

13.1. Career Awareness and Preparation

- A. Relate careers to individual interests, abilities, and aptitudes.
- B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
- C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.
- D. Evaluate school-based opportunities for career awareness/preparations, such as, but not limited to:
 - Career days
 - Career portfolios
 - Community service
 - Cooperative education
 - Graduation/senior project
 - Internship
 - Job shadowing
 - Part-time employment
 - Registered apprenticeship
 - School-based enterprise
- E. Justify the selection of a career
- F. Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:
 - Associate degree
 - Baccalaureate degree
 - Certificate/licensure
 - Entrepreneurship
 - Immediate part/full time employment
 - Industry training
 - Military training
 - Professional degree
 - Registered apprenticeship
 - Tech prep
 - Vocational Rehabilitation Centers
- G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.
- H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

13.2. Career Acquisition (Getting a Job)

- A. Apply effective speaking and listening skills used in a job interview.
- B. Apply research skills in searching for a job.
 - CareerLinks
 - Internet (i.e. O-NET)
 - Networking
 - Newspapers
 - Professional associations
 - Resource books (that is *Occupational Outlook Handbook, PA Career Guide*)

- C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:
 - Job application
 - Letter of appreciation following an interview
 - Letter of introduction
 - Postsecondary education/training applications
 - Request for letter of recommendation
 - Resume
 - D. Analyze, revise, and apply an individualized career portfolio to chosen career path.
 - E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:
 - Commitment
 - Communication
 - Dependability
 - Health/safety
 - Laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
 - Personal initiative
 - Self-Advocacy
 - Scheduling/time management
 - Team building
 - Technical literacy
 - Technology
- 13.3. Career Retention and Advancement
- A. Evaluate personal attitudes and work habits that support career retention and advancement.
 - B. Evaluate team member roles to describe and illustrate active listening techniques:
 - Clarifying
 - Encouraging
 - Reflecting
 - Restating
 - Summarizing
 - C. Evaluate conflict resolution skills as they relate to the workplace:
 - Constructive criticism
 - Group dynamics
 - Managing/leadership
 - Mediation
 - Negotiation
 - Problem solving
 - D. Evaluate time management strategies and their application to both personal and work situations.
 - E. Evaluate strategies for career retention and advancement in response to the changing global workplace.
 - F. Evaluate the impact of lifelong learning on career retention and advancement.
- 13.4. Entrepreneurship
- A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities
 - B. Analyze entrepreneurship as it relates to personal character traits.

- 5.2. Rights and Responsibilities of Citizenship
- B. Evaluate citizens' participation in government and civic life.
 - C. Interpret the causes of conflict in society and analyze techniques to resolve those conflicts
 - E. Analyze how participation in civic and political life leads to the attainment of individual and public goals.
 - F. Evaluate how individual rights may conflict with or support the common good.
 - G. Evaluate what makes a competent and responsible citizen.
- 6.5. Work and Earnings
- A. Analyze the factors influencing wages.
 - Demand for goods and services produced
 - Labor unions
 - Productivity
 - Education/skills
 - B. Evaluate how changes in education, incentives, technology and capital investment alter productivity.
- 11.1. Financial and Resource Management
- B. Explain the responsibilities associated with managing personal finances (e.g., savings, checking, credit, non-cash systems, investments, insurance).
 - E. Compare the influences of income and fringe benefits to make decisions about work.
- 11.2. Balancing Family, Work and Community Responsibility
- A. Solve dilemmas using a practical reasoning approach
 - Identify situation
 - Identify reliable information
 - List choices and examine the consequences of each
 - Develop a plan of action
 - Draw conclusions
 - Reflect on decision
 - A. (cont'd.) Justify solutions developed by using practical reasoning skills
 - B. Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.
 - C. Analyze teamwork and leadership skills and their application in various family and work situations.
 - H. Justify the significance of interpersonal communication skills in the practical reasoning method of decision making. Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.
- 2.2. Computation and Estimation
- A. Develop and use computation concepts, operations and procedures with real numbers in problem-solving situations.
 - B. Use estimation to solve problems for which an exact answer is not needed.
- 2.7.
- A. Compare odds and probability.
 - B. Apply probability and statistics to perform an experiment involving a sample and generalize its results to the entire population.
 - C. Draw and justify a conclusion regarding the validity of a probability or statistical argument.
 - D. Use experimental and theoretical probability distributions to make judgments about the likelihood of various outcomes in uncertain situations.

1.1. Learning to Read Independently

- A. Locate various texts, media and traditional resources for assigned and independent projects before reading.
- B. Identify and use common organizations structures and graphic features to comprehend information.
- C. Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.
- D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were more effective in learning from a variety of texts.
- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.
- F. Understand the meaning of and apply key vocabulary across the various subject areas.
- G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
 - Make, and support with evidence, assertions about texts.
 - Compare and contrast texts using themes, settings, characters and ideas.
 - Make extensions to related ideas, topics or information.
 - Assess the validity of the document based on context.
 - Analyze the positions, arguments and evidence in public documents.
 - Evaluate the author's strategies.
 - Critique public documents to identify strategies common in public discourse.

1.2. Reading Critically in all Content Areas

- B. Use and understand a variety of media and evaluate the quality of material produced.
 - Select appropriate electronic media for research and evaluate the quality of the information received.
 - Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes.Use, design and develop a media project to demonstrate understanding (e.g., a major writer or literary period or movement).
- C. Produce work in at least one literary degree that follows the conventions of the genre.

1.4. Types of Writing

- C. Write persuasive pieces
 - Include a clearly stated position or opinion.
 - Include convincing, elaborated and properly cited evidence.
 - Develop reader interest.
 - Anticipate and counter reader concerns and arguments.
 - Include a variety of methods to advance the argument or position.
- D. Maintain a written record of activities, course work, experience, honors and interests.

1.5. Quality of Writing

- A. Write with a sharp, distinct focus.
 - Identify topic, task and audience.
 - Establish and maintain a single point of view.
- B. Write using well-developed content appropriate for the topic.
 - Gather, determine validity and reliability of, analyze and organize information.
 - Employ for the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
- C. Write with controlled and/or subtle organization.
 - Sustain a logical order throughout the piece.
 - Include an effective introduction and conclusion.
- D. Write with a command of the stylistic aspects of composition.
 - Use different types and lengths of sentences.
 - Use precise language.
- E. Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.
- F. Edit writing using the conventions of language.
 - Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).
- G. Present and/or defend written work for publication when appropriate.

1.6. Speaking and Listening

- A. Listen to others.
 - Ask clarifying questions.
 - Synthesize information, ideas and opinions to determine relevancy.
 - Take notes.
- C. Speak using skills appropriate to formal speech situations.
 - Use a variety of sentence structures to add interest to a presentation.
 - Pace the presentation according to audience and purpose.
 - Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.
- D. Contribute to discussions.
 - Ask relevant, clarifying questions.
 - Respond with relevant information or opinions to questions asked.
 - Listen to and acknowledge the contributions of others.
 - Adjust tone and involvement to encourage equitable participation.
 - Facilitate total group participation.
 - Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
 - Paraphrase and summarize as needed.

- E. Participate in small and large group discussions and presentations.
 - Initiate everyday conversations.
 - Select and present an oral reading or an assigned topic.
 - Conduct interviews.
 - Participate in a formal interview (e.g., for a job, college).
 - Organize and participate in informal debate around a specific topic.
 - Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television).
 - F. Use media for learning purposes.
 - Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects.
 - Evaluate the role of media in focusing attention and forming opinions.
 - Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it.
- 1.8. Research
- A. Select and refine a topic for research
 - B. Locate information using appropriate sources and strategies.
 - Determine valid resources for researching the topic, including primary and secondary sources.
 - Evaluate the importance and quality of the sources.
 - Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases).
 - Use tables of contents, indices, key words, cross-references and appendices.
 - Use traditional and electronic search tools.
 - C. Organize, summarize and present the main ideas from research.
 - Take notes relevant to the research topic.
 - Develop a thesis statement based on research.
 - Anticipate readers' problems or misunderstandings.
 - Give precise, formal credit for others' ideas, images or information using a standard method of documentation.
 - Use formatting techniques (e.g., headings, graphics) to aid reader understanding.