

Course of Study

Career Based Intervention Program

Warren County Career Center

**3525 North State Route 48
Lebanon, Ohio 45036**

Adopted 05-17-07

*This document is for the use of the staff at Warren County Career Center.
Credit is given the designer of the template, Upper Valley JVS, Piqua, Ohio.*

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CBIP Warren County Career Center

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Statement of Recommendation

The CBIP Advisory Committee at Warren County Career Center has reviewed this course of study and recommends it for use as the foundation for instruction in the CBI class.

The developers of this course of study have considered local labor market needs and the school's ability to offer specialized programs. The competencies have been reviewed and accepted as being congruent with our school's vision, mission, and strategic goals. When appropriate, additional competencies related to the program area have been incorporated into this course of study.

Achievement of technical competencies, utilizing proper attitudes, and demonstrating appropriate values are critical for successful employment and for furthering educational opportunities within a student's chosen field. We believe that this course of study adequately and correctly focuses upon student development.

This course of study is recommended on: 05-17-07

Warren County Career Center Vision Statement

WCCC is the valued partner of choice within the educational and economic systems of our communities, by providing quality academic and career technical education.

We pave the way for a future of opportunities unique to each of our learners.

Warren County Career Center Mission Statement

To prepare youths and adults to make informed career choices and to successfully enter, compete, and advance in a changing work world.

Warren County Career Values

- Treating each other with respect, dignity, trust and mutual value
- Communicating openly and honestly
- Taking ownership of personal actions and being held accountable for results
- Upholding and demonstrating high ethical, educational and fiscal standards
- Exhibiting high levels of professionalism
- Providing high quality instruction and highly qualified staff to ensure success for all learners
- Making quality customer service a high priority
- Promoting partnerships and a team environment
- Celebrating team and individual achievements
- Using data to drive planning, decision making and actions

Course Design

Courses are designed to reflect career-focused education, which combines high-level academics with real-life technical skills. The intent is to maximize a student's present and future academic and career success.

Career-focused education enhances the integration of academic and technical skills, designs programs that prepare students with transferable skills and promotes each student's career opportunities.

Course Philosophy

We believe that all students have the ability to learn, to establish a career plan and carry out their career paths to gain success in their lives. Career Based Intervention Programs are designed to assist students who possess barriers to career and academic success to establish a career path by using work-based learning experiences and gaining competencies to achieve a successful path to career options and postsecondary training. Career Based Intervention is comprised of these key principles: high student expectations, common curriculum, authentic learning, supportive structures, and sense of belonging, continuous improvement, and student identification. CBI instruction and intervention is to be delivered by a caring instructor in an atmosphere where the student gains a sense of belonging in an educational environment. Coordinators need to establish support systems using the school administration and staff, the community, and student family members to meet the needs of the student.

Course Goals

The course goals for CBIP are to:

1. Higher Expectations
2. Common Curriculum
3. Authentic Learning
4. Supportive Structures
5. Sense of Belonging
6. Continuous Improvement
7. Student Identification

Career Based Intervention (CBI) programs help students with barriers to career and academic success improve academic competencies, graduate from high school, develop employability skills, implement a career plan, and participate in a career pathway in preparation for postsecondary education and careers.

CBI programs provide combined educational, service, and work-based learning opportunities for students in grades 7 through 12 who demonstrate academic and /or social maturity difficulties in school. The number of years a student spends in a CBI program is determined locally by the program design and individual student needs. The following seven key principles are intended to guide CBI program design and delivery to best meet student needs.

Course Description

The Career Based Intervention (CBI) program is a career-technical education program designed for students ages 12-21 and 7th-12th grad who are identified as disadvantaged (either academically or economically or both) and who have barriers to achieving academic and career success. The program is to help students to improve academic competence, graduate from high school, develop employability skills, implement a career plan and participate in a career pathway in preparing for postsecondary education and careers.

The CBI program will provide a combination of educational, service, and work-based learning opportunities for student success. Work-based learning can be paid or non-paid and can be single or multiple periods in length. The number of years a student spends in the CBI program is determined locally by the program design and individual student needs.

Academic and Technical Integration

Expectations of curriculum must be aligned with what is written, taught, assessed, and reported. Student expectations focus on active, project-centered learning—an approach to learning that emphasizes a connection between ideas in a discipline and the outside world. Educational programming and course content will clearly connect career and post-secondary opportunities. At the Warren County Career Center, the main goal is to design courses and projects that use strategies for authentic instruction. These characteristics of instruction focus on deep understanding, established opportunities for concept connections, provide anticipatory and abstract thinking, and emphasize genuine application.

The academic courses at the WCCC follow the state model curricula. They are designed to meet both associate school and state requirements. These standards respond to the need to improve student achievement, quality of curriculum and instruction, and strengthen school and community relationships.

Technology

The Warren County Career Center board and staff believe that technology skills are essential for all students to achieve in the 21st century. It is the goal of this district to infuse technology into all facets of education:

- Instruction
- Assessment
- Administration
- Career planning
- Course design
- Professional development

Strategies to incorporate technology into all facets of education are a priority of the district and there is commitment to a continual process to provide updated hardware, software, and professional development for staff members for the purpose of providing a high quality education, with the integration of technology, for all students.

Job Shadowing/Internships/Career Placement

The Warren County Career Center Internship/Placement/Job Shadowing Program involves placing students in meaningful career-based learning experiences to complement their classroom learning. The experiences relate to student interests within their chosen career-technical program and may include job shadowing, group and individual internships, or career placement. This process is coordinated by the Educational Services/Career Pathways Department and supervised by the career-technical instructor.

Job Shadowing

Job Shadowing is designed to give the student a short-term overview of the many opportunities within a career field. Career-technical instructors confer with students to determine appropriate experiences.

Internships and Job Placement vary somewhat, but during each experience students should accomplish the following goals:

1. Work with mentors, supervisors, co-workers, and others to accomplish assigned tasks that contribute to the long- and short-term goals of the student. All aspects of the internship/placement (including dates, times, responsibilities, evaluations, etc.) will be outlined in an approved Internship Learning Plan that is coordinated by the career-technical instructor.
2. Apply basic skills and knowledge to "real world" business settings and learn new skills that are relevant to the career path.
3. Demonstrate a solid understanding of the basic skills outlined in the Internship Learning Plan.
4. Reflect upon the internship/placement/job shadowing in terms of post-secondary education/career options.

The criterion for participation in career-based learning experiences is included in the approved packet for each activity and may be obtained by the instructor from the Career Pathways office.

The specifics of how these opportunities are offered in this career-technical program or statement of academic support are:

Academic Intervention/Instruction

Academics are taught for credit or remediation. It is a local decision whether to offer courses for academic credit required for graduation, or, as elective credit necessary to prepare students for placement into required classes.

Work-Based Learning

1. Paid cooperative work experiences and/or
2. Unpaid work-based learning experiences such as job shadowing, short-term field experiences, internships, volunteering at non-profit community agencies, career exploration, and/or service learning activities.

Note: Students in paid work experiences should also be given the opportunity to participate in an unpaid work experience that reflects the long term career goal as stated in the Individual Career Plan (ICP) – if different that what the paid work experience offers.

Students Served

The population served by this program will usually have an IQ below the 5th stanine (between 75 and 90) or will be one year (or more) behind their class rank. A CBIP student will oftentimes be a slow reader or nonreader. A CBIP student will not be able to achieve in the regular academic school program without remediation or academic assistance. Without this support, this student will become a potential dropout. It is important that the student be employable or able to participate in a career exploration project or job shadowing experience.

Scope and Sequence

STRAND 1: SOLVING PROBLEMS & THINKING SKILLFULLY

1.1 Solve problems and make decisions in work-related situations

- 1.1.1 Identify factors that influence problem solving and decision making
- 1.1.2 Analyze the source of the problem or the situation requiring a decision
- 1.1.3 Generate possible alternatives
- 1.1.4 Analyze possible alternatives
- 1.1.5 Match problem-solving and decision-making processes to the situation
- 1.1.6 Use creative thinking processes to support solving problems and making decisions
- 1.1.7 Justify solution or decision with evidence to support or refute alternatives
- 1.1.8 Formulate action plans
- 1.1.9 Implement action plans
- 1.1.10 Evaluate action taken
- 1.1.11 Monitor action plans
- 1.1.12 Adjust action plans as needed

1.2 Read for information and understanding

- 1.2.1 Locate needed information in written materials using formatting cues, skimming, and scanning
- 1.2.2 Interpret written information, including manuals, graphs, and schedules
- 1.2.3 Unlock the meaning of unknown or technical vocabulary using standard strategies (e.g. context clues, suffixes) prefixes,
- 1.2.4 Locate key points, main ideas, relevant details, facts, and specifications in written materials
- 1.2.5 Judge the accuracy, appropriateness, style, and plausibility of information, proposals or theories in materials read

1.3 Use observation skills to analyze work-related situations

- 1.3.1 Collect data through sensory perceptions - seeing, hearing, tasting, touching, and smelling
- 1.3.2 Identify predictable patterns and relationships in given situations
- 1.3.3 Monitor situations for deviations
- 1.3.4 Identify patterns and relationships that create doubt, uncertainty, difficulty, or disappointment
- 1.3.5 Devise appropriate responses to given situations
- 1.3.6 Apply past observations to resent work-related situations

1.4 Apply mathematical processes

- 1.4.1 Solve mathematical problems involving whole numbers and integers
- 1.4.2 Solve mathematical problems involving fractions, mixed numbers, decimals, percentages, ratios, and proportions
- 1.4.3 Apply systematic counting techniques and algorithmic thinking to represent, analyze, and solve problems
- 1.4.4 Use estimates to determine reasonableness of proposed problem solutions
- 1.4.5 Use appropriate technology in the solution of math-related problems

- 1.4.6 Describe problem situations using numerical, symbolic, and graphical representations
- 1.4.7 Apply combinations of algebraic techniques.
- 1.4.8 Represent problem situations with geometric models (including applying the properties of figures)
- 1.4.9 Express mathematical ideas orally and in writing

1.5 Apply measurement and spatial skills

- 1.5.1 Demonstrate knowledge of units of measurement
- 1.5.2 Select measurement techniques appropriate for given situation
- 1.5.3 Match measurement tools to measurement requirements
- 1.5.4 Determine degree of accuracy required for given situation
- 1.5.5 Analyze implications of the degree of accuracy of various measurements

1.6 Apply statistical analysis skills

- 1.6.1 Estimate probability using standard techniques and formulas
- 1.6.2 Analyze software options available for statistical analysis
- 1.6.3 Select software option most appropriate for given situation
- 1.6.4 Analyze statistical data using selected software
- 1.6.5 Make inferences or predictions based on data analysis
- 1.6.6 Represent statistical data using tables, charts, and graphs

1.7 Analyze critical data to guide work activities

- 1.7.1 Identify critical data needed
- 1.7.2 Determine the level of detail necessary for various situations according to prescribed procedures (including task analysis; procedural analysis; financial activities; personnel matters; customer contacts; noncompliance and violations; and/or deviations from normal operation of processes, equipment and instrumentation)
- 1.7.3 Ensure that documentation is complete and error-free and provides valid and reliable evidence
- 1.7.4 Ensure that documentation is in compliance with established procedures
- 1.7.5 Analyze documentation to determine appropriate actions for specific situations

1.8 Utilize scheduling techniques to ensure that jobs are completed by the stated due date

- 1.8.1 Develop schedules for equipment maintenance
- 1.8.2 Develop schedules for materials production, handling, and distribution
- 1.8.3 Develop meeting schedules
- 1.8.4 Distribute schedules to all concerned personnel
- 1.8.5 Implement schedules as planned
- 1.8.6 Make changes in schedules as appropriate

1.9 Demonstrate knowledge of the economy and how it functions as a whole

- 1.9.1 Analyze how individuals and societies make choices to satisfy wants with limited resources
- 1.9.2 Analyze how factors of production (including land, labor, capital, and entrepreneurship) are used to produce goods and services

- 1.9.3 Analyze how individuals and households exchange their resources for income in order to buy goods and services
- 1.9.4 Analyze how individuals and business firms use resources to produce goods and services to generate revenue
- 1.9.5 Identify the characteristics of command, market, and traditional economies
- 1.9.6 Analyze how all levels of government assess taxes in order to provide services

1.10 Demonstrate knowledge of the economy as a framework within which decisions are made by individuals and groups

- 1.10.1 Determine opportunity costs and trade-offs
- 1.10.2 Identify key individuals and groups that make economic decisions at the local, state, national, and international levels
- 1.10.3 Identify the important roles that local, state, national, and international governments play in a global economy
- 1.10.4 Characterize how government decisions affect individuals
- 1.10.5 Identify how geographic factors affect the political and economic systems of other countries
- 1.10.6 Analyze how national and international markets allocate goods and services
- 1.10.7 Analyze how resources, goods, and services are exchanged in national and international markets
- 1.10.8 Demonstrate knowledge of competition and how it affects national and international markets
- 1.10.9 Demonstrate knowledge of supply and demand and how it affects national and international markets

STRAND 2: COMMUNICATING EFFECTIVELY

2.1 Apply basic communication skills

- 2.1.1 Guide communication activities using established rules for grammar, word usage, spelling, and sentence construction
- 2.1.2 Select communication style appropriate to audience and situation
- 2.1.3 Present messages in a form that assists recipient's understanding (e.g., speak and write clearly and concisely, write legible)
- 2.1.4 Locate needed information using communications reference tools (e.g., dictionary, thesaurus, style manual, work division, wide)
- 2.1.5 Interpret oral, written, and nonverbal messages
- 2.1.6 Follow written and oral instructions
- 2.1.7 Clarify messages received (e.g., through paraphrasing, questioning)

2.2 Apply oral communication skills

- 2.2.1 Apply basic communication skills in communicating orally
- 2.2.2 Use nonverbal techniques to reinforce the intended verbal message
- 2.2.3 Support oral communication with creative attention-getters, analogies, examples, verbal illustrations, etc.
- 2.2.4 Supplement oral communication with other forms of communication (including graphic, written, and artistic)
- 2.2.5 Demonstrate sensitivity to cultural diversity (e.g., accepted variations in distances)

- between speakers, use of eye contact, meaning of gestures; bias-free language)
- 2.2.6 Adjust delivery according to perceived reception

2.3 Apply written communication skills

- 2.3.1 Apply basic communication skills in communicating in written form
- 2.3.2 Organize information into the appropriate format in accordance with standard practices (including prewriting, drafting, proofreading, editing/revising, preparing final copy/publishing)
- 2.3.3 Incorporate creative and original elements (e.g., unique writing style, content, layout) in the written product
- 2.3.4 Supplement written communication with other forms of communication (including graphic, oral, artistic)
- 2.3.5 Demonstrate sensitivity to cultural diversity
- 2.3.6 Use technology (e.g., spelling checkers) to enhance accuracy

2.4 Apply technical writing skills

- 2.4.1 Apply basic communication skills
- 2.4.2 Consider topic in relation to the audience and purpose
- 2.4.3 Determine when graphics, charts, and sketches are needed to support and clarify text
- 2.4.4 Present information in a clear and concise manner

2.5 Apply listening skills

- 2.5.1 Identify major points of the message (including key information, directions, specific details)
- 2.5.2 Determine real needs or goals by attending to both verbal and nonverbal messages
- 2.5.3 Differentiate between facts, opinions, and feelings
- 2.5.4 Document messages using standard note-taking techniques
- 2.5.5 Overcome communication barriers
- 2.5.6 Clarify communication by rephrasing statements, asking questions, showing empathy, and interpreting both verbal and nonverbal information

2.6 Apply demonstration/presentation skills

- 2.6.1 Apply basic communication skills in presenting a demonstration/presentation
- 2.6.2 Select valid and reliable reference(s)
- 2.6.3 Organize content based on purpose and audience
- 2.6.4 Determine desirable format
- 2.6.5 Incorporate creative and original elements into the demonstration/ presentation
- 2.6.6 Organize the components necessary to conduct a demonstration/presentation (including resources, equipment, handouts, graphics, advance organizers)
- 2.6.7 Incorporate media that support the purpose of the demonstration/presentation (including projection equipment, computer software)
- 2.6.8 Present the results of an investigation
- 2.6.9 Demonstrate the operation of equipment or facilities and/or given techniques and procedures
- 2.6.10 Communicate possible problems, processes, and solutions
- 2.6.11 Demonstrate knowledge of the topic(s) to be communicated
- 2.6.12 Use self-expression appropriate to the situation (including grooming, adjustment

- of behavior, expression of feelings and ideas)
- 2.6.13 Convey information to audience according to accepted business communication practices
- 2.6.14 Adjust communication according to audience feedback

2.7 Apply graphic communication skills

- 2.7.1 Apply basic communication skills in communicating through graphics
- 2.7.2 Ensure that all information is accurate and complete
- 2.7.3 Specify graphics needed to support presentations
- 2.7.4 Communicate information using graphics in print, poster, or transparency form
- 2.7.5 Communicate information using slides created with presentation software
- 2.7.6 Incorporate creative and original elements into graphics
- 2.7.7 Employ effective design techniques in development of graphics (including space, lines, shading, shaping, symbols)
- 2.7.8 Demonstrate sensitivity to cultural diversity

2.8 Apply artistic communication skills

- 2.8.1 Apply basic communication skills in communicating artistically
- 2.8.2 1 Participate in a wide variety of experiences that expose self to an appreciation of the arts disciplines - dance, music, theater, and the visual arts
- 2.8.3 Analyze exemplary works through the relationship between artistic practices, products, and perspectives
- 2.8.4 Interpret historical and modern artifacts
- 2.8.5 Demonstrate artistic and creative techniques of production and performance
- 2.8.6 Create an original artifact or performance that demonstrates an understanding of history and culture

2.9 Convey information through multimedia presentations

- 2.9.1 Organize content based on purpose and audience
- 2.9.2 Evaluate which set of procedures, tools, or equipment will produce the desired results
- 2.9.3 Produce a presentation, including designing, creating, importing data and graphics, editing, formatting, and sequencing
- 2.9.4 Operate multimedia equipment
- 2.9.5 Apply problem-solving techniques to resolve problems encountered in the process of designing and implementing multimedia presentations

2.10 Create graphs and charts

- 2.10.1 Access sources of needed information
- 2.10.2 Select data for inclusion
- 2.10.3 Convert data into chosen graphical format
- 2.10.4 Ensure that the results are correctly represented (including font, scale, size)
- 2.10.5 Draw conclusions from information presented in graphs and charts

2.11 Build interpersonal relationships

- 2.11.1 Demonstrate knowledge of the components of effective communication
- 2.11.2 Relate to people of different ages, abilities, genders, cultures, and behavior styles
- 2.11.3 Demonstrate caring, empathy, and appreciation for others

- 2.11.4 Communicate personal feelings, needs, and ideas constructively
- 2.11.5 Demonstrate effective listening skills
- 2.11.6 Manage conflict and stress

STRAND 3: APPLYING TECHNOLOGY

3.1 Demonstrate technological literacy

- 3.1.1 Demonstrate knowledge of the basic technology systems currently available (e.g., manufacturing technology, organizing and accessing information for technology)
- 3.1.2 Analyze the interplay of technology with social issues, gender issues, ethics, law, and government
- 3.1.3 Identify the uses of technology in industry, education, the political arena, and day-to-day consumer affairs
- 3.1.4 Analyze the benefits and costs of new developments in technology
- 3.1.5 Make decisions about the use of technology that improve performance in the workplace, in school, and in the home

3.2 Access/transmit information using electronic communication systems

- 3.2.1 Determine which systems are most appropriate for given situations
- 3.2.2 Transmit messages electronically
- 3.2.3 Access information electronically (e.g., via information services, CD-ROMs, laser disks, videos, and the Internet)
- 3.2.4 Conduct searches electronically
- 3.2.5 Participate in electronic discussion groups

3.3 Demonstrate computer literacy

- 3.3.1 Choose the hardware, software, and online services that will produce the desired results
- 3.3.2 Comply with ethical standards in the acquisition, organization, analysis, and communication of information
- 3.3.3 Keep informed of legal parameters regarding computers
- 3.3.4 Provide routine maintenance and repair of computer hardware and software

3.4 Use database software in work-related situations

- 3.4.1 Demonstrate knowledge of the functions and features of database software
- 3.4.2 Identify the type of data needed
- 3.4.3 Determine the best database to aid in the collection, tabulation, synthesis, and evaluation of the particular data identified
- 3.4.4 Locate needed operations information using software documentation or help functions
- 3.4.5 Construct database for the specified purpose
- 3.4.6 Access needed information from the database
- 3.4.7 Select report design for presenting data

3.5 Use spreadsheet software in work-related situations

- 3.5.1 Demonstrate knowledge of the functions and features of spreadsheet software
- 3.5.2 Identify the type of data needed
- 3.5.3 Determine the best spreadsheet to aid in the collection, tabulation, synthesis, and

- evaluation of the identified data
- 3.5.4 Locate needed operations information using software documentation or help functions
- 3.5.5 Construct spreadsheet for the specified purpose
- 3.5.6 Analyze data
- 3.5.7 Interpret results

3.6 Use word-processing software in work-related situations

- 3.6.1 Demonstrate knowledge of the functions and features of word-processing software
- 3.6.2 Construct word-processed documents for the specified purpose
- 3.6.3 Locate needed operations information using software documentation or help functions
- 3.6.4 Integrate databases, spreadsheets, graphics and desktop publishing files into word-processed documents
- 3.6.5 Edit documents using available software features and functions

STRAND 4: WORKING RESPONSIBLY

4.1 Demonstrate leadership

- 4.1.1 Identify a variety of leadership strategies
- 4.1.2 Demonstrate leadership qualities
- 4.1.3 Distinguish between the uses of leadership and management
- 4.1.4 Analyze the factors influencing choice of leadership strategies in a given situation
- 4.1.5 Match leadership strategies to the given group situation
- 4.1.6 Collaborate with others to accomplish goals

4.2 Contribute to teamwork

- 4.2.1 Demonstrate sensitivity to cultural, gender, and generational differences (in communication, interpersonal skills, and learning, preferences)
- 4.2.2 Demonstrate concern for each team member and for team goals (e.g., provide encouragement, maintain a can-do attitude and common focus)
- 4.2.3 Complete aspects of assigned tasks according to team-established procedures and within specific timelines
- 4.2.4 Employ group process techniques to solve problems, make decisions, build consensus, resolve or manage conflicts, construct compromises, support self expression, and bring forth new ideas and opinions
- 4.2.5 Evaluate the team's efforts

4.3 Choose ethical courses of action in all work assignments and personal interactions

- 4.3.1 Establish a personal code of ethics
- 4.3.2 Ensure that personal code of ethics is consistent with the professional code of ethics of the chosen profession
- 4.3.3 Identify strategies that strengthen desirable character traits (including honesty, integrity, compassion, empathy, justice)
- 4.3.4 Identify consequences of unethical conduct
- 4.3.5 Recognize conflict between personal/professional ethics and the ethics of others

- 4.3.6 Demonstrate awareness of legal responsibilities (e.g., copyright laws, harassment, equity)
- 4.3.7 Identify strategies for responding to the unethical actions of individuals and organizations

4.4 Demonstrate the work ethic

- 4.4.1 Exhibit desirable personal and professional attitudes and behaviors (including positive view of self and work, awareness of impact on others, responsibility, pride)
- 4.4.2 Exhibit desirable personal and professional work habits and behaviors (including punctuality, regular attendance, quality performance, meeting or exceeding of job expectations, self-motivation, honesty)
- 4.4.3 Determine own role within the company's mission
- 4.4.4 Participate in required and voluntary professional development to benefit employer and self
- 4.4.5 Improve performance for the benefit of employer and self
- 4.4.6 Display a sense of personal responsibility for the welfare of the company and colleagues (including health, safety, environmental concerns)
- 4.4.7 Distinguish between work ethics of various organizations, work groups, and cultures

4.5 Comply with the confidentiality requirements of workplace policies and procedures

- 4.5.1 Identify types of confidential information (including mail and information about personnel, customers, company)
- 4.5.2 Maintain records on the distribution of information using established format and procedures
- 4.5.3 Provide information only to authorized personnel, whether transmitted physically or via technology
- 4.5.4 Inspect returned materials for completeness
- 4.5.5 Identify the consequences of a breach of confidentiality

4.6 Apply appropriate strategies for dealing with the differences associated with diversity (e.g., racial, ethnic, gender, educational, social and age)

- 4.6.1 Recognize the differences associated with diversity and the indications of those differences
- 4.6.2 Demonstrate effective interpersonal skills in working with others of different backgrounds
- 4.6.3 Express feelings, actions, and ideas respectfully
- 4.6.4 Identify appropriate strategies and solutions for dealing with cultural conflicts and differences
- 4.6.5 Demonstrate respect for diverse international business practices and etiquette

STRAND 5: PLANNING AND MANAGING A CAREER

5.1 Identify how personal interests abilities, and skills relate to choosing a career

- 5.1.1 Determine own interests and aptitudes
- 5.1.2 Relate personal interests to academic and occupational skills

- 5.1.3 Identify impact of abilities and skills on career development
- 5.1.4 Identify how self-knowledge relates to making career choices

5.2 Investigate career options

- 5.2.1 Identify career options, including self-employment and nontraditional careers
- 5.2.2 Identify the range of available career information sources
- 5.2.3 Research knowledge, abilities, and skills needed in each occupation using a variety of resources (e.g., handbooks, career materials, labor market information, computerized career-information delivery systems, and role models/mentors)
- 5.2.4 Select careers that best match interests and aptitudes
- 5.2.5 Analyze the impact of factors such as population, climate, employment trends, and geographic location on occupational choice
- 5.2.6 Assess differences in the wages, benefits, annual incomes, cost of living, and job opportunities associated with selected career options
- 5.2.7 Identify potential conflicts between interest/aptitudes and career choices
- 5.2.8 Identify how career choices influence family, personal life, and lifestyle
- 5.2.9 Assess labor market information pertaining to career options
- 5.2.10 Explore future trends and occupations in the world of work

5.3 Chart career using career-planning skills

- 5.3.1 Demonstrate use of career information
- 5.3.2 Identify elements of career planning
- 5.3.3 Summarize the educational requirements of various occupations
- 5.3.4 Identify skills that apply to a variety of occupations
- 5.3.5 Identify challenges that may interfere with individual career plan (e.g., gender issues, misinformation, expectations of others, and conditions of labor market)
- 5.3.6 Identify short-term and long-term goals for achieving career plan
- 5.3.7 Develop a career plan
- 5.3.8 Showcase interests, aptitudes, and skills utilizing a portfolio
- 5.3.9 Annually review/revise the individual career plan
- 5.4 Demonstrate skill needed to enter or reenter the workforce

5.4.1 Apply knowledge of personal abilities, interests, and skills to the seeking of employment regionally, nationally, and globally

- 5.4.2 Develop job-getting tools including resumes, letters of application, portfolios)
- 5.4.3 Demonstrate job-getting skills (including locating acceptable jobs, interviewing, completing a job application, and interpreting an employee contract)
- 5.4.4 Demonstrate skill in a second language if required for the position
- 5.4.5 Maintain a portfolio demonstrating job competence and containing job-getting tools

5.5 Demonstrate job-keeping skills

- 5.5.1 Demonstrate strong communication skills orally, in writing, or via computer
- 5.5.2 Apply basic arithmetic and mathematics skills to job tasks
- 5.5.3 Apply thinking skills to job tasks (including creative thinking, decision making, reasoning, problem solving, interpretation of information)
- 5.5.4 Apply interpersonal skills in relating to others on the job
- 5.5.5 Identify an awareness of employer expectations for the job

5.5.6 Carryout job tasks in accordance with employer expectations

5.5.7 Display positive work ethic

5.6 Upgrade career skills

5.6.1 Identify personal and workplace changes that require upgrading of own skills

5.6.2 Modify own career goals based on personal and workplace changes

5.6.3 Analyze various education/training options for securing needed upgrading

5.6.4 Identify professional development opportunities

5.6.5 Participate in professional development activities

5.6.6 Recognize need for life long upgrading of career skills

5.7 Explore opportunities to create businesses

5.7.1 Identify an unmet need or opportunity for provision of a good or service

5.7.2 Identify potential target markets nationally and/or internationally

5.7.3 Identify factors that contribute to the success or failure of a business

5.7.4 Evaluate the costs and benefits of future opportunities (e.g., renovations, improvements, expansions, addition of new products or services, international trade opportunities)

5.7.5 Evaluate entrepreneurship and entrepreneurship opportunities

5.7.6 Identify components of a business plan, considering various factors for identified opportunities and marketing strategies (including population, climate, location, supply and demand, competition)

STRAND 6: MANAGING RESOURCES

6.1 Apply self-management processes in the workplace

6.1.1 Develop a system for organizing work

6.1.2 Apply time- management skills

6.1.3 Apply anger- management skills

6.1.4 Apply stress management skills

6.1.5 Arrange work environment based on the principles of ergonomics

6.1.6 Maintain a work area conducive to productivity (e.g., neat, orderly)

6.1.7 Manage resources to support achievement of goals

6.2 Use reference materials to obtain information appropriate to a given problem, topic, or situation

6.2.1 Obtain needed technological and informational reference materials

6.2.2 Collect information from selected references

6.2.3 Evaluate the validity and reliability of the information obtained

6.2.4 Organize information for use in problem solving, decision making, or communications

6.2.5 Apply information to workplace situations

6.3 Maintain/promote wellness

6.3.1 Recognize positive and negative influences on wellness (including social activities, sports, hobbies, environment, health, emotions, economics)

6.3.2 Participate in the arts disciplines and/or extracurricular activities (including dance, music, theater, visual arts, sports) that promote wellness and balance within an individual

- 6.3.3 Follow wellness principles that result in significant, measurable improvements in own overall health condition and the health condition of peer(s)
- 6.3.4 Monitor health and health parameters
- 6.3.5 Act on environmental issues that influence wellness

- 6.4 Determine the impact of government regulations and business/industry procedures on the performance of particular job functions**
 - 6.4.1 Identify the purpose of government regulations and their impact on the management of resources
 - 6.4.2 Differentiate among federal, state, and local regulations and local business and industry procedures
 - 6.4.3 Identify the various agencies involved in government oversight
 - 6.4.4 Identify which regulations or guidelines take priority in a given situation
 - 6.4.5 Locate information about the required process(es) for implementing regulations
 - 6.4.6 Comply with regulations in the handling of materials, services, resources, and/or work activities (including inspection or self-monitoring)

- 6.5 Implement safety procedures and programs**
 - 6.5.1 Identify safety requirements
 - 6.5.2 Demonstrate knowledge of safety rules and guidelines
 - 6.5.3 Interpret safety signs and symbols
 - 6.5.4 Demonstrate desirable safety attitudes and habits
 - 6.5.5 Use safety equipment in accordance with established procedures
 - 6.5.6 Document results of safety procedures and programs

- 6.6 Support the provision of first aid in accordance with company policy and procedures**
 - 6.6.1 Identify supplies and equipment needed in emergency situations
 - 6.6.2 Locate supplies and equipment needed in emergency situations
 - 6.6.3 Follow established procedures for the administration of first aid until official help arrives
 - 6.6.4 Analyze the impact of stress throughout an emergency situation
 - 6.6.5 Practice universal precautions during first aid procedures (including those related to blood-borne pathogens, confined spaces, emergency egress, fire safety, hearing conservation)

- 6.7 Manage work and family responsibilities for the well-being of self and others work**
 - 6.7.1 Explore the meaning of work and the meaning of family
 - 6.7.2 Analyze how work life is affected by families and how families are affected by work life
 - 6.7.3 Implement strategies for balancing work and family roles

- 6.8 Determine resources needed to produce a given product or provide a service**
 - 6.8.1 Identify the different types of resources involved in the production of a product or provision of a service (e.g., financial, human, material, equipment)
 - 6.8.2 Create a management plan for the allocation of financial resources to meet financial goals
 - 6.8.3 Plan for the appropriate allocation and use of materials and equipment

- 6.8.4 Plan for the allocation and use of human resources
- 6.8.5 Plan for the allocation and use of information and technology needed to make and support decisions
- 6.8.6 Plan for the allocation and use of natural resources
- 6.8.7 Plan for the allocation and use of space so as to make the best use of facilities for goal achievement

6.9 Ensure the quality of products and services

- 6.9.1 Identify the importance of individual and organizational productivity in the workplace and how it affects the profitability of the business
- 6.9.2 Determine the quality- and quantity-control standards and procedures required to produce a specific product or provide a specific service
- 6.9.3 Inspect the production of the product or provision of the service to assure quality levels
- 6.9.4 Monitor production of products and provision of services
- 6.9.5 Select equipment and raw materials that will support quality in the process of producing a product or providing a service
- 6.9.6 Interpret quantitative and qualitative records to identify problems and provide a basis for making decisions about the production of products and provision of services
- 6.9.7 Provide appropriate documentation regarding the quality of products and services
- 6.9.8 Identify corrective actions needed to improve the quality of products and services
- 6.9.9 Create new methods for improving the quality of products and services

6.10 Utilize an inventory control system to track supplies, materials, and equipment

- 6.10.1 Determine the factors, including regulations, that influence the type of control system used
- 6.10.2 Develop an inventory system
- 6.10.3 Maintain the inventory system
- 6.10.4 Report the inventory results

6.11 Make informed financial decisions

- 6.11.1 Identify the need for personal financial management records
- 6.11.2 Create a budget
- 6.11.3 Evaluate the effectiveness of the budget
- 6.11.4 Demonstrate knowledge of how credit affects personal/family finances
- 6.11.5 Identify the steps to follow to avoid credit problems
- 6.11.6 Make informed consumer choices in response to personal needs and wants
- 6.11.7 Identify the factors that influence consumer decisions (e.g., advertisements, peer groups, price, location)
- 6.11.8 Recognize the value of company benefits and the importance of retirement planning
- 6.11.9 Identify the costs and benefits for individuals of various types of taxation at the local, state, and federal levels

Technology Standards

Standard 1: Nature of Technology

Students develop an understanding of technology, its characteristics, scope, core concepts* and relationships between technologies and other fields.

Benchmark A: Synthesize information, evaluate and make decisions about technologies.

Benchmark B: Apply technological knowledge in decision-making.

Benchmark C: Examine the synergy between and among technologies and other fields of study when solving technological problems.

Standard 2: Technology and Society Interaction

Students recognize interactions among society, the environment and technology, and understand technology's relationship with history. Consideration of these concepts forms a foundation for engaging in responsible and ethical use of technology.

Benchmark A: Interpret and practice responsible citizenship relative to technology.

Benchmark B: Demonstrate the relationship among people, technology and the environment.

Benchmark C: Interpret and evaluate the influence of technology throughout history, and predict its impact on the future.

Benchmark D: Analyze ethical and legal technology issues and formulate solutions and strategies that foster responsible technology usage.

Benchmark E: Forecast the impact of technological products and systems.

Standard 3: Technology for Productivity Applications

Students learn the operations of technology through the usage of technology and productivity tools.

Benchmark A: Integrate conceptual knowledge of technology systems in determining practical applications for learning and technical problem-solving.

Benchmark B: Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models.

Standard 4: Technology and Communication Applications

Students use an array of technologies and apply design concepts to communicate with multiple audiences, acquire and disseminate information and enhance learning.

Benchmark A: Apply appropriate communication design principles in published and presented projects.

Benchmark B: Create, publish and present information, utilizing formats appropriate to the content and audience.

Benchmark C: Identify communication needs, select appropriate communication tools and design collaborative interactive projects and activities to communicate with others, incorporating emerging technologies.

Standard 5: Technology and Information Literacy

Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge.

Benchmark A: Determine and apply an evaluative process to all information sources chosen for a project.

Benchmark B: Apply a research process model to conduct research and meet information needs.

Benchmark C: Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

Benchmark D: Evaluate choices of electronic resources and determine their strengths and limitations.

Standard 6: Design

Students apply a number of problem-solving strategies demonstrating the nature of design, the role of engineering and the role of assessment.

Benchmark A: Identify and produce a product or system using a design process, evaluate the final solution and communicate the findings.

Benchmark B: Recognize the role of teamwork in engineering design and of prototyping in the design process.

Benchmark C: Understand and apply research, development and experimentation to problem-solving.

Standard 7: Designed World

Students understand how the physical, informational and bio-related technological systems of the designed world are brought about by the design process. Critical to this will be students' understanding of their role in the designed world: its processes, products, standards, services, history, future, issues and career connections.

Benchmark A: Classify, demonstrate, examine, and appraise energy and power technologies.

Benchmark B: Classify, demonstrate, examine and appraise transportation technologies.

Benchmark C: Classify, demonstrate, examine and appraise manufacturing technologies.

Benchmark D: Classify, demonstrate, examine and appraise construction technologies.

Benchmark E: Classify, demonstrate, examine and appraise information and communication technologies

Benchmark F: Classify, demonstrate, examine and appraise medical technologies.

Benchmark G: Classify, demonstrate, examine and appraise agricultural and related biotechnologies.

Performance Measures/Student Assessment/Instructional Strategies

Assessments/Evaluations

- Observations
- Demonstrations
- Portfolios
- Standardized Tests
- Class Assignment
- Quizzes/Tests/Exams

Instructional Strategies

- Teacher-Directed & Student-Centered Activities
- Case Study Problem Solving
- Cooperative Learning
- Project-Based Learning
- Career-Based Learning (Internships/Shadowing/Placement)
- Community-Based Learning (CTSOs and Other)
- Exploratory Learning
- Independent Research
- Team Teaching

Content Specific Strategies