the sharing of their cultural ideology.</p>	<p>B: Students will make decisions, set goals and take necessary action to achieve goals.</p>	<p>PS:B1: Self Knowledge Application</p>	<p>PS:B1.7: Demonstrate a respect and appreciation for individual and cultural differences</p>
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THE ARTS

NYS Learning Standard	NYS Student Competency	ASCA Standard	ASCA Student Competencies	Performance Indicators
<p>1. Creating, Performing and Participating in the Arts:</p> <p>*Actively engage in the processes that constitute creation and performance in the creation and performance in the arts (dance, music, theatre and visual arts)</p> <p>*Participate in various roles in the arts</p>	<p>Dance:</p> <p>*Perform set dance forms in formal and informal contexts and will improvise, create and perform dances based on their own movement ideas.</p> <p>*Demonstrate an understanding of choreographic principles, processed and structures and of the roles of various participants in dance production.</p> <p>Music:</p> <p>*Compose original music and perform music written by others.</p> <p>*Understand and use the basic elements of music in their performances and compositions.</p> <p>*Engage in</p>	<p>ACADEMIC:</p> <p>A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.</p> <p>C: Students will understand the relationship of academics to the world of work and to life at home and in the community.</p> <p>CAREER:</p> <p>A: Students will acquire the skills to investigate the world of work in relation to</p>	<p>A:A1: Improve academic self-concept</p> <p>A:A3: Achieve school success</p> <p>A:C1: Relate school to life experiences</p> <p>C:A1: Develop career awareness</p> <p>C:B2: Identify career goals</p>	<p>A:A1.3: Take pride in work and achievement</p> <p>A:A3.4: Develop a broad range of interests and abilities</p> <p>A:C1.2: Seek co-curricular and community experiences to enhance the school experience</p> <p>C:A1.3: Develop and awareness of personal abilities, skills, interest and motivations</p> <p>C:A1.9: Develop hobbies and vocational interests</p> <p>C:B2.1: Demonstrate awareness of the education and training needed to achieve a career goal.</p>

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	<p>individual and group musical and music-related tasks.</p> <p>*Describe the various roles and means of creating, performing, recording and producing music.</p> <p>Theatre:</p> <ul style="list-style-type: none">*Create and perform theatre pieces as well as improvisational drama.*Understand and use the basic elements of theatre in their characterizations, improvisations, and play writing.*Engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre. <p>Visual Arts:</p> <ul style="list-style-type: none">*Make works of	<p>knowledge of self and to make informed career decision.</p> <p>B: Students will employ strategies to achieve future career success and satisfaction.</p>		
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	<p>art that explore different kinds of subject matter, topics, themes and metaphors.</p> <p>*Understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art.</p> <p>*Use a variety of art materials, processes, mediums, and techniques.</p> <p>*Use appropriate technologies for creating and exhibiting visual art works.</p>			
<p>2. Knowing and Using Arts Materials and Resources:</p> <p>*Be knowledgeable about and make use of the materials and resources available</p>	<p>Dance:</p> <p>*How to access dance and dance-related material from libraries, resource centers, museums, studios and performance spaces.</p> <p>*Know various career possibilities</p>	<p>ACADEMIC: B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p> <p>CAREER: A: Students will</p>	<p>A:B:1: Improve Learning</p> <p>C:A2: Develop</p>	<p>A:B1.4: Seek information and support from faculty, staff, family and peers</p> <p>A:B1.5: Organize and apply academic information from a variety of sources</p> <p>C:A2.6: Learn how to write a resume</p>

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<p>for participation in arts in various roles</p>	<p>in dance and recreational opportunities to dance. *Attend dance events and participate as appropriate within each setting. Music: *Use traditional instruments, electronic instruments, and a variety of non-traditional sound sources to create and perform music. *Use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. *Identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church</p>	<p>acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.</p> <p>B: Students will employ strategies to achieve future career success and satisfaction.</p> <p>PERSONAL/SOCIAL: C: Students will understand safety and survival skills.</p>	<p>employment readiness</p> <p>C:B 2: Identify career goals</p> <p>PS:C1: Acquire personal safety skills</p>	<p>C:A2.7: Develop a positive attitude toward work and learning</p> <p>C:B 2.1: Demonstrate awareness of the education and training needed to achieve career goals C:B 2.4: Maintain a career planning portfolio</p> <p>PS:C1.6: Identify resource people in the school and community, know how to seek their help</p>
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	<p>choirs, industrial music ensembles, etc.).</p> <ul style="list-style-type: none">*Know the vocations and avocations available to them in music. <p>Theatre:</p> <ul style="list-style-type: none">*Know the basic tools, media and techniques involved in theatrical production.*Locate and use school, community and professional resources for theatre experiences.*Understand the job opportunities available in all aspects of theatre. <p>Visual Arts:</p> <ul style="list-style-type: none">*Know and use a variety of visual arts materials, techniques and processes. <p>*Know about resources and opportunities for</p>			
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	<p>participation in visual arts in the community (exhibition, libraries, museums, galleries).</p> <p>*Use appropriate materials (print, electronic media, art reproductions, slides).</p> <p>*Be aware of vocational options available.</p>			
<p>3. Responding To and Analyzing Works of Art:</p> <p>*Respond critically to a variety of works in the arts</p> <p>*Connecting the individual work to other works and to other aspects of human endeavor and thought</p>	<p>Dance:</p> <p>*Express through written and oral language their understanding, interpretation, and evaluation of dances they see, do and read about.</p> <p>*Acquire the critical vocabulary to talk and write about a variety of dance forms.</p> <p>Music:</p> <p>*Demonstrate the capacity to listen to and comment on music.</p>	<p>ACADEMIC:</p> <p>A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.</p> <p>B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p> <p>PERSONAL/SOCIAL:</p> <p>A: Students will acquire the attitudes,</p>	<p>A:A3: Achieve school success</p> <p>A:B1: Improve learning</p> <p>PS:A2: Acquire interpersonal skills</p>	<p>A:A3.6: Share knowledge</p> <p>A:B1.2: Learn and apply critical thinking skills</p> <p>PS:A2.2: Respect alternative points of view</p> <p>PS:A2.3: Recognize, accept, respect and appreciate individual</p>

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	<p>*Relate their critical assertions about music to its aesthetic, structural, acoustic and psychological qualities.</p> <p>*Use concepts based on the structure of music’s content and context to relate music to other broad areas of knowledge.</p> <p>Use concepts from other disciplines to enhance their understanding of music.</p> <p>Theatre:</p> <p>*Reflect on, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism.</p> <p>*Analyze the</p>	<p>knowledge and interpersonal skills to help them understand and respect self and others.</p> <p>B: Students will make decisions, set goals and take necessary action to achieve goals.</p>	<p>PS:B1: Self knowledge application</p>	<p>differences</p> <p>PS:B1.7: Demonstrate a respect and appreciation for individual and cultural differences</p>
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	<p>meaning and role of theatre in society.</p> <ul style="list-style-type: none">*Identify ways in which drama/theatre connects to film and video, other arts and other disciplines. <p>Visual Arts:</p> <ul style="list-style-type: none">*Reflect on, interpret, and evaluate works of art, using the language of art criticism.*Analyze the visual characteristics of the natural and built environment. <ul style="list-style-type: none">*Explain the social, cultural, psychological and environmental dimensions of the visual arts.*Compare the ways in which a variety of ideas, themes, and concepts are expressed through			
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	the visual arts with the ways they are expressed in other disciplines.			
<p>4. Understanding The Cultural Dimensions and Contributions of The Arts:</p> <p>*Develop an understanding of the personal and cultural forces that shape artistic communication</p> <p>*How the arts in turn shape the diverse cultures of past and present society</p>	<p>Dance:</p> <p>*Know dances from many cultures and times and recognize their relationship to various cultural, social and historic contexts.</p> <p>*Recognize that dance is performed in many different cultural settings and serve many functions in diverse societies.</p> <p>Music:</p> <p>*Develop a performing and listening repertoire of music of various genres, styles and cultures that represent the peoples of the world and their manifestations in the United States.</p> <p>*Recognize the cultural features of</p>	<p>ACADEMIC:</p> <p>A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span</p> <p>PERSONAL/SOCIAL:</p> <p>A: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.</p> <p>B: Students will make decisions, set goals and take necessary action to achieve goals.</p>	<p>A:A3: Achieve school success</p> <p>PS:A:2: Acquire interpersonal skills</p> <p>PS:B1: Self Knowledge Application</p>	<p>A:A3.3: (Need to check the book, mistake on the model)</p> <p>PS:A2.2: Respect alternatives point of view</p> <p>PS:A2.3: Recognize, accept, respect and appreciate individual differences</p> <p>PS:A2.4: Recognize, accept, respect and appreciate ethnic and cultural diversity</p> <p>PS:A2.5: Recognize and respect differences in various family configurations</p> <p>PS:A2.6: Use effective communications</p> <p>PS:A2.7: Know that communication involves speaking, listening and nonverbal behavior</p> <p>PS:B1.7: Demonstrate a respect and appreciation for individual and cultural differences</p>

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	<p>a variety of musical compositions and performances and understand the functions of music within the culture.</p> <p>Theatre: *Gain knowledge about past and present cultures as expressed through theatre. *Interpret how theatre reflects the beliefs, issues and events of societies past and present.</p> <p>Visual Arts: *Explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people at a given time and place. *Understand how the time and place influence the visual characteristics of</p>			
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	the art work. *Explore art to understand the social, cultural, and environmental dimensions of human society.			
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CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

NYS Learning Standard	NYS Student Competency	ASCA Standard	ASCA Student Competencies	Performance Indicators
<p>1. Career Development: Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.</p>	<p>Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</p>	<p>ACADEMIC: A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</p> <p>B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</p> <p>C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.</p> <p>CAREER: A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career</p>	<p>A:A3 Achieve School Success</p> <p>A:B2 Plan to Achieve Goal</p> <p>A:C1 Relate School to Life Experiences</p> <p>C:A1 Develop Career Awareness</p>	<p>A:A3.2 Demonstrate the ability to work independently, as well as the ability to work. A:A3.4 Develop a broad range of interest and abilities A:A3.5 Demonstrate dependability, productivity, and initiative</p> <p>A:B2.6 Apply knowledge of aptitudes and interests to goal setting A:B2.7 Use problem-solving and decision-making skills to assess progress toward educational goals A:B2.9 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities</p> <p>A:C1.3 Understand the relationship between learning and work A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities</p> <p>C:A1.1 Develop skills to locate, evaluate, and interpret career information C:A1.2 Learn about the variety of traditional and non-traditional occupations</p>

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		<p>C: Students will understand the relationship between personal qualities, education, training, and the world of work.</p> <p>PERSONAL/SOCIAL: A: Students will acquire the</p>	<p>C:B2 Identify Career Goals</p> <p>C:C1. Acquire Knowledge to Achieve Career Goals</p> <p>C:C2 Apply Skills to Achieve Career Goals</p> <p>PS:A1 Acquire Self-Knowledge</p>	<p>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 Select course work that is related to career interests C:B2.4 Maintain a career planning portfolio</p> <p>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 which influence 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</p> <p>C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals</p> <p>PS:A1.2 Identify values, attitudes and beliefs PS:A1.3 Learn the goals setting process</p>
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		<p>knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p> <p>B: Students will make decisions set goals, and take necessary action to achieve goals.</p>	<p>PS:B1 Self-Knowledge Application</p>	<p>PS:A1.10 Identify personal strengths and assets</p> <p>PS:B1.2 Understand consequences of decisions and choices 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</p> <p>PS:B1.12 Develop an action plan to set and achieve realistic goals</p>
<p>2. Integrated Learning</p> <p>Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.</p>	<p>Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.</p>	<p>ACADEMIC:</p> <p>A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</p> <p>B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</p> <p>C: Students will understand the relationship of academics to the</p>	<p>A:A2 Acquire Skills for Improving Learning</p> <p>A:A3 Achieve School Success</p> <p>A:B1: Improve Learning</p> <p>A:B2: Plan to Achieve Goal</p> <p>A:C1: Relate School to Life</p>	<p>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 communications skills to know when and how to ask for help when needed</p> <p>A:A3.1 Take responsibility for their actions A:A3.2 Demonstrate the ability to work independently, as well as the ability to work A:A3.6 Share knowledge</p> <p>A:B1.2 Learn and apply critical thinking skills</p> <p>A:B2.9 Identify post-secondary options consistent with interest, achievement, aptitude and abilities</p> <p>A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities,</p>

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		<p>world of work, and to life at home and in the community.</p> <p>CAREER: A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <p>B: Students will employ strategies to achieve future career goals with success and satisfaction.</p> <p>C: Students will understand the relationship between personal qualities, education, training, and the world of work.</p>	<p>Experience</p> <p>C:A1 Develop Career Awareness</p> <p>C:A2 Develop Employment Readiness</p> <p>C:B2 Identify Career Goals</p> <p>C:C2 Apply Skills to Achieve Career Goals</p>	<p>leisure time, and family life A:C1.3 Understand the relationship between learning and work A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities</p> <p>C:A1.4 Learn how to interact and work cooperatively in teams C:A1.10 Balance between work and leisure time</p> <p>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:A2.6 Learn how to write a resume 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</p> <p>C:B2.2 Assess and modify their educational plan to support career C:B2.3 Select course work that is related to career interests</p> <p>C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals</p>
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				<p>C:C2.2 Learn how to use conflict management skills with peers and adults</p> <p>C:C2.3 Learn to work cooperatively with others as a team member</p> <p>C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</p>
<p>3a. Universal Foundation Skills</p> <p>Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.</p>	<p>1. Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.</p> <p>2. Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.</p> <p>3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.</p>	<p>ACADEMIC:</p> <p>A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</p> <p>B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</p> <p>C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.</p> <p>CAREER:</p> <p>A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p>	<p>REFER TO APPENDIX A</p>	<p>REFER TO APPENDIX A</p>

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	<p>4. Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.</p> <p>5. Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.</p> <p>6. Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.</p> <p>7. Using resources includes the application of financial and human factors, and the elements of time and materials to</p>	<p>B: Students will employ strategies to achieve future career goals with success and satisfaction.</p> <p>C: Students will understand the relationship between personal qualities, education, training, and the world of work.</p> <p><i>PERSONAL/SOCIAL:</i></p> <p>A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p> <p>B: Students will make decisions set goals, and take necessary action to achieve goals.</p> <p>C: Students will understand safety and survival skills.</p>		
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	<p>successfully carry out a planned activity.</p> <p>8. Systems skills include the understanding of and ability to work within natural and constructed systems.</p>			
<p>3b. Career Majors</p> <p>Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.</p>	<ol style="list-style-type: none"> 1. Business/ Information Systems 2. Health Services 3. Engineering/ Technologies 4. Human and Public Services 5. Natural and Agricultural Sciences 6. Arts/Humanities 	<p>ACADEMIC:</p> <p>A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</p> <p>B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</p> <p>C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.</p> <p>CAREER:</p> <p>A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <p>B: Students will employ</p>	<p>REFER TO APPENDIX A</p>	<p>REFER TO APPENDIX A</p>

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		<p>strategies to achieve future career goals with success and satisfaction.</p> <p>C: Students will understand the relationship between personal qualities, education, training, and the world of work.</p> <p><i>PERSONAL/SOCIAL:</i></p> <p>A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p> <p>B: Students will make decisions set goals, and take necessary action to achieve goals.</p> <p>C: Students will understand safety and survival skills.</p>		
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SOCIAL STUDIES

NYS Learning Standard	NYS Student Competency	ASCA Standard	ASCA Student Competencies	Performance Indicators
<p>History of the United States: use a variety of intellectual skills to demonstrate their understanding of major ideas, areas, themes, developments and turning points in the history of the United States and New York.</p>	<p>1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p> <p>2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p>3. Study about the major social, political, economic, cultural, and religious developments in New York State and</p>	<p><i>PERSONAL/SOCIAL:</i></p> <p>A: Students will acquire the knowledge, skills, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>B: Students will make decisions, set goals and take necessary action to achieve goals.</p>	<p>PS:A2: Acquire interpersonal skills</p> <p>PS:B1: Self-knowledge application</p>	<p>PS:A2.1: Recognize the everyone has rights and responsibilities</p> <p>PS:B1.2: Use a decision-making and problem-solving model</p> <p>PS:B1.7: Demonstrate a respect and appreciation for individual and cultural differences</p>

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	<p>United States history involves learning about the important roles and contributions of individuals and groups.</p> <p>4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>			
<p>World History: use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and</p>	<p>1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and</p>	<p>ACADEMIC: B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options including college.</p> <p>PERSONAL/SOCIAL:</p>	<p>A:B1: Improve Learning</p> <p>PS:A1: Acquire</p>	<p>A:B1.2: Learn and apply critical thinking</p> <p>PS:A1.11: Identify and discuss changing personal</p>

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<p>turning points in world history and examine the broad sweep of history from a variety of perspectives.</p>	<p>traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p> <p>2. Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p> <p>3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and</p>	<p>A: Students will acquire the knowledge, skills, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>B: Students will make decisions, set goals and take necessary action to achieve goals.</p>	<p>self-knowledge</p> <p>PS:A2: Acquire interpersonal skills</p> <p>PS:B 1: Self-knowledge application</p>	<p>and social roles</p> <p>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</p> <p>PS:B 1.7: Demonstrate a respect and appreciation for individual and cultural differences</p>
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	<p>groups.</p> <p>4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>			
<p>Geography: use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p>	<p>1. Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use</p>	<p>ACADEMIC: B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options including college.</p> <p>PERSONAL/SOCIAL: A: Students will acquire the knowledge, skills, attitudes and interpersonal skills to help them understand and respect self and others.</p>	<p>A:B1: Improve Learning</p> <p>PS:A2: Acquire interpersonal skills</p>	<p>A:B1.2: Learn and apply critical thinking</p> <p>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 accept differences in various family configurations</p>

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	<p>of geography.</p> <p>2. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>			
<p>Economics: use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity</p>	<p>1. The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p> <p>2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and</p>	<p>ACADEMIC: B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options including college.</p> <p>PERSONAL/SOCIAL: B: Students will make decisions, set goals and take necessary action to achieve goals.</p> <p>C: Students will understand safety and survival skills</p>	<p>A:B1: Improve Learning</p> <p>PS:B1: Self-knowledge application</p> <p>PS:C1: Acquire personal safety skills</p>	<p>A:B1.2: Learn and apply critical thinking</p> <p>PS:B1.1: Use a decision-making and problem-solving model PS:B1.2: Understand consequences of decisions and choices</p> <p>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 sage and healthy choices</p>

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<p>problem through market and nonmarket mechanisms.</p>	<p>national life.</p>			
<p>Civics, Citizenship, and Government: use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p>1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p> <p>2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and</p>	<p>ACADEMIC: A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</p> <p>B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options including college.</p> <p>C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.</p> <p>CAREER: A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <p>PERSONAL/SOCIAL: A: Students will acquire the knowledge, skills, attitudes and</p>	<p>A:A3: Achieve school success</p> <p>A:B1: Improve Learning</p> <p>A:C1: Relate school to life experience</p> <p>C:A1: Develop career awareness</p> <p>C:A2: Develop employment readiness</p> <p>PS:A1: Acquire self-knowledge</p>	<p>A:A3.1: Take responsibility for their actions A:A3.5: Demonstrate dependability, productivity and initiative</p> <p>A:B1.2: Learn and apply critical thinking</p> <p>A:C1.2: Seek co-curricular and community experiences to enhance the school experience A:C1.5: Understand that school success is the preparation to make the transition from student to community member</p> <p>C:A1.4: Learn how to interact and work cooperatively in teams</p> <p>C:A2.4: Learn about the rights and responsibilities of employers and employees PS:A1.7: Recognize personal boundaries, rights and privacy needs PS:A1.11: Identify and discuss changing personal</p>

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	<p>establish a system of shared and limited government.</p> <p>3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.</p> <p>4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.</p>	<p>interpersonal skills to help them understand and respect self and others.</p> <p>C: Students will understand safety and survival skills</p>	<p>PS:A2: Acquire interpersonal skills</p> <p>PS:C1: Students will understand safety and survival skills</p>	<p>and social roles</p> <p>PS:A2.1: Recognize that everyone has rights and responsibilities</p> <p>PS:C1.2: Learn about the relationship between rules, laws, safety, and the protection of rights of the individuals</p> <p>PS:C1.4: Demonstrate the ability to set boundaries, rights and personal privacy</p>
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NEW YORK STATE COMPREHENSIVE SCHOOL COUNSELING PROGRAM CROSSWALK FEEDBACK FORM

The New York State School Counselor Association is actively seeking feedback regarding the *New York State Comprehensive School Counseling Program Crosswalk* draft. Please take a few moments to consider the questions below and provide your opinion.

1. What is your overall opinion of the *New York State Comprehensive School Counseling Program Crosswalk*?
2. Are there areas that are unclear?
3. Does the *document* meet your needs as a school counselor?
4. Is there information missing that you would like to see included? If so, what is it?
5. What are your comments regarding the structure and flow of the document?
6. Do you have suggestions for improvement or change for the *Crosswalk*?
7. Do you have any other comments?

NAME: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

PHONE: _____ FAX: _____

E-MAIL: _____

SCHOOL: _____

Please return your answers to the above questions to: **Deborah Hardy**, c/o NYSSCA, PO Box 217, Leicester, NY 14481

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SCHOOL COUNSELING PROGRAM CROSSWALK DEVELOPMENT FORM

Counselor: _____ Date: _____

School: _____ School Year: _____

Specific Grade (Check One):

K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___
7 ___ 8 ___ 9 ___ 10 ___ 11 ___ 12 ___

Domains	National Standards <i>Students will...</i>	NYS Learning Standards					
		<i>ELA CDOS</i>	<i>M/S/T</i>	<i>SS</i>	<i>PE</i>	<i>LOTE</i>	<i>ART</i>
Academic	A: acquire attitudes, knowledge and skills that contribute to effective learning						
	B: complete school with the academic preparation essential to choose from a wide range of postsecondary college						
	C: understand the relationship of academics to the world of work, and to life at home and in the community						
Career	A: acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions						
	B: employ strategies to achieve future career goals with success and satisfaction						
	C: understand the relationship between personal qualities, education, training and the world of work						
Personal/ Social	A: acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others						
	B: make decisions set goals, and take necessary action to achieve goals						
	C: understand safety and survival skills						

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THE NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS

The National Standards for School Counseling Programs identify the attitudes, knowledge and skills for students that were deemed important by the profession, clarify the relationship of school counseling to the educational system, and address the contributions of school counseling to student success in school. With accountability driving school improvement there is a critical need to inform stakeholders of the relationship of school counseling programs to student learning and achievement. Most importantly, as critical players in school improvement, school counselors use school data to demonstrate accountability for student achievement and school success.

The National Standards for School Counseling Programs provide a framework for developing and writing the content of a school counseling program. The standards focus on what all students, from pre-kindergarten through grade twelve, should know, understand, and be able to do to enhance their development. The nine national standards, three in each area of academic, career and personal-social development, are considered to be the essential foundation for the content of school counseling programs (Campbell & Dahir, 1997).

The National Standards offer school counselors, administrators, teachers, and counselor educators a common language to promote student success through school counseling programs, which is readily understood by colleagues in schools who are involved in school improvement and the implementation of standards across other disciplines. Comprehensive national standards-based school counseling programs have characteristics similar to other educational programs including a scope and sequence; student outcomes or competencies; activities and processes to assist students in achieving these outcomes; professionally credentialed personnel; materials and resources, and accountability methods.

AMERICAN SCHOOL COUNSELORS ASSOCIATION
National Standards for School Counseling Programs
Competencies and Indicators

ACADEMIC DEVELOPMENT

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 which 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 communications 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:A2.5 Refine study and organizational skills

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 Cooperatively with other students
- A:A3.4 Develop a broad range of interest and abilities
- A:A3.5 Demonstrate dependability, productivity, and initiative
- A:A3.6 Share knowledge

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

A:B1 Improve Learning

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

A:B2 Plan to Achieve Goal

- A:B2.1 Establish challenging academic goals in elementary, middle/junior high, and high school
- A:B2.2 Develop an initial four-year plan
- A:B2.3 Update and modify the four-year plan

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- A:B2.4 Use assessment results in educational planning
- A:B2.5 Develop and implement annual plan of study to maximize academic ability and achievement
- A;B2.6 Apply knowledge of aptitudes and interests to goal setting
- A:B2.7 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.8 Understand the relationship between classroom performance and success in school
- A:B2.9 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

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

A:C1 Relate School to Life Experiences

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

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.

C:A1 Develop Career Awareness

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

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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: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 Select course work that is related to career interests

C:B2.4 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:CI .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 which influence 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:C2 Apply Skills to Achieve Career Goals

C:C2.I 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

STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal 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 goals 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 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:BI .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:BI .9 Identify long-and short-term goals
- PS:B1.I0 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 Acquire 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:01.4 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

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- P5:01.6 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 how to cope with peer pressure
- P5:01.9 Learn techniques for managing stress and conflict
- P5:01.10 Learn coping skills for managing life events

Legend: A:A-1. I =Academic Domain, Standard A, Competency I, and Indicator I.

New York State Learning Standards

Health, Physical Education, and Family and Consumer Sciences

Standard 1: Personal Health and Fitness

- Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment

- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management

- Students will understand and be able to manage their personal and community resources.

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design

- Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

- Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics

- Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science

- Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

- Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes

- Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

- Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

English Language Arts

Standard 1: Language for Information and Understanding

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- Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Language for Literary Response and Expression

- Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation

- Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Language for Social Interaction

- Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Languages Other Than English

Standard 1: Communication Skills

- Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

- Students will develop cross-cultural skills and understandings.

The Arts

Standard 1: Creating, Performing, and Participating in the Arts

- Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources

- Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Art

- Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Contributions of the Arts

- Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Career Development and Occupational Studies

Standard 1: Career Development

- Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning

- Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

- Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors

- Students who choose a career major will acquire the career- specific technical knowledge/ skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Social Studies

Standard 1: History of the United States and New York

- Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

- Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

- Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live— local, national, and global— including the distribution of people, places, and environments over the Earth’s surface.

Standard 4: Economics

- Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision- making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Standard 5: Civics, Citizenship, and Government

- Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.