

6th-12th Grade Competency Articulation		Competencies (Students will...)									
PWR Direct Student Services Elements		Middle School	6th	7th	8th	High School 9/10	9th	10th	High School 11/12	11th	12th
Self-Awareness (B1 - B3)	B1 - Students participate in a variety of lessons and activities that help them demonstrate knowledge, understanding, and personal awareness of their interests, skills, and talents	(MS-B1-A) Understand the relationship between personal abilities, goals, skills, interests, and motivation to academic achievement.				(HS-B1-A) Demonstrate knowledge of their preferences, interests, hopes, dreams, passions, and individual interests.			(HS-B1-B) Demonstrate the ability to appreciate their unique aptitudes, abilities, strengths, barriers, and challenges.		
		(MS-B1-B) Communicate personal strengths, skills, and aptitudes with others.				(HS-B1-B) Demonstrate the ability to appreciate their unique aptitudes, abilities, strengths, barriers and challenges.					
	B2 - Students utilize a variety of information to deepen self-awareness relevant to making career decisions; Information may come from sources such as career interest surveys, aptitude testing, informal observations, student projects or hobbies, academic achievement, values assessments, and extracurricular activities*	(MS-B2-A) Evaluate self-discovery exercises/assessments in order to uncover potentially hidden talents, interests, and aspirations.				(HS-B2-A) Evaluate self-discovery exercises/assessments in order to uncover potentially hidden talents, interests, and aspirations.			(HS-B2-A) Evaluate self-discovery exercises/assessments in order to uncover potentially hidden talents, interests, and aspirations.		
		(MS-B2-B) Identify the unique characteristics and attributes that set them apart from other people and allows them to express themselves as individuals.				(HS-B2-B) Understand how character traits, interests, abilities, and achievement relate to attaining personal, educational, and career goals.			(HS-B2-C) Identify personal preferences, skills, and interests that influence career choices and success.		
		(MS-B3-A) Develop the ability to work independently toward achieving an academic or personal goal.				(HS-B3-A) Demonstrate the ability to work independently toward achieving an academic or personal goal.			(HS-B3-A) Demonstrate the ability to work independently toward achieving an academic or personal goal.		
		(MS-B3-B) Identify the types of individuals upon whom they may rely for support in order to effectively transition through challenging situations at home, school, or within their community.				(HS-B3-B) Demonstrate appropriate skills for interactions with adults.			(HS-B3-B) Demonstrate appropriate skills for interactions with adults.		
B3 - Students recognize challenges and potential barriers to attaining goals and develop a personal/professional network of adult mentors who can provide guidance and support	(MS-B3-C) Develop and practice self-advocacy skills and be able to assert themselves through the use of appropriate oral and written communication.				(HS-B3-C) Demonstrate the ability to make informed decisions.			(HS-B3-E) Apply problem-solving and decision-making skills to make informed, ethical, and socially responsible decisions regarding wants, needs, and aspirations.			
					(HS-B3-D) Understand when and how to utilize family, peer, school, and/or community resources.			(HS-B3-D) Understand when and how to utilize family, peer, school, and/or community resources.			
Career Exploration (B4 - B8)	B4 - Students build knowledge about careers, postsecondary, and employment opportunities through a variety of resources, lessons, and activities	(MS-B4-A) Identify career pathways of interest by engaging in exploration activities such as classroom lessons, projects, career fairs, field trips, guest speakers, connected academic content, after school events, workshops, etc..				(HS-B4-A) Begin to narrow career pathways of interest by engaging in exploration activities such as classroom lessons, projects, career fairs, field trips, guest speakers, connected academic content, after-school events, workshops, campus visits, etc..			(HS-B4-C) Deepen their understanding of identified career pathways of interest by engaging in experiential activities such as informational interview, mentorship, job-shadowing, work experience, internship, externship, etc..		
		(MS-B4-B) Engage with professionals in their community and outside of their community that represent a variety of career pathways.				(HS-B4-B) Engage with professionals in their community and outside of their community that represent career pathways of interest.			(HS-B4-D) Develop mentoring relationships with professionals in their community and outside of their community that represent career pathways of interest.		
	B5 - Students are aware of and engage with Michigan's 17 career clusters*	(MS-B5-A) Understand the relationship between the Michigan career zones, clusters, and pathways.				(HS-B5-A) Understand the relationship between the Michigan career zones, clusters, and pathways.			(HS-B5-C) Identify one primary and two additional career pathways that align with their interests.		
		(MS-B5-B) Identify at least three career clusters that align with their interests.				(HS-B5-B) Identify at least three career pathways that align with their interests.					
	B6 - Students are aware of information about projected job openings in Michigan*	(MS-B6-A) Identify local, regional, and state job openings utilizing various sources including Michigan's Hot 50 Job Outlook and Career Outlook resources .				(HS-B6-A) Identify local, regional, and state job openings utilizing various sources, including Michigan's Hot 50 Job Outlook and Career Outlook resources.			(HS-B6-B) Identify local, regional, and state job openings within my chosen career pathway utilizing various sources, including Michigan's Hot 50 Job Outlook and Career Outlook resources.		
		(MS-B7-A) Develop a future vision of themselves within the workforce.				(HS-B7-A) Describe a future vision of themselves within the workforce that is aligned with self-awareness.			(HS-B7-F) Articulate a future career goal, what informed the decision, and the action steps needed to take in order to achieve the goal.		
					(HS-B7-B) Understand the effect of career choices on quality of life.			(HS-B7-B) Understand the effect of career choices on quality of life.			
(MS-B7-B) Identify how values and academic aspirations support future life needs, wants, and goals.					(HS-B7-C) Understand the influences and impact of cultural biases and stereotypes on career options.			(HS-B7-G) Understand how the changing workplace requires lifelong learning, flexibility, and the acquisition of new employment skills.			
B7 - Students explore a variety of careers by participating in lessons, activities, and research centered on students' self awareness	(MS-B7-C) Understand that behaviors such as punctuality, courtesy, proper dress, language, and hard work are essential to future success.				(HS-B7-D) Demonstrate how behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to future success.			(HS-B7-H) Refine and strengthen employability skills such as individual initiative, teamwork, problem solving, time management, organization, and communication.			
	(MS-B7-D) Demonstrate employability skills such as individual initiative, teamwork, problem solving, time management, organization, and communication.				(HS-B7-E) Demonstrate employability skills such as individual initiative, teamwork, problem solving, time management, organization, and communication.			(HS-B7-I) Understand the relationship of dependability, productivity, and initiative to academic and job success.			

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	B8 - Students research postsecondary pathways (such as college, vocational school, training, and military service) aligned to their career interests and explore various funding options.	(MS-B8-A) Understand the differences between post-secondary opportunities, including 2-year and 4-year degree programs, apprenticeships, military service, career and technical colleges, and service-learning programs.				(HS-B8-A) Demonstrate knowledge of various postsecondary education options and the variety of postsecondary training that leads to various careers. (HS-B8-B) Identify the education and training needed for career interest areas.			(HS-B8-C) Articulate the differences between types of colleges, as well as technical and apprenticeship programs, and how these college and career choices best fit the desired career path. (HS-B8-B) Identify the education and training needed for career interest areas.		
	B9 - Students understand graduation requirements and various options for meeting them (CTE, WBL, Early College, AP, IB, etc.).	(MS-B9-A) Identify basic requirements for high school graduation and the adult at school who is responsible for assisting with course planning. (MS-B9-B) Demonstrate awareness of educational, vocational, and technical training opportunities available in high school.				(HS-B9-A) Demonstrate an understanding of high school graduation requirements and identify the adult(s) at school who is responsible for assisting with course planning. (HS-B9-B) Understand the importance of high school course and/or program selection in relation to future academic and career options.			(HS-B9-C) Demonstrate an understanding of high school graduation requirements. (HS-B9-D) Demonstrate the importance of high school course and/or program selection in relation to future academic and career options.		
Graduation & Career Planning (B9 - B12)	B10 - Students are able to communicate a plan for their future that identifies a career pathway and goals for achieving success.*										
	B11 - Students identify the level of educational preparation needed to meet their career goal.* B12 - Students develop a plan of action which includes high school course selections, projected completion date, desired degree, certificate, or other credential, timeline for college application, financial assistance deadlines, and employment opportunities; students' experiences and accomplishments are gathered and recorded in their talent portfolio.*	(MS-B10-B11-B12-A) Initiate Educational Development Plan (EDP) with assistance from designated school personnel, understand how to access the plan on their own, and share their plan with parents/guardians.				(HS-B10-B11-B12-A) Revise Educational Development Plan (EDP) with assistance from designated school personnel, begin to take the initiative to review the plan on their own, and discuss their plan with parents/guardians.			(HS-B10-B11-B12-B) Refine Educational Development Plan (EDP) with assistance from designated school personnel, review the plan on their own, and discuss their plan with parents/guardians.		