

# **Career Based Intervention (CBI)**

## **COURSE OF STUDY**



**LICKING HEIGHTS LOCAL SCHOOL DISTRICT**

**2011**

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**Approval Page**

**Licking Heights Board of Education**

**Career Based Intervention Course of Study  
Statement of Approval**

The Licking Heights Local School District Board of Education voted to approve the

Career Based Intervention Course of Study

on \_\_\_\_\_.

\_\_\_\_\_  
Superintendent  
Licking Heights Local School District

\_\_\_\_\_  
President  
Licking Heights Board of Education

Approved by the Licking County Educational Services Center Governing Board

on \_\_\_\_\_.

\_\_\_\_\_  
President  
Licking County Educational Service Center

\_\_\_\_\_  
Superintendent  
Licking County Educational Service Center

## LICKING HEIGHTS LOCAL SCHOOL DISTRICT CBI COURSE OF STUDY

*This course of study describes the content of the Licking Heights Local School District's Career Based Intervention program. All content is in alignment with the State of Ohio's Core Integrated Technical and Academic Competencies (ITACs).*

### DISTRICT MISSION AND VISION

#### **Mission Statement**

In partnership with students, family, and community, Licking Heights Local School District ensures that all students acquire skills, knowledge, and expertise to succeed as effective citizens and workers in the 21st century.

#### **Vision**

- A. A School District that fosters the highest level of student learning and achievement.
- B. A School District with a diverse curriculum that builds on the individual strengths and needs of the child, utilizes innovative practices, and where methods of instruction, assessment, and leadership are responsive to students needs both in school and beyond the classroom.
- C. A School District where everyone is actively engaged in the educational process, high achievement is an expectation, and all students are motivated to think and solve problems critically, creatively, collaboratively and independently.
- D. A School District with open access to a diverse extra-curricular program designed to enhance an individual's strengths, character, and to facilitate the educational process that focuses on developing the entire child.
- E. A School District that works hard to develop and maintain diverse sources of funding that ensures adequate resources are available to accomplish the mission and objectives of the District.
- F. A School District that continues to be recognized statewide for its superior and innovative practices as a top academic institution, while continuing to be supported, valued, and promoted by a community that takes great pride in its tradition of excellence.
- G. A School District that is committed to promoting good citizenship, caring, compassion, responsibility, trustworthiness, and respect for self and others.
- H. A school that informs and enhances trust and support from our community to accomplish our mission and objectives.

Adopted 6/90  
Revised 5/99  
Revised 6/05  
Revised 8/09

## EDUCATIONAL PHILOSOPHY

The Educational Policy and Philosophy of the Licking Heights Local School shall reflect the ideal of local control and this community's tenets of basic traditional values. However, the educational program must have sufficient flexibility to provide for a higher quality of excellence which prepares students for living now, as well as in the future.

We believe that we should maintain in teaching and practice the fundamental concepts of American democracy. The development of the ability to think, to question, and act independently and creatively, within the framework of accepted moral standards, will result in a better understanding of the part played by the individual in society.

We recognize the academic, social, moral, physical, and aesthetic needs of individuals and feel that we must maintain a curriculum through which the well-rounded individual can satisfy these needs. Furthermore, while recognizing the desirability of reasonable uniformity of content within all sections of a given subject, we believe class content should be adjusted to suit individual needs and abilities.

To increase the effectiveness of the instructional program, each teacher should try new or different methods or techniques of instruction and make use of accepted studies relating to the learning process and the development of successful procedures. We believe athletics and other extra-curricular activities should be handled in such a manner as to enhance the academic program.

Courses of study should be developed for each educational department and reviewed and updated when the need for change arises. These guides should be approved by the Superintendent of Schools and adopted by the Board of Education before the course of study is entered into.

We must always keep in sight the fact that the schools belong to the people and that the community we serve must have its goals satisfied; however, our program must be that which meets the individual's needs in a changing world.

### **Beliefs**

We at Licking Heights believe:

- A. Education is a collaborative process and is the shared responsibility of the student, family, school and community
- B. The School District must value, model, and expect ethical behavior from all members of the educational community.
- C. Education provides opportunities for students to explore, discover, and develop, their interests, talents and passions.
- D. A majority of our educators should hold a master's degree, have a commitment to continual professional development and should have a passion for education.

- E. If the District is to make substantive, long-lasting changes in student achievement, a culture of professional and continual dialogue about best instructional practices must be established.
- F. The integration of instructional and administrative technological tools is essential to our mission.
- G. Open and effective communication is fundamental to the success of our school community.
- H. Setting high educational expectations beyond standardized tests challenges each student and increases achievement.
- I. Continuous improvement of both student and system performance is essential and must be shaped through data-driven decision making.
- J. Ensuring the safety and instructional climate of each school facilitates a positive and productive educational experience.
- K. Our resources and systems must be aligned in a fiscally prudent manner to support the District's focus on instruction and student achievement.
- L. Recruiting, developing, and retaining the highest quality teachers and support staff are central to the mission of our District.
- M. Smaller class sizes emphasizing an effective teacher to student ratio will maximize learning.
- N. Diversity is a strength of our community that should be encouraged and embraced.

A.C. 3301-35-01, 3301-35-02 (A)  
Revised 5/99  
Revised 8/09

### **STATEMENT OF SPECIAL EDUCATION PHILOSOPHY**

We believe the purpose of our special education classes is to recognize each student as a unique individual, coming to us with varying aspirations, abilities, interests and needs. We respect the rights, privileges, and differences of each student and try to provide the finest possible education for each of them. We attempt to provide our students with opportunities to develop socially, intellectually, emotionally, and physically in addition to developing all of the basic learning skills. In a stimulating environment we encourage critical thinking and appreciation for the exchange of ideas. We recognize the different ethnic and cultural backgrounds and attempt to impart an awareness and respect for them to our students. We believe that the school, working cooperatively and continuously with the home and community, is entrusted with the responsibility for the growth of every student. Together they must work to develop in each student a personal feeling of well being and self worth if each is to evolve into a well adjusted, contributing member of society.

A.C. 3301-35-02, 5123:2-1-05  
Revised 7/92

## **CAREER BASED INTERVENTION PROGRAM PHILOSOPHY**

All students have the ability to learn, to establish a career plan and to carry out their career path 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. CBI is based on the key principals of higher student expectations, studying the common curriculum of the school, provide authentic learning opportunities, have supportive structures, establishing a sense of belonging, exhibit continuous student academic improvement with proper identification and selection of students. 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 education 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.

## **CAREER BASED INTERVENTION PROGRAM PERFORMANCE MEASURES**

The following are the Performance Measures for Career Based Intervention as developed and approved by The Committee of Practitioners:

1. The percentage of students transitioning to the next grade level, graduating from high school, continuing coursework to complete graduation requirements (5th year senior), or obtaining a GED
2. The percentage of time students are in attendance while enrolled in a Career Based Intervention Program
3. The percentage of Career Based Intervention students who complete a paid work experience, non-paid work-based learning experience, or transition to an approved career-technical workforce development program related to their Individual Career Plan (ICP)
4. The number of occurrences of out-of-school suspensions and/or expulsions per pupil average

## **CAREER BASED INTERVENTION GOALS**

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 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.

## **CAREER BASED INTERVENTION PROGRAM DESCRIPTION**

The Career Based Intervention (CBI) program is a career-technical education program designed for students ages 12-21 and in 7th–12th grade 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 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.

CBI programs are recommended to have a minimum of 15 students and a maximum of 25 students per class.

## **ACADEMICS**

Career Based Intervention Related instruction must be based on the Core Integrated Technical and Academic Competencies (ITACs) with academic intervention and work-based learning. Academic credit classes must use established academic courses of study. Instruction of Core Integrated Technical and Academic Competencies, work based learning and academic intervention or academic credit instruction must be based on the key principals of Career Based Intervention. The key principals are: Higher Expectations, Common Curriculum, Authentic Learning, Supportive Structures, Sense of Belonging, Continuous Improvement, and Student Identification.

**LICKING HEIGHTS LOCAL SCHOOL DISTRICT  
CAREER BASED INTERVENTION  
PROGRAM MATRIX**

<b>Subject Code</b>	<b>Course Name</b>	<b>Content Standards</b>
252525	Career Based Intervention	Core ITAC for Career-Focused Education (see this course of study)
250510	Career Based Intervention Language Arts	English Language Arts Academic Content Standards (see ELA course of study)
250519	Career Based Intervention Reading	English Language Arts Academic Content Standards (see ELA course of study)
251110	Career Based Intervention Mathematics	Mathematics Academic Content Standards (see Math course of study)
251310	Career Based Intervention Science	Science Academic Content Standards (see Science course of study)
251510	Career Based Intervention Social Studies	Social Studies Academic Content Standards (see Social Studies course of study)



Content	Skills/Processes (The learner will . . . . . )	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
1.3 Use observation skills to analyze problem situations	<p>1.3.1 Collect data through sensory perceptions.</p> <p>1.3.2 Identify predictable patterns and relationships in given situations.</p> <p>1.3.3 Identify patterns and relationships that create doubt, uncertainty, difficulty or disappointment.</p> <p>1.3.4 Devise appropriate responses to given situations.</p> <p>1.3.5 Apply past observations to present work-related situations.</p>	<p>-Use sensory perceptions including seeing, hearing, tasting, touching and smelling</p> <p>-Attend work as scheduled</p> <p>-Be punctual</p> <p>-Wear proper attire</p> <p>-Practice proper personal hygiene</p> <p>-Practice appropriate job performance</p> <p>-Follow all company policies and procedures</p>	<p>-Evaluate training plan utilizing rubrics provided by the teacher</p>
1.4 Apply mathematical processes	<p>1.4.1 Solve mathematical problems involving whole numbers and integers.</p> <p>1.4.2 Solve mathematical problems involving fractions, mixed numbers, decimals, percentages, ratios and proportions.</p> <p>1.4.3 Apply systematic mathematical processes to represent, analyze and solve problems.</p> <p>1.4.4 Use estimates to determine reasonableness of proposed problem solutions.</p> <p>1.4.5 Use appropriate technology in the solution of math-related problems.</p> <p>1.4.6 Describe problem situations using numerical, symbolic and graphical representations.</p> <p>1.4.7 Represent problem situations with geometric models.</p> <p>1.4.8 Express mathematical ideas orally and in writing.</p>	<p>-Complete various computations including wages and hours sheets, loan applications, insurance forms, credit card interest, budgets, checkbooks</p> <p>-Use math skill sheets</p> <p>-Practice making change</p> <p>-Play the Game of Life</p> <p>-Apply the properties of figures</p>	<p>-Evaluate timesheets on a regular basis utilizing rubrics provided by the teacher</p> <p>-Class discussions</p> <p>-Worksheets</p>

Content	Skills/Processes (The learner will . . . . .)	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
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.	-Practice practical geometry found in the world of work	-Class discussion -Worksheets
1.6 Apply statistical analysis skills	1.6.1 Analyze software options available for statistical analysis. 1.6.2 Select software option most appropriate for given situation. 1.6.3 Analyze statistical data using selected software. 1.6.4 Make inferences or predictions based on data analysis. 1.6.5 Represent statistical data using tables, charts, graphs		-Class discussions -Worksheets
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. 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	-Apply detail skills for task analysis; procedural analysis; financial activities; personnel matters; customer contacts; noncompliance and violations; and/or deviations from normal operations of processes, equipment and instrumentation	-Class discussions -Worksheets -Oral and written activities and projects
1.8 Utilize scheduling techniques in workplace simulations 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.	-Develop personal weekly calendars, identifying school activity conflicts with employers and family conflicts with work schedule -Follow through with a set schedule.	

*(continued)*

Content	Skills/Processes (The learner will . . . . .)	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
	1.8.6 Make changes in schedules as appropriate	-Revise schedules as needed	-Evaluate the written documentation of the schedule complete with conflicts and their resolutions
1.9 Demonstrate knowledge of the economy and how it functions as a whole	<p>1.9.1 Analyze how individuals and societies make choices to satisfy wants with limited resources.</p> <p>1.9.2 Analyze how factors of production (including land, labor, capital and entrepreneurship) are used to produce goods and services.</p> <p>1.9.3 Analyze how individuals and households exchange their resources for income in order to buy goods and services.</p> <p>1.9.4 Analyze how individuals and business firms use resources to produce goods and services to generate revenue.</p> <p>1.9.5 Identify the characteristics of command, market and traditional economies.</p> <p>1.9.6 Analyze how all levels of government assess taxes in order to provide services.</p>	<p>-Analyze paycheck stubs</p> <p>-Discuss current events involving the economy and the government budget</p>	<p>-Evaluate written/oral current events summaries involving economic issues</p> <p>-Worksheets</p> <p>-Class discussions</p> <p>-Worksheets</p>
1.10 Demonstrate knowledge of the economy as a framework within which decisions are made by individuals and groups.	<p>1.10.1 Determine opportunity costs and tradeoffs.</p> <p>1.10.2 Identify key individuals and groups that make economic decisions at the local, state, national and international levels.</p> <p>1.10.3 Identify the important roles that local, state, national and international governments play in a global economy.</p> <p>1.10.4 Characterize how government decisions affect individuals.</p> <p>1.10.5 Identify how geographic factors affect the political and economy systems of other countries.</p> <p>1.10.6 Analyze how national and international markets allocate goods and services.</p> <p style="text-align: right;"><i>(Continued)</i></p>	<p>-Use role-playing and group discussions to identify political influences on the economy, effects of supply and demand and the consequences of climatic or catastrophic events on the economy, etc.</p>	<p>-Class discussions</p> <p>-Worksheets</p> <p>-Role-playing</p>



## Strand 2: Communicating Effectively

Expectation: Effective communication is essential to workplaces, communities and families. Employees with positive communication skills contribute to organizational productivity, enhance interpersonal relationships with coworkers and clients, and create opportunities for promotion and advancement.

Content	Skills/Processes (The learner will . . . . )	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
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. 2.1.4 Locate needed information using communications reference tools. 2.1.5 Interpret oral, written and nonverbal messages. 2.1.6 Follow written and oral instructions. 2.1.7 Clarify messages received. 2.1.8 Demonstrate effective telephone techniques.	-Present a career-research report to the class.  -Develop skills for speaking and writing concisely, and writing legibly. -Use information tools including a dictionary, thesaurus, style manual and/or word division guide.  -Practice paraphrasing and questioning skills. -Communicate basic messages in a language other than English.	-Present reports in select formats utilizing rubrics provided by the teacher. -Evaluate career research report utilizing rubric provided by the teacher.
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. 2.2.5 Demonstrate sensitivity to cultural diversity.	-Activities may include mock interviews role-playing the job seeker and the employer. -Identify positive and appropriate body language.  -Prepare a presentation using at least two props or supplements to enhance the subject presented.  -Practice using graphic, written and artistic forms of communication. -Discuss accepted variations in distances between speakers, use of eye contact, meaning of gestures and bias-free language.	-Class discussions -Group participation  -Evaluate oral presentations to the class utilizing rubrics provided by the teacher. -Individual/group presentations  -Class discussions

*(continued)*

Content	Skills/Processes (The learner will . . . . .)	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
	2.2.6 Adjust delivery according to perceived reception. 2.2.7 Demonstrate interview skills	<ul style="list-style-type: none"> <li>-Research an organization/company.</li> <li>-Identify appropriate dress and personal hygiene.</li> <li>-Demonstrate interviewing etiquette.</li> <li>-Demonstrate good oral communication skills.</li> <li>-Demonstrate appropriate question and answer techniques.</li> <li>-Describe methods for handling illegal interview questions.</li> <li>-Use follow-up techniques.</li> </ul>	<ul style="list-style-type: none"> <li>-Class participation</li> </ul>
2.3 Apply written communication skills.	2.3.1 Apply basic communication skills in written form. 2.3.2 Organize information into the appropriate format in accordance with standard practices. 2.3.3 Incorporate creative and original elements in the written product. 2.3.4 Supplement written communication with other forms of communication. 2.3.5 Demonstrate sensitivity to cultural diversity. 2.3.6 Use technology to enhance accuracy. 2.3.7 Develop a resume	<ul style="list-style-type: none"> <li>-Use writing components including prewriting, drafting, proofreading, editing/revising, preparing final copy, publishing.</li> <li>-Incorporate elements including unique writing style, content and layout.</li> <li>-Incorporate graphic, oral and artistic forms in written communication projects.</li>   <li>-Use spellcheck</li>   <li>-Identify personal strengths and weaknesses.</li> <li>-List skills and/or abilities, career objective(s), accomplishments/achievements, educational background, work experience, volunteer/community contributions, and organizational memberships.</li> <li>-Select an acceptable resume format.</li> <li>-Use correct grammar, spelling and concise wording.</li> <li>-Secure references.</li> <li>-Complete the resume.</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluate written assignments utilizing rubrics provided by the teacher.</li> </ul>

Content	Skills/Processes (The learner will . . . . .)	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
2.4 Apply technical writing skills.	<p>2.4.1 Apply basic work-related skills to complete work-related forms.</p> <p>2.4.2 Consider topic in relation to the audience and purpose.</p> <p>2.4.3 Determine when graphics, charts and sketches are needed to support and clarify text.</p> <p>2.4.4 Present information in a clear and concise manner.</p> <p>2.4.5 Demonstrate note-taking skills from written material.</p> <p>2.4.6 Complete work-related forms.</p>	<p>-Complete work-related forms.</p> <p>-Assemble necessary materials.</p> <p>-Read material.</p> <p>-Ask questions for clarification/assistance.</p> <p>-Identify relevant information.</p> <p>-Record relevant information.</p> <p>-Review notes.</p> <p>-Organize notes.</p> <p>-Complete job application, tax forms, worker's compensation forms and insurance forms.</p>	<p>-Evaluate work-related forms utilizing rubrics provided by the teacher.</p> <p>-Assess individual student notebook/portfolio which may contain class notes, assignments, wages and hours sheets, journal entries, etc. utilizing rubrics provided by the teacher.</p>
2.5 Apply listening skills.	<p>2.5.1 Identify major points of a message.</p> <p>2.5.2 Determine real needs or goals by attending to both verbal and nonverbal messages.</p> <p>2.5.3 Differentiate between facts, opinions and feelings.</p> <p>2.5.4 Document message using standard note-taking techniques.</p> <p>2.5.6 Clarify communication</p>	<p>-Identify message points including key information, directions and specific details.</p> <p>-Practice rephrasing statements, asking questions, showing empathy and interpreting both verbal and nonverbal information.</p>	<p>-Evaluate samples of class outlines, notes and summaries utilizing rubrics provided by the teacher.</p> <p>-Assess verbal and nonverbal messages indicating an understanding of key concepts and major points.</p> <p>-Evaluate participation in teacher-directed discussion.</p>

Content	Skills/Processes (The learner will . . . . . )	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
2.6 Apply demonstration/ presentation skills.	<p>2.6.1 Apply basic communication skills in presenting a demonstration/ presentation.</p> <p>2.6.2 Select valid and reliable reference(s).</p> <p>2.6.3 Organize content based on purpose and audience.</p> <p>2.6.4 Determine desirable format.</p> <p>2.6.5 Incorporate creative and original elements into the demonstration/ presentation.</p> <p>2.6.6 Organize the components necessary to conduct a demonstration/ presentation.</p> <p>2.6.7 Incorporate multi-media that support the purpose of the demonstration/ presentation.</p> <p>2.6.8 Present the results of an investigation.</p> <p>2.6.9 Demonstrate the operation of equipment or facilities and/or given techniques and procedures.</p> <p>2.6.10 Communicate possible problems, processes and solutions.</p> <p>2.6.11 Demonstrate knowledge of the topic(s) to be communicated.</p> <p>2.6.12 Use self-expression appropriate to the situation.</p> <p>2.6.13 Convey information to audience according to accepted business communication practices.</p> <p>2.6.14 Adjust communication according to audience feedback.</p>	<p>-Incorporate resources, equipment, handouts, graphics and advance organizers in presentations.</p> <p>-Incorporate projection equipment and/or computer software in demonstrations/ presentations.</p> <p>-Practice demonstration skills.</p> <p>-Use appropriate self-expression including grooming, adjustment of behavior and expression of feelings and ideas.</p>	<p>-Evaluate presentation of information in selected formats utilizing rubrics provided by the teacher.</p> <p>-Evaluate demonstrations/ presentations utilizing rubrics provided by the teacher.</p>

Content	Skills/Processes (The learner will . . . . .)	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
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.  2.7.5 Communicate information using slides prepared with presentation software. 2.7.6 Incorporate creative and original elements into graphics. 2.7.7 Employ effective design techniques in development of graphics. 2.7.8 Demonstrate sensitivity to cultural diversity.	-Use graphics including print, poster and/or transparency forms.  -Design techniques may include space, lines, shading, shaping and/or symbols.	-Evaluate projects that incorporate graphics communication techniques including print, poster, graph and/or transparency forms utilizing rubrics provided by the teacher.
2.8 Build interpersonal relationships.	2.8.1 Demonstrate knowledge of the components of effective communication. 2.8.2 Relate to people of different ages, abilities, genders, cultures and behavior styles. 2.8.3 Demonstrate caring, empathy and appreciation for others. 2.8.4 Communicate personal feelings, needs and ideas constructively. 2.8.5 Demonstrate effective listening skills. 2.8.6 Manage conflict and stress.	-Use a variety of icebreakers that promote students “getting to know each other”.  -Use a variety of cooperative learning and team building activities.	-Class participation.
2.9 Maintain positive relations with others.	2.9.1 Exhibit appropriate work habits and attitudes. 2.9.2 Identify behaviors for establishing successful working relationships. 2.9.3 Cooperate through teamwork and group participation. 2.9.4 Demonstrate a willingness to compromise.  <i>(continued)</i>	-Create a list of attributes of a good employee and also those of a good employer.	-Evaluate written assignments utilizing rubrics provided by the teacher.

Content	Skills/Processes (The learner will . . . . . )	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
	2.9.5 Identify methods for dealing with harassment, bias and discrimination based on race, color, national origin, gender, religion, disability or age. 2.9.6 Cooperate with authority. 2.9.7 Accept supervision.	-Role play various situations that workers may encounter on the job.	-Class participation.



Content	Skills/Processes (The learner will . . . . .)	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
<p>3.3 Use word-processing software in work-related situations.</p>	<p>3.3.1 Demonstrate knowledge of the functions and features of word-processing software.</p> <p>3.3.2 Construct word-processing documents for the specified purpose.</p> <p>3.3.3 Locate needed operations information using software documentation or help functions.</p> <p>3.3.4 Integrate databases, spreadsheets, graphics and desktop publishing files into word-processed documents.</p> <p>3.3.5 Edit documents using available software features and functions.</p> <p>3.3.6 Develop a resume</p>	<p>-Identify personal strengths and weaknesses.</p> <p>-List skills and/or abilities, career objective(s), accomplishments/ achievements, educational background, work experience, volunteer/ community contributions and organizational memberships.</p> <p>-Select an acceptable resume format.</p> <p>-Use correct grammar, spelling and concise wording.</p> <p>-Secure references.</p> <p>-Complete the resume.</p>	<p>-Evaluate word-processing documents utilizing rubrics provided by the teacher.</p> <p>-Evaluate student resume utilizing rubrics provided by the teacher.</p>

### Strand 4: Working Responsibly

Expectation: Work organizations value employees who possess the ability to work with diverse groups of people and who are able to lead others toward the achievement of common goals. Individuals must demonstrate a positive work ethic—exhibiting honesty, initiative and dependability. In addition, they should understand the importance of ethical conduct and the role of ethics in professional organizations and work environments.

Content	Skills/Processes (The learner will . . . . .)	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
4.1 Demonstrate leadership	4.1.1 Develop self-esteem.  4.1.2 Identify a variety of leadership strategies. 4.1.3 Demonstrate leadership qualities. 4.1.4 Distinguish between the uses of leadership and management. 4.1.5 Analyze the factors influencing choice of leadership strategy in a given situation. 4.1.6 Match leadership strategies to the given group situation. 4.1.7 Collaborate with others to accomplish goals.	-Identify unique characteristics and abilities in self and others. -Determine personal strengths and weaknesses. -Identify external factors that affect self-esteem. -Determine ways to build self-esteem.  -Use small group activities to foster collaboration.	-Evaluate participation in service learning projects. -Evaluate display, storyboard or presentation outlining the service learning project(s).  -Class participation.
4.2 Contribute to teamwork.	4.2.1 Assess importance of teamwork. 4.2.2 Develop interpersonal skills needed for teamwork. 4.2.3 Cooperate with team member(s). 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 Demonstrate effective teamwork skills. 4.2.6 Evaluate the team's efforts.	-Use activities to develop group processing techniques.	-Worksheets -Class discussions  -Class/group participation.

Content	Skills/Processes (The learner will . . . . )	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
<p>4.3 Choose ethical courses of action in all work assignments and personal interactions.</p>	<p>4.3.1 Establish personal code of ethics.</p> <p>4.3.2 Ensure that personal code of ethics is consistent with the professional code of ethics of the chosen profession.</p> <p>4.3.3 Identify strategies that strengthen desirable character traits.</p> <p>4.3.4 Identify consequences of unethical conduct.</p> <p>4.3.5 Recognize conflict between personal/ professional ethics and the ethics of others.</p> <p>4.3.6 Demonstrate awareness of legal responsibilities.</p> <p>4.3.7 Identify strategies for responding to the unethical actions of individuals and organizations.</p>	<p>-Identify conflicts between personal code of ethics and acceptable work-related ethics.</p> <p>-Desirable character traits include honesty, integrity, compassion, empathy and justice.</p> <p>-Identify the decision to be made.</p> <p>-Compare alternatives.</p> <p>-Determine the consequences of each alternative.</p> <p>-Make decisions based on values and goals.</p> <p>-Evaluate the decision made.</p> <p>-Legal responsibilities include copyright laws, harassment and equity.</p>	<p>-Class discussions.</p> <p>-Evaluate oral or written response providing a resolution to personal/ professional code of ethics conflict.</p> <p>-Class discussions.</p>

Content	Skills/Processes (The learner will . . . . .)	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
4.4 Demonstrate the work ethic.	<p>4.4.1 Exhibit desirable personal and professional attitudes and behaviors.</p> <p>4.4.2 Exhibit desirable personal and professional work habits and behaviors.</p> <p>4.4.3 Determine own role within the company's mission.</p> <p>4.4.4 Improve performance for the benefit of employer and self.</p> <p>4.4.5 Display a sense of personal responsibility for the welfare of the company and colleagues.</p> <p>4.4.6 Introduce work ethics of various organizations, work groups and cultures.</p>	<p>-Behaviors include positive view of self and work, awareness of impact on others, responsibility and pride.</p> <p>-Distinguish between values and goals.</p> <p>-Determine the importance of values and goals.</p> <p>-Evaluate how one's values affect one's goals.</p> <p>-Identify and prioritize own short and long-term goals.</p> <p>-Identify how one's values are reflected in one's work ethic.</p> <p>-Identify how interactions in the workplace affect one's work ethic.</p> <p>-Identify how life changes affect one's work ethic.</p> <p>-Work habits include punctuality, regular attendance, quality performance, meeting or exceeding job expectations, self-motivation and honesty.</p> <p>-Demonstrate a positive attitude.</p> <p>-Demonstrate accepted conversation skills.</p> <p>-Use good manners.</p> <p>-Accept responsibility for assigned tasks.</p> <p>-Demonstrate personal hygiene.</p> <p>-Demonstrate knowledge of a position.</p> <p>-Perform quality work.</p> <p>-Include concerns for health, safety and the environment.</p>	<p>-Student self-evaluation form.</p> <p>-Teacher evaluation form.</p> <p>-Employer evaluation form.</p> <p>-Class discussions.</p>

Content	Skills/Processes (The learner will . . . . .)	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
4.5 Comply with the confidentiality requirements of workplace policies and procedures.	4.5.1 Identify types of confidential information.  4.5.2 Identify the consequences of a breach of confidentiality.	-Discuss mail and information about personnel, customers and the company.	
4.6 Apply appropriate strategies for dealing with the differences associated with diversity.	4.6.1 Recognize the differences associated with diversity and the implications of those differences.  4.6.2 Demonstrate effective social 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.	-Discuss diversity differences including racial, ethnic, gender, educational, social and age. -Identify ways to live in a multicultural society with mutual respect and appreciation for others. -Examine how culture and experience create differences in people. -Investigate personal cultural background as a means of developing self-respect. -Demonstrate respect for the contributions made by all people. -Demonstrate initiative to facilitate cooperation. -Give/receive constructive criticism to enhance cooperation.  -Make personal choices that reduce discrimination, isolation and prejudice.  -Work effectively with people irrespective of their race, gender, religion, ethnicity, disability, age or cultural background. -Identify the basic rights and responsibilities of citizenship in the workplace.	-Evaluate participation in social activities with area C.B.I.P. classes.  -Observe student's social skills including respect and cooperation.  -Evaluate participation in C.B.I. program activities locally, regionally and/or statewide.

### Strand 5: Planning and Managing a Career

Expectation: Since work is a significant part of life, individuals need to be actively engaged in seeking a career that matches their interests, abilities, aptitudes and skills. Career planning enhances the possibility that one's career path will lead to success and satisfaction in work. Employers seek individuals who know what they want from work and can effectively present their qualifications and skills through the job search process, including job applications and interviews. Throughout one's career, it is also important to seek continuous professional development opportunities.

Content	Skills/Processes (The learner will . . . . . )	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
<p>5.1 Identify how personal interests, abilities and skills relate to choosing a career.</p>	<p>5.1.1 Determine own interests, aptitudes and skills. 5.1.2 Relate personal interests to academic and occupational skills.</p> <p>5.1.3 Identify impact of abilities and skills on career development.</p> <p>5.1.4 Identify how self knowledge relates to making career choices.</p>	<p>-Complete a career interest survey. -Determine importance of values and goals. -Evaluate how values affect goals. -Establish short and long-term goals. -Prioritize personal goals.</p> <p>-Make decisions based on values and goals. -Create a chart to track success in obtaining short and long-term goals. -Describe how skills developed in academic and vocational programs relate to career goals. -Describe how education relates to the selection of a college major, further training and/or entry into the job market. -Identify skills that can apply to a variety of occupational requirements. -Explain the importance of possessing learning skills in the workplace.</p>	<p>-Evaluate written list of short and long-term goals. -Class discussion regarding prioritized goals.</p> <p>-Class discussions.</p>

Content	Skills/Processes (The learner will . . . . . )	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
5.2 Investigate career options.	<p>5.2.1 Identify career options including self-employment and nontraditional careers.</p> <p>5.2.2 Research knowledge, abilities and skills needed in each occupation using a variety of career information resources.</p> <p>5.2.3 Select careers that best match interests and aptitudes.</p> <p>5.2.4 Analyze the impact of factors such as population, climate, employment trends and geographic location on occupational choice.</p> <p>5.2.5 Assess labor market information pertaining to career options.</p> <p>5.2.6 Identify how career choices influence family, personal life and lifestyle.</p> <p>5.2.7 Explore future trends and occupations in the world of work.</p>	<p>-Determine interests and aptitudes.</p> <p>-Identify career options.</p> <p>-Research interests, knowledge, abilities and skills needed in an occupation.</p> <p>-Select careers that best match interests and aptitudes.</p> <p>-Identify advantages and disadvantages of career options.</p> <p>-Include resources such as handbooks, career materials, labor market information, computerized career information delivery systems and role models/mentors.</p> <p>-Include resources such as OCIS, Internet, Occupation Outlook Handbook, Dictionary of Occupational Titles.</p> <p>-Invite guest speakers to talk with students.</p> <p>-Identify potential conflicts of interest/aptitudes and career choices.</p> <p>-Assess differences in the wages, benefits, annual incomes, cost of living and job opportunities associated with selected career options.</p>	<p>-Evaluate written report or oral presentation summarizing the career research project.</p> <p>-Worksheets</p> <p>-Checklists</p>

Content	Skills/Processes (The learner will . . . . . )	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
5.3 Chart career using career-planning skills.	<p>5.3.1 Demonstrate use of career information.</p> <p>5.3.2 Identify elements of career planning.</p> <p>5.3.3 Summarize the educational requirements of various occupations.</p> <p>5.3.4 Identify skills that apply to a variety of occupations.</p> <p>5.3.5 Identify challenges that may interfere with individual career plan.</p> <p>5.3.6 Identify short-term and long-term goals for achieving career plan.</p> <p>5.3.7 Participate in a career exploration activity.</p> <p>5.3.8 Develop a career plan showcasing interests, aptitudes and skills utilizing a portfolio.</p>	<p>-Discuss challenges including gender issues, misinformation, expectations of others and conditions of the labor market.</p> <p>-Identify career exploration activities including job shadowing, mentoring, volunteer experiences, part-time employment and cooperative education.</p> <p>-Describe the impact of exploration activities on current career choices.</p> <p>-Identify career goal(s).</p> <p>-Identify worker conditions, education, training and employment opportunities related to selected career goal(s).</p> <p>-Describe school and community resources available to help achieve career goal(s).</p> <p>-Identify career ladders possible within selected career goal(s).</p> <p>-Identify additional experiences needed to move up identified career ladders.</p> <p>-Recognize that changes may require retraining and upgrading of employee’s skills.</p>	<p>-Worksheets -Checklists</p> <p>-Class discussions</p> <p>-Worksheets</p> <p>-Evaluate career plan utilizing rubric provided by the teacher.</p>

Content	Skills/Processes (The learner will . . . . .)	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
5.3 Chart career using career-planning skills.	5.3.9 Annually review/revise the individual career plan.	<ul style="list-style-type: none"> <li>-Identify experiences that have reinforced selection of the specific career goal(s) listed on the individual career plan.</li> <li>-Identify experiences that have changed the specific career goal(s) listed on the individual career plan.</li> <li>-Modify the career goal(s) and educational plans on the individual career plan.</li> <li>-Ensure that parents or guardians provide input into the individual career plan process.</li> <li>-Identify the correlation between the individual career plan and the actual courses to be taken in high school.</li> <li>-Identify the correlation between the individual career plan and postsecondary training, adult education or employment.</li> </ul>	<ul style="list-style-type: none"> <li>-Use checklist to review the career plan.</li> <li>-Evaluate written or oral responses identifying the revisions made to the career plan including the rationale for the revisions.</li> </ul>
5.4 Demonstrate skills 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.	<ul style="list-style-type: none"> <li>-Review employment laws including wage and minor labor laws.</li> <li>-Recognize purpose of work permit.</li> <li>-Identify barriers to employment.</li> <li>-Describe ways to overcome employment barriers.</li> <li>-Research job opportunities.</li> <li>-Utilize employment sources.</li> <li>-Prepare for employment tests.</li> <li>-Review employment and payroll forms.</li> <li>-Memorize social security number.</li> <li>-Prepare resumes, letters of application and portfolios.</li> </ul>	<ul style="list-style-type: none"> <li>-Worksheets</li> <li>-Class discussions</li> </ul>

Content	Skills/Processes (The learner will . . . . .)	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
5.4 <i>(continued)</i> Demonstrate skills needed to enter or reenter the workforce.	5.4.3 Demonstrate job-getting skills.	<ul style="list-style-type: none"> <li>-Locate acceptable jobs.</li> <li>-Investigate the interview procedures.</li> <li>-Demonstrate appropriate behaviors including appearance, hygiene and demeanor for the interview.</li> <li>-Demonstrate question-and-answer techniques.</li> <li>-Demonstrate methods for handling difficult and/or illegal interview questions.</li> <li>-Use correct grammar and concise wording.</li> <li>-Complete a job application.</li> <li>-Return application to appropriate person.</li> <li>-Request interview.</li> <li>-Interpret an employee contract.</li> <li>-Follow up on application status.</li> </ul>	<ul style="list-style-type: none"> <li>-Worksheets.</li> <li>-Mock interviews.</li> <li>-Videotape of class activities.</li> <li>-Class participation.</li> </ul>
	5.4.4 Maintain a portfolio demonstrating job competence and containing job-getting tools.		-Portfolio assessment utilizing rubric provided by the teacher.
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.  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 Carry out job tasks in accordance with employer expectations. 5.5.7 Display positive work ethic.	<ul style="list-style-type: none"> <li>-Include thinking skills such as creative thinking, decision making, reasoning, problem solving, interpretation of information.</li> </ul>	<ul style="list-style-type: none"> <li>-Worksheets.</li> <li>-Class discussions.</li>   <li>-On-site visitations to assess interpersonal skills.</li>   <li>-Written evaluation of on-the-job performance.</li> </ul>

Content	Skills/Processes (The learner will . . . . .)	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
5.6 Upgrade career skills.	<p>5.6.1 Identify personal and workplace changes that require upgrading of own skills.</p> <p>5.6.2 Modify own career goals based on personal and workplace changes.</p> <p>5.6.3 Analyze various education/training options for securing needed upgrading.</p> <p>5.6.4 Identify professional development opportunities.</p> <p>5.6.5 Participate in professional development activities.</p> <p>5.6.6 Recognize need for lifelong upgrading of career skills.</p>	<p>-Analyze the causes and effects of change.</p> <p>-Identify the effect of change on goals.</p> <p>-Identify the importance of flexibility when reevaluating goals.</p> <p>-Evaluate the need for lifelong learning experiences in adapting to change.</p> <p>-Define lifelong learning.</p> <p>-Identify factors that cause the need for lifelong learning.</p> <p>-Identify changes that may require the retraining and upgrading of employee's skills.</p> <p>-Identify avenues for lifelong learning.</p> <p>-Participate in lifelong learning activities.</p>	<p>-Worksheets.</p> <p>-Performance checklists.</p> <p>-Professional development checklist.</p>
5.7 Explore opportunities to create businesses.	<p>5.7.1 Identify an unmet need or opportunity for provision of a good or service.</p> <p>5.7.2 Identify the impact of small business on the local economy.</p> <p>5.7.3 Examine the relationship of small business to a national (USA) and global economy.</p>	<p>-Participate in business simulations.</p>	<p>-Class discussions.</p> <p>-Class participation.</p>

Content	Skills/Processes (The learner will . . . . . )	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
<p>5.7 (<i>continued</i>) Explore opportunities to create businesses</p>	<p>5.7.4 Identify potential target markets nationally and/or internationally.</p> <p>5.7.5 Identify factors that contribute to the success or failure of a business.</p> <p>5.7.6 Evaluate the costs and benefits of future opportunities.</p> <p>5.7.7 Evaluate entrepreneurship and intrapreneurship opportunities.</p> <p>5.7.8 Identify components of a business plan, considering various factors for identified opportunities and marketing strategies.</p>	<p>-Discuss renovations, improvements, expansions, addition of new products or services, international trade opportunities.</p> <p>-Discuss population, climate, location, supply and demand, and competition.</p>	<p>-Class discussions.</p> <p>-Class participation.</p>

### Strand 6: Managing Resources

Expectation: In high performance workplaces, all individuals must effectively manage a variety of resources—personal, financial and environmental. Individuals’ ability to maintain good health, contribute to a safe work environment and manage time not only enhances personal well-being, but fosters the success of the organization or business as well.

Content	Skills/Processes (The learner will . . . . . )	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
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. 6.1.7 Manage resources to support achievement of goals.	-Complete wages and hours sheets.       -Discuss the importance of a neat and orderly work area.	-Weekly and quarterly assess wages and hours forms for completeness and accuracy.       -Class discussion. -Worksheets.
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. 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.	-Use a variety of information tools including reference books, the Internet, etc.       -Use workplace scenarios to arrive at solutions individually or as a group.	-Individual/group participation. -Individual/group oral and/or written presentation.

Content	Skills/Processes (The learner will . . . . .)	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
6.3 Maintain/promote wellness.	<p>6.3.1 Recognize positive and negative influences on wellness.</p> <p>6.3.2 Participate in the arts disciplines and/or extracurricular activities that promote wellness and balance within an individual.</p> <p>6.3.3 Follow wellness principles that result in significant, measurable improvements in own overall health condition and the health condition of peer(s).</p>	<p>-Discuss the impact of social activities, sports, hobbies, environment, health, emotions and economics on wellness.</p> <p>-Examine the use and abuse of tobacco, alcohol, legal drugs and illegal drugs.</p> <p>-Assume responsibility for consequences of substance use and abuse.</p> <p>-Identify factors influencing sexual decisions.</p> <p>-Identify responsible sexual behavior.</p> <p>-Assume responsibility for sexual behavior.</p> <p>-Identify types of sexually transmitted diseases.</p> <p>-Identify available community-based resources for support/information.</p> <p>-Discuss activities such as dance, music, theater, visual arts and sports.</p> <p>-Identify the benefits of good nutrition, proper rest, exercise, good grooming and personal hygiene, and regular health exams.</p> <p>-Identify healthcare resources.</p> <p>-Identify formal and informal support systems.</p> <p>-Identify stress-management methods.</p>	<p>-Worksheets.</p> <p>-Checklists.</p> <p>-Class discussions.</p> <p>-Worksheets.</p> <p>-Class discussions.</p>
6.4 Determine the impact of government regulations and business/industry procedures on the performance of particular job functions.	<p>6.4.1 Identify the purpose of government regulations and their impact on the management of resources.</p> <p>6.4.2 Differentiate among federal, state and local regulations and local business and industry procedures.</p>	<p>-Follow instructions according to the Occupation Safety and Health Administration (OSHA) and Environmental Protection Agency (EPA) guidelines.</p>	<p>-Checklists.</p> <p>-Worksheets.</p> <p>-Class discussions.</p>

Content	Skills/Processes (The learner will . . . . .)	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
<p>6.4 (<i>continued</i>) Determine the impact of government regulations and business/industry procedures on the performance of particular job functions.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>-Identify location and use of material safety data sheets (MSDS's).</li> <li>-Demonstrate proper lifting and carrying techniques which include loading items safely, sorting items safely and lifting items safely.</li> <li>-Identify methods of power-source control including recognizing electrical power panel.</li> <li>-Identify procedures for turning off electricity, gas and water.</li> <li>-Explain how to operate sprinkler systems.</li> <li>-Identify lockout/tag-out procedures.</li> <li>-Locate emergency exits.</li> <li>-Check lighting at emergency exits.</li> <li>-Explain emergency exit procedures.</li> <li>-Rehearse and practice emergency exit procedures.</li> </ul>	<ul style="list-style-type: none"> <li>-Worksheets.</li> <li>-Class discussions.</li>   <li>-Checklists</li>   <li>-Role play.</li> <li>-Checklists.</li> <li>-Evaluate oral presentations/ demonstrations utilizing rubrics provided by the teacher.</li> </ul>
<p>6.5 Implement safety procedures and programs.</p>	<p>6.5.1 Identify safety requirements.</p>	<ul style="list-style-type: none"> <li>-Identify all federal and state laws regarding safety.</li> <li>-Monitor condition of equipment.</li> <li>-Recognize potential hazards</li> <li>-Report unsafe conditions</li> <li>-Practice safe handling of cutting edges.</li> <li>-Use protective clothing and equipment.</li> <li>-Identify fire extinguishment methods.</li> <li>-Report all injuries to supervisor(s).</li> </ul>	<ul style="list-style-type: none"> <li>-Worksheets.</li> <li>-Checklists.</li> <li>-On-site visitations.</li> </ul>

Content	Skills/Processes (The learner will . . . . .)	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
6.5 <i>(continued)</i> Implement safety procedures and programs.	<p>6.5.2 Demonstrate knowledge of safety rules and guidelines.</p> <p>6.5.3 Interpret safety signs and symbols.</p> <p>6.5.4 Demonstrate desirable safety attitudes and habits.</p> <p>6.5.5 Use safety equipment in accordance with established procedures.</p> <p>6.5.6 Document results of safety procedures and programs.</p>	<p>-Create a safety poster.</p> <p>-Identify proper methods of handling materials.</p> <p>-Identify proper methods of storing materials.</p> <p>-Identify proper methods of disposing of materials.</p> <p>-Practice safe work habits.</p> <p>-Identify safety hazards.</p> <p>-Employ preventative safety measures.</p> <p>-Demonstrate appropriate care and use of equipment and facilities to ensure safety.</p> <p>-Comply with safety and emergency procedures.</p> <p>-Role play an emergency situation and properly resolve it.</p> <p>-Complete a simulated accident report.</p>	<p>-Worksheets.</p> <p>-Checklists.</p> <p>-On-site visits.</p> <p>-On-site visits.</p> <p>-Checklists.</p>
6.6 Support the provision of first aid in accordance with company policy and procedures.	<p>6.6.1 Identify supplies and equipment needed in emergency situations.</p> <p>6.6.2 Locate supplies and equipment needed in emergency situations.</p> <p>6.6.3 Follow established procedures for the administration of first aid until official help arrives.</p> <p>6.6.4 Practice universal precautions during first aid procedures.</p>	<p>-List supplies and equipment needed in emergency situations.</p> <p>-Locate the first aid kit and safety supplies at school and on the job.</p> <p>-Follow established emergency procedures.</p> <p>-Identify care for minor cuts and burns.</p> <p>-Identify care for choking victim.</p> <p>-Demonstrate cardiopulmonary resuscitation (CPR) according to American Heart Association or American Red Cross requirements.</p> <p>-Practice the precautions related to blood-borne pathogens, confined spaces, emergency egress, fire safety and hearing conservation.</p>	<p>-Worksheets.</p> <p>-Checklists.</p> <p>-Class participation.</p>



Content	Skills/Processes (The learner will . . . . .)	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
<p>6.8 <i>(continued)</i> Determine resources needed to produce a given product or provide a service.</p>	<p>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.</p>	<p>-Discuss allocation of materials and equipment, human resources, information and technology, natural resources, and space.</p>	<p>-Worksheets. -Class discussions.</p>
<p>6.9 Ensure the quality of products and services.</p>	<p>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.</p>	<p>-Discuss productivity and profitability.  -Create production flowchart. -Complete production project.</p>	<p>-Worksheets. -Class discussions.  -Evaluate assignments/ projects utilizing rubrics provided by the teacher.</p>

Content	Skills/Processes (The learner will . . . . .)	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
6.9 <i>(continued)</i> Ensure the quality of products and services.	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.		-Worksheets. -Checklists.
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.		-Worksheets. -Class discussions.
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.	-Calculate earnings. -Identify basic payroll deductions. -Identify expenses. -Maintain accurate records. -Evaluate current spending patterns. -Balance income and expenses.	-Evaluate budget utilizing rubric provided by the teacher.  -Class discussion.

Content	Skills/Processes (The learner will . . . . .)	Suggested Activities	Suggested Authentic/ Paper & Pencil Assessments
<p>6.11 (continued) Make informed financial decisions.</p>	<p>6.11.4 Establish a savings account.</p> <p>6.11.5 Establish a checking account.</p> <p>6.11.6 Demonstrate knowledge of how credit affects personal/family finances.</p> <p>6.11.7 Identify the steps to follow to avoid credit problems.</p> <p>6.11.8 Make informed consumer choices in response to personal needs and wants.</p> <p>6.11.9 Identify the factors that influence consumer decisions.</p> <p>6.11.10 Recognize the value of company benefits and the importance of retirement planning.</p> <p>6.11.11 Identify the costs and benefits for individuals of various types of taxation at the local, state and federal levels.</p>	<p>-Compare banking institutions. -Complete savings account application. -Identify procedure for deposits. -Develop saving pattern. -Verify account accuracy and status. -Identify procedure for withdrawals. -Compare banking institutions. -Complete checking account application. -Identify procedure for deposits and withdrawals. -Write checks. -Complete check register accurately. -Reconcile bank statement.</p> <p>-Identify consumer rights and responsibilities. -Identify wise consumer practices regarding credit cards and interest charges.</p> <p>-Identify effects of advertising on consumers. -Discuss advertisements, peer groups, price and location. -Identify benefits of area businesses.</p>	<p>-Evaluate completion of various banking forms utilizing rubrics provided by the teacher.</p> <p>-Evaluate completion of debit/credit sheets utilizing rubrics provided by the teacher.</p> <p>-Worksheets</p>