Workplace Skills Standards Rationale

Most students will spend more than a third of their lives in a diverse and constantly changing workplace. Regardless of personal, career, or educational plans, students must demonstrate proficiency both in academics and the following workplace standards.

The Workplace Skills Standards are designed to be integrated into the traditional curriculum taught in schools at all levels and are most effectively learned in the context of an integrated effort involving parents, educators, business partners and members of the community. Student acquisition of critical workplace skills, with an emphasis on application, is a developmental process which encompasses an individual's entire lifetime. The demonstration of these skills is essential for individuals and contributes to the foundation of an educated citizenry.

Table 1. Workplace Skills Standards

STANDARD 1

Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.

STANDARD 2

Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

STANDARD 3

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

STANDARD 4

Students work individually and collaboratively within team settings to accomplish objectives.

STANDARD 5

Students demonstrate a set of marketable skills which enhance career options.

STANDARD 6

Students illustrate how social, organizational and technological systems function.

STANDARD 7

Students demonstrate technological literacy for productivity in the workplace.

STANDARD 8

Students apply principles of resource management and develop skills that promote personal and professional well-being.

STANDARD 1

Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.

READINESS (Kindergarten)

Students know and are able to do the following:

- **1WP-R1. Follow simple directions**

  PO 1. Identify the source of a direction
  PO 2. Complete directed work

- **1WP-R2. Relate a personal experience or other information in proper sequence**

  PO 1. Recognize and distinguish between personal and other information to share
  PO 2. Communicate information with a beginning, middle and end

- **1WP-R3. Speak in complete sentences**

  PO 1. Include subject-predicate information in oral expression

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **1WP-F1. Describe how the five senses are used in communications**

  PO 1. Identify the five senses
  PO 2. Provide examples of each sense in action

- **1WP-F2. Respond to oral presentations by formulating relevant questions and opinions and summarizing accurately**

  PO 1. Recognize the content of an oral presentation
  PO 2. Ask questions relating to content
  PO 3. State opinions relating to content
  PO 4. Develop summary of relevant content

- **1WP-F3. Apply critical listening skills (e.g., listening for content, long-term contexts, emotional meaning, following directions)**

  PO 1. Listen effectively
  PO 2. Analyze/evaluate orally received information
  PO 3.   Respond appropriately

- **1WP-F4. Listen to an oral presentation, evaluate, and express an opinion orally**

  PO 1. Recognize the content of an oral presentation
  PO 2. Develop summary of relevant content

- **1WP-F5. Share ideas, opinions and information with a group, choosing vocabulary that communicates messages clearly, precisely and effectively**

  PO 1. Participate in groups
  PO 2. Speak to a group
  PO 3. Share writing with a group

- **1WP-F6. Write communications that have a definite audience and clear purpose, are well organized, and use appropriate conjunctions and transition words to tie ideas together**

- **1WP-F7. Determine the main idea or essential message of a text**

  PO 1. Identify the main idea and relevant facts in a reading selection
  PO 2. Sequence a series of events from a reading selection
  PO 3. Compare characters (e.g., traits, roles, similarities, differences) in a reading selection
  PO 4. Identify the author's main purpose (e.g., to inform, to entertain, to persuade, to describe) in a reading selection

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **1WP-E1. Deliver a speech clearly, with expression and in an organized fashion, making eye contact with audience, and convey the message through nonverbal as well as verbal communications**

  PO 1. Prepare a coherent speech with an introduction, body, and conclusion
  PO 2. Present verbal and non-verbal forms of communication in presenting the speech
  PO 3. Select a variety of forms of print and non-print material to convey the message

- **1WP-E2. Describe communications practices used with sensory-impaired individuals**

PO 1. Describe more than one way to communicate with a visually-impaired individual
PO 2. Describe more than one way to communicate with a hearing-impaired individual

- **1WP-E3. Demonstrate correct grammar and punctuation in writing**

  PO 1. Spell correctly
  PO 2. Punctuate correctly (e.g., sentence endings, commas, semicolons, colons)
  PO 3. Apply rules of capitalization correctly (e.g., sentence beginnings, titles, abbreviations, proper nouns)
  PO 4. Apply standard grammar and usage (e.g., subject/verb agreement, simple and compound sentence, appropriate verb tenses, plurals)
  PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound, complex)

- **1WP-E4. Respond to oral and written presentations by formulating relevant feedback, expressing opinions, discerning the main idea and distinguishing fact from opinion**

  PO 1. Summarize main ideas of an oral or written presentation
  PO 2. Differentiate between facts and opinions in a presentation *(Grades 6-8)*
  PO 3. Formulate related questions in a presentation
  PO 4. Express opinions relating to the main idea in a presentation

- **1WP-E5. Interpret, clarify, and evaluate a presenter's point of view**

  PO 1. Explain the presenter's point of view *(Grades 4-5)*
  PO 2. Compare the presenter's point of view with personal point of view *(Grades 6-8)*

- **1WP-E6. Speak in a content area (e.g., science, social studies, literature), using vocabulary of the subject accurately; locate and interpret information in documents such as manuals, graphs, and schedules**

  PO 1. Deliver a factual presentation using appropriate terminology
  PO 2. Use a variety of formats such as data, graphs and technical manuals to support a presentation

- **1WP-E7. Identify the relevant details and facts of written materials**

  PO 1. Identify the purpose of written material and response expected from reader
  PO 2. Identify relevant facts contained in selected written material

- **1WP-E8. Write formal communications that have a definite audience and clear purpose; contain no gaps, omissions or assumptions which impede comprehension; and follow the proper form whether it be a personal or business letter, message, memo, manual directions or applications**

   PO 1. Write a formal communication in an appropriate format for a specific audience and purpose
   PO 2. Organize ideas in a meaningful sequence using transitional words or phrases
   PO 3. Write ideas that are clear and directly related to the topic

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **1WP-P1. Exhibit interviewing skills (e.g., responding effectively to questions; using language that conveys maturity, sensitivity and respect; dressing appropriately; and using appropriate body language)**

   PO 1. Respond effectively to interview questions
   PO 2. Employ suitable interview language
   PO 3. Describe appropriate dress/dress appropriately
   PO 4. Exhibit appropriate body language

- **1WP-P2. Respond to verbal and nonverbal messages in ways that demonstrate understanding**

   PO 1. Respond appropriately to verbal messages
   PO 2. Respond appropriately to nonverbal message

- **1WP-P3. Communicate a clear message and respond to listener feedback**

   PO 1. Formulate a clear message using acceptable format
   PO 2. Respond appropriately to listener feedback

- **1WP-P4. Participate in conversation, discussion and/or group presentations using verbal and nonverbal communication with appropriate style and tone for audience and occasion**

   PO 1. Apply group interaction skills (verbal and nonverbal)
   PO 2. Adapt style and tone to audience and occasion (verbal and nonverbal)

- **1WP-P5. Maintain records and information completely and accurately**

  PO 1. Identify basic record keeping skills
  PO 2. Select method of record keeping
  PO 3. Maintain a complete and accurate system

- **1WP-P6. Create documents (e.g., letters, memos, manuals, graphs, flowcharts, directions, reports and proposals) that are clear, appropriate to the audience, subject matter and purpose, and exhibit the writer's use of correct grammar, spelling and punctuation**

  PO 1. Select style and format
  PO 2. Establish clear purpose for a specific audience
  PO 3. Use correct grammar, spelling and punctuation
  PO 4. Create an acceptable document

- **1WP-P7. Respond to informal and formal speeches using illustrations, statistics, comparisons and analogies to critique the effectiveness of presentations**
  Note: The P.O.'s were developed to evaluate the effectiveness of the presentation and then formulate the response.

  PO 1. Evaluate the effectiveness of presentation
  PO 2. Formulate a response
  PO 3. Select style and medium
  PO 4. Utilize appropriate tools (e.g., flow charts and illustrations)

- **1WP-P8. Summarize information from reading material, clearly and succinctly articulating its major points and proposals**

  PO 1. Identify major points from written materials
  PO 2. Summarize major points clearly and concisely

- **1WP-P9. Infer and locate the meaning of unknown or technical vocabulary**

  PO 1. Using available resources, determine the meaning of unknown or technical vocabulary

- **1WP-P10. Research and synthesize information and develop a written document to convey that information which is appropriate to the audience**

  PO 1. Judge the accuracy, appropriateness, style and plausibility of reports, proposals, and/or theories
  PO 2. Determine audience needs and interests
  PO 3. Develop accurate and appropriate documents that synthesize the information using accurate grammar, mechanics, and vocabulary

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **1WP-D1. Deliver a polished or impromptu speech that is organized and well suited to the audience, using effective body language and voice inflection to clarify and defend positions**

- **1WP-D2. Conduct a thoughtful interview, taking appropriate notes and summarizing the information learned**

- **1WP-D3. Use clear, concise and cogent language when presenting analytical responses to workplace literature, conveying technical information, and explaining complex concepts and procedures**

- **1WP-D4. Plan and produce an effective visual technical report or display**

- **1WP-D5. Draw conclusions and make predictions from technical information and data**

- **1WP-D6. Identify a problem, conduct research, and summarize the findings and solutions, using sources such as technical journals and government publications to support the original thesis**

- **1WP-D7. Express and defend their points of view by formulating sound, rational arguments and applying the art of persuasion and debate**

STANDARD 2

Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

READINESS (Kindergarten)

Students know and are able to do the following:

> *Note:The Readiness Level is central to preparation for the workplace and is adequately covered in the Mathematics Standards **document.***
> *The Proficiency and Distinction Levels include additional references to what students need to know and do as it relates to the workplace.*

- **2M-R1. Compare and sort objects by their physical attributes**

- **2M-R2. Collect, organize and describe simple data**

- **2M-R3. Construct concrete displays of data; read and interpret elementary tables, graphs and charts**

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

> *Note: The Foundations Level is central to preparation for the workplace and is adequately covered in the Mathematics Standards document. The Proficiency and Distinction Levels include additional references to what students need to know and do as it relates to the workplace.*

- **2M-F1. Collect and analyze data using the concepts of largest, smallest, almost often, least often and middle**

  PO 1. Collect and record data from surveys (e.g., favorite color or food, height, ages) or experiments
  PO 2. Organize (e.g., sorting, sequencing, tallying) information from surveys or experiments
  PO 3. Identify largest, smallest, most often recorded (i.e., mode), least often and middle (i.e., median) using sorted data
  PO 4. Formulate questions from organized data

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

> *Note: The Essentials Level is central to preparation for the workplace and is adequately covered in the Mathematics Standards document.*
> *The Proficiency and Distinction Levels include additional references to what students need to know and do as it relates to the workplace.*

- **2WP-E1. Apply math standards 1-6 to a variety of workplace scenarios**

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **2WP-P1. Select and use appropriate computation techniques (i.e., mental, paper and pencil, and technology) to solve problems and determine the accuracy of results**

    PO 1. Select appropriate computation techniques, such as averaging, estimation, statistical techniques, and appropriate electronic calculations
    PO 2. Apply selected technique to solve problems
    PO 3. Evaluate accuracy of results

- **2WP-P2. Construct projections and trends from raw data, charts, tables and graphs that summarize data from real-world situations**

    PO 1. Evaluate data from real-world situations
    PO 2. Construct projections and trends

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **2WP-D1. Analyze inferences from charts, tables and graphs that summarize data**

- **2WP-D2. Use appropriate technology to display and analyze workplace data**

- **2WP-D3. Evaluate data for interpretation and prediction**

- **2WP-D4. Test possible solutions using appropriate statistics**

STANDARD 3

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

READINESS (Kindergarten)

Students know and are able to do the following:

- **3WP-R1. Share in the planning of classroom activities, specifying the goals and alternatives, and choosing the best course of action to take**

    PO 1. Participate in classroom activities
    PO 2. Select goals
    PO 3. Apply creative thinking skills to determine alternatives
    PO 4. Use critical and creative thinking skills to choose best course of action

- **3WP-R2 . Identify changing aspects of the school and community and describe the effects they have on personal decisions**

    PO 1. Describe what change is
    PO 2. Identify the characteristics of the various communities in which the child is a part (i.e., school, home, neighborhood, church, playground)
    PO 3. Compare various communities for change
    PO 4. Describe how changes in your communities affect you

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **3WP-F1. Address a specific problem by specifying their goals, devising alternative solutions, considering the risks of each and choosing the best course of action**

    PO 1. Apply problem solving techniques to determine a solution
    PO 2. Identify methods of initiating change
    PO 3. Define a variety of creative thinking skills
    PO 4. Practice a variety of creative thinking skills to identify potential solutions to workplace issues
    PO 5. Identify the need for data, obtaining it from existing sources such as the library, online databases or field research
    PO 6. Describe possible solutions to a variety of problems

- **3WP-F2. Identify methods for initiating change**

    PO 1. Give examples of methods to initiate change

- **3WP-F3. Define a variety of creative thinking skills**

    PO 1. Use creative thinking skills in a variety of situations

- **3WP-F4. Practice a variety of creative thinking skills to identify potential solutions to workplace issues**

    PO 1. Identify ways of using creative thinking skills
    PO 2. Apply creative thinking skills to solve workplace issues

- **3WP-F5. Identify the need for data, obtaining it from existing sources such as the library, on-line databases or field research**

    PO 1. Define data, database, library and data sources, and field research
    PO 2. Apply data from existing sources, such as the library, on-line database and field research

- **3WP-F6. Describe possible solutions to a variety of problems**

    PO 1. Identify possible solutions to a variety of problems
    PO 2. Apply problem solving techniques to determine a solution

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **3WP-E1. Utilize information acquired from several sources and transfer information learned in one situation to another**

    PO 1. Research a designated topic using a wide array of information sources
    PO 2. Analyze the information obtained from the research
    PO 3. Classify the information obtained from the research
    PO 4. Compare the information to a new situation

- **3WP-E2. Devise and implement a plan of action by specifying goals and constraints**

    PO 1. Define goals and objectives
    PO 2. Develop appropriate time line
    PO 3. Identify constraints to achieving goals
    PO 4. Identify resources needed to accomplish goals
    PO 5. Develop criteria to evaluate plan of action

- **3WP-E3. Generate alternatives, consider risks, evaluate and choose solutions**

  PO 1. Select from possible solutions in a designated scenario
  PO 2. Evaluate possible solutions in a designated scenario
  PO 3. Identify risks in a designated scenario
  PO 4. Assess risks and risk factors in a designated scenario

- **3WP-E4. Monitor progress and make adjustment to meet stated objectives**

  PO 1. Identify activities for given objectives
  PO 2. Designate assessment tasks to measure progress towards objectives
  PO 3. Evaluate progress towards objective
  PO 4. Revise activities when necessary to achieve objective

- **3WP-E5. Reflect on the action taken to determine what has been gained, lost or achieved**

  PO 1. Evaluate what has been gained, lost or achieved

- **3WP-E6. Identify a need for data, obtain it and develop a validation instrument for determining its accuracy**

  PO 1. Compare the results with the criteria for accuracy
  PO 2. Collect data to analyze workplace problems

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **3WP-P1. Develop a plan to solve complex problems by gathering, selecting and analyzing data; include determining the history and politics of the situation**

  PO 1. Identify the problem
  PO 2. Select needed data
  PO 3. Analyze data
  PO 4. Develop a plan within the context of the workplace to solve problem

- **3WP-P2. Identify and allocate available resources (e.g., time, money, materials, facilities and human)**

  PO 1. Identify available resources
  PO 2. Allocate resources

- **3WP-P3. Design and justify solutions by tracking and evaluating the results**

  PO 1. Design justifiable solution
  PO 2. Monitor results
  PO 3. Evaluate results

- **3WP-P4. Demonstrate the ability to adapt new information to changing situations and requirements**

  PO 1. Demonstrate the ability to apply new information to changing situations and requirements

- **3WP-P5. Combine ideas or information in new ways, make connections between seemingly unrelated ideas and reshape goals in ways that reveal new possibilities to solve problems**

  PO 1. Integrate existing ideas and information in new ways to solve a problem

- **3WP-P6. Develop an inventory record keeping system to maintain data and information in a systematic fashion**

  PO 1. Determine record keeping needs based on the nature of data
  PO 2. Develop an appropriate record keeping system

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **3WP-D1. Apply a continuous improvement process to an existing business**

- **3WP-D2. Conduct a comprehensive workplace needs assessment, communicate their findings to the employer, and develop and defend a set of proposed solutions to address the needs**

STANDARD 4

Students work individually and collaboratively within team settings to accomplish objectives.

READINESS (Kindergarten)

Students know and are able to do the following:

- **4WP-R1. Interact positively with other students and work cooperatively as a team member on class projects**

    PO 1. Demonstrate characteristics of positive behavior
    PO 2. Identify roles of team members
    PO 3. Interact collaboratively to obtain team results

- **4WP-R2. Demonstrate politeness and adaptability in their relations with other people**

    PO 1. Practice positive manners
    PO 2. Practice adaptability

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **4WP-F1. Understand and demonstrate the importance of dependability, trustworthiness, productivity and initiative in all areas of life and when interacting with others**

    PO 1. Demonstrate characteristics of positive behavior
    PO 2. Identify roles of team members
    PO 3. Interact collaboratively to obtain team results

- **4WP-F2. Identify the difference between decisions and accomplishments made by individuals and groups**

    PO 1. Compare individual versus group decisions
    PO 2. Compare individual versus group accomplishments

- **4WP-F3. Demonstrate teamwork skills by contributing ideas, suggestions and effort; resolving conflicts; and handling peer pressure**

    PO 1. Demonstrate skills necessary for positive group dynamics

- **4WP-F4. Recognize and participate in leadership roles**

    PO 1. Describe leadership
    PO 2. Give examples of leadership roles
    PO 3. Practice leadership roles

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **4WP-E1. Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns**

    PO 1. Identify characteristics of mutual trust
    PO 2. Identify characteristics of mutual respect
    PO 3. Describe ways to build mutual trust and respect
    PO 4. Design action plan for negotiating concerns

- **4WP-E2. Analyze the difference between individual and group decisions and accomplishments**

    PO 1. Identify the characteristics of individual decisions and accomplishments
    PO 2. Identify the characteristics of group decisions and accomplishments
    PO 3. Compare the characteristics of individual and group decisions and accomplishments

- **4WP-E3. Exert a high level of effort and perseverance toward goal attainment, as a team member**

    PO 1. Identify the team goal
    PO 2. Identify the team member roles and responsibilities
    PO 3. Develop tool to measure effort and perseverance of individual team members

- **4WP-E4. Assume leadership roles in team settings**

    PO 1. Define leadership skills
    PO 2. Examine self roles/skills in a group setting
    PO 3. Demonstrate leadership roles/skills in a group
    PO 4. Develop a tool to evaluate the roles/skills of self and group

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **4WP-P1. Demonstrate ability to work with others from diverse backgrounds, including identifying individual interests, aptitudes and skills; teach others new skills**

- **4WP-P2. Understand group dynamics**

  PO 1. Identify personal qualities
  PO 2. Demonstrate an understanding of group dynamics
  PO 3. Work well with others
  PO 4. Teach others new skills

- **4WP-P3. Work toward consensus by exchanging resources and resolving divergent interests**

  PO 1. Demonstrate the ability to reach consensus by resolving divergent interests

- **4WP-P4. Monitor individual performance and team effectiveness**

  PO 1. Conduct periodic checks of individual team member's contributions and the team's progress in obtaining goals

- **4WP-P5. Provide constructive feedback**

  PO 1. Define feedback criteria
  PO 2. Give constructive feedback to team participants that strengthens individual and group performance

- **4WP-P6. Assume leadership roles in team settings to accomplish tasks**

  PO 1. Communicate thoughts and ideas to clarify roles and responsibilities
  PO 2. Delegate tasks and responsibilities effectively
  PO 3. Motivate team to accomplish tasks
  PO 4. Evaluate team effectiveness

- **4WP-P7. Demonstrate punctuality, trustworthiness, civility and initiative on school projects**

  PO 1. Complete school projects on time, with integrity, while displaying conduct befitting a citizen of the class

- **4WP- P8. Negotiate solutions to identified conflicts by separating people from the problem; focusing on interests, not positions; inventing options for mutual gain; and insisting on the use of objective criteria**

    PO 1. Apply negotiation skills to solve conflicts

- **4WP-P9. Work and communicate with diverse clients, customers and community to satisfy their expectations**

    PO 1. Identify/define expectations of clients, customers and community
    PO 2. Develop a plan to meet those expectations
    PO 3. Implement plan
    PO 4. Evaluate plan

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **4WP-D1. Demonstrate teamwork and negotiation skills in innovative and effective ways to accomplish tasks**

- **4WP-D2. Pursue difficult and challenging leadership roles**

STANDARD 5

Students will demonstrate a set of marketable skills that enhance career options.

READINESS (Kindergarten)

Students know and are able to do the following:

- **5WP-R1. Describe examples of where people work and what they do**

  PO 1. Describe examples of where people work and what they do

- **5WP-R2. Describe how work relates to obtaining food, clothing and shelter**

  PO 1. Describe how work relates to obtaining food, clothing and shelter

- **5WP-R3. Describe appropriate behavior for different settings (e.g., in a classroom, on a bus, in an audience)**

  PO 1. Compare behaviors for different settings

- **5WP-R4. Define the importance of the basic academic skills (reading, writing, listening, speaking and mathematics) in being successful at home and at school**

  PO 1. Describe how/when language arts skills are used within a student's various communities

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **5WP-F1. Explore areas of interests and possible work choices**

  PO 1. Define "areas of interest"
  PO 2. Describe work choices
  PO 3. Discuss how interests can relate to work choices

- **5WP-F2. Demonstrate ability to make decisions which contribute to a productive school and work ethic**

    PO 1. Demonstrate being dependable, trustworthy, and productive while at school
    PO 2. Practice decision-making process

- **5WP-F3. Demonstrate basic academic skills in reading, writing, listening, speaking and mathematics**

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **5WP-E1. Evaluate areas of interest and/or potential career choices**

    PO 1. Identify areas of interest (e.g., personal, career)
    PO 2. Evaluate individual skills
    PO 3. Evaluate a variety of potential career choices

- **5WP-E2. Demonstrate work ethics and behaviors for success as defined by school and community**

    PO 1. Identify characteristics of work ethics and behavior as defined by school and
           community
    PO 2. Demonstrate identified work ethics and behaviors in your school and community

- **5WP-E3. Demonstrate the connection between academic skills and career pathways by identifying required education and training to achieve career choice(s)**

    PO 1. Identify academic preparation necessary for a variety of careers

- **5WP-E4. Identify careers which capitalize on individual strengths and interests**

    PO 1. Identify areas of interest (e.g., personal, career)
    PO 2. Evaluate individual skills
    PO 3. Evaluate a variety of potential career choices

- **5WP-E5. Apply the basic academic skills to develop a resume, job application and interviewing techniques**

    PO 1. Develop a resume
    PO 2. Complete a job application
    PO 3. Participate in the interview process

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **5WP-P1. Write, evaluate and revise a career plan consistent with occupational interests, aptitudes and abilities**

   PO 1. Assess career interests, aptitudes and abilities
   PO 2. Develop a career pathway plan
   PO 3. Evaluate and revise plan, as needed

- **5WP-P2. Demonstrate job acquisition skills by completing resume and job applications and by demonstrating interviewing techniques**

   PO 1. Demonstrate job acquisition skills as defined by the instructor

- **5WP-P3. Exhibit work ethics and behaviors essential for success in all areas of life**

   PO 1. Define ethics and effective workplace behaviors
   PO 2. Use appropriate behaviors (time management, communications, interpersonal skills, life balance) that display success in life

- **5WP-P4. Demonstrate marketable occupational skills for an entry-level job based on career interests**

   Note: *This is an observational concept as opposed to a testable concept. This concept becomes the culmination of the previous three concepts. Demonstration of marketable occupational skills will be unique to each individual based on career interests and through and with the coordination of the counselors, teachers, parents and students.*

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **5WP-D1. Evaluate goals and career options and adjust their career plans accordingly**

- **5WP-D2. Increase academic and occupational skills to become more marketable**

- **5WP-D3. Evaluate career plans on a continuous basis to determine appropriate educational strategies**

STANDARD 6

Students illustrate how social, organizational and technological systems function.

Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).

READINESS (Kindergarten)

Students know and are able to do the following:

- **6WP-R1. Understand the components of family and school systems in their daily life**

    PO 1. Identify systems in the community (e.g., family, school, social, technological…)

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **6WP-F1. Identify the components and how they fit together in community and social systems**

    PO 1. Discuss the relationship between systems in the community (e.g., family, school, social, technological)

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **6WP-E1. Identify the factors impacting the level of effectiveness of systems**

    PO 1. Define a system
    PO 2. Identify numerous systems that impact students' daily lives
    PO 3. Compare how systems vary in effectiveness
    PO 4. Identify how factors influence the effectiveness of a system

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **6WP-P1. Draft and interpret an organizational chart**

  PO 1. Design an organizational chart
  PO 2. Interpret an organizational structure

- **6WP-P2. Evaluate the quality and performance of workplace systems, distinguish trends, and recommend improvements and modifications to an existing system to improve products or services**

  PO 1. Describe alternate workplace systems
  PO 2. Evaluate the quality and performance of workplace systems
  PO 3. Distinguish trends in workplace systems
  PO 4. Generate recommendations for improvements/modifications to existing workplace systems

- **6WP-P3. Understand how changing a component of a system (e.g., changing how employees are assigned to work shifts, using the Internet) impacts the whole system**

  PO 1. Analyze the cause and effect relationships within a real world setting

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **6WP-D1. Predict the impact of actions on system operations, diagnose deviations in the function of systems/organizations, and take necessary action to correct performance**

- **6WP-D2. Anticipate and project potential modification of systems to meet the needs of a changing society**

STANDARD 7

Students demonstrate technological literacy for productivity in the workplace.

READINESS (Kindergarten)

Students know and are able to do the following:

- **7WP-R1. Operate developmentally appropriate technologies (e.g., a telephone, VCR)**

    PO 1. Operate developmentally appropriate technologies

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **7WP-F1. Identify the many uses of technology**

    PO 1. Give examples of the many uses of technology

- **7WP-F2. Use technology to access information, demonstrating basic computer skills (e.g., pull-down menus, icons, passwords, key word searches)**

    PO 1. Define/discuss/give examples of technology
    PO 2. Operate developmentally appropriate technologies to access information

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **7WP-E1. Demonstrate basic computer operation skills in a variety of applications to organize information**

    PO 1. Use technology to retrieve, organize and manipulate electronic information using media such as CD-ROM, videodisks and telecommunication systems

- **7WP-E2. Use technology to organize information resources such as library and interlibrary catalog databases**

    PO 1. Use organizational features of electronic information (e.g., microfiche headings and numbering; headings for accessing nested information in hypertext media, electronic media, library, interlibrary catalog databases*)*

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **7WP-P1. Select and use appropriate technology to organize, send and receive information**

    PO 1. Identify available technological tools
    PO 2. Employ appropriate tools to organize, send, and receive information

- **7WP-P2. Analyze the impact of technological changes on tasks, people and society**

    PO 1. Define technology as it relates to tasks, people, society, and careers
    PO 2. Analyze the impact

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **7WP-D1. Demonstrate computer operation skills such as computer-aided drafting and computer-integrated manufacturing with other technologies in a variety of applications within a workplace setting**

- **7WP-D2. Design technologies which go beyond any existing technology**

- **7WP-D3. Adapt technology use to expand academic and personal growth**

- **7WP-D4. Identify or solve problems with computers and other technologies**

STANDARD 8

Students apply principles of resource management and develop skills that promote personal and professional well-being.

READINESS (Kindergarten)

Students know and are able to do the following:

- **8WP-R1. Set short-term goals**

- **8WP-R2. Allocate the time, space and materials needed to accomplish classroom activities**

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **8WP-F1. Understand the relationship between the goal-setting process and the allocation of time, money, material and human resources**

  PO 1. Define/discuss relationship between goal-setting and allocation of resources

- **8WP-F2. Plan class time to accomplish schoolwork goals**

  PO 1. Plan class time to accomplish schoolwork goals

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **8WP-E1. Set and prioritize a set of balanced goals related to school, home, education, and career planning and allocate sufficient time, materials and resources to each task**

  PO 1. Define a personal/professional goal
  PO 2. Create personal/academic goals
  PO 3. Develop a community service goal
  PO 4. Develop a time management program

- **8WP-E2. Describe the importance of balancing home, school and community activities to reduce stress**

    PO 1. Define personal stress factors
    PO 2. Identify how home, school, community activities can affect stress

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **8WP-P1. Set and prioritize their goals, estimate the time required to complete each assigned task, and prepare and follow the timeline/schedule**

    PO 1. Develop a written personal/professional plan

- **8WP-P2. Prepare a short- and long-term personal budget; make expenditure, revenue and savings forecasts; maintain proper records**
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    PO 1. Implement a written personal financial plan

- **8WP-P3. Evaluate the impact of health choices (e.g., smoking, substance abuse, exercise) on personal and professional well-being**

    PO 1. Describe the effects of health choices on a person's well being and his/her ability to complete work tasks
    PO 2. Analyze and evaluate the impacts of health choices

- **8WP-P4. Identify strategies for balancing self, family, work, leisure and citizenship; ways to reduce the impact of stress; and how both relate to personal and career satisfaction**

    PO 1. Develop written strategies for personal and career satisfaction

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **8WP-D1. Design a Request for Proposal process**

- **8WP-D2. Maintain a personal management system by setting goals, managing resources, and balancing life choices to accomplish career and life satisfaction**

- **8WP-D3. Select relevant goals, prioritize them, allocate time to each, and prepare and follow schedules when solving workplace or school projects**

- **8WP-D4. Organize and efficiently allocate material, facilities, supplies, parts and equipment to optimize their use in personal and professional goal attainment**

- **8WP-D5. Prepare budgets and make cost and revenue forecasts in a business, reconciling differences between inventory and financial records, and projecting resource needs over time**

- **8WP-D6. Design a task analysis flow chart**

- **8WP-D7. Assess knowledge and skills, delegate work accordingly, evaluate performance and provide feedback on human resources when working on a team project**

- **8WP-D8. Design a computer-generated workplace document with narrative and graphics, using desktop publishing software**

- **8WP-D9. Demonstrate an understanding of First-In First-Out (FIFO), Last-In First-Out (LIFO) and Just-in-Time inventory systems**

- **8WP-D10. Develop a workplace staffing plan and write job descriptions**

- **8WP-D11. Develop a bill processing system**