

Standards and competencies used in this curriculum framework are adapted from the Washington State Work-based Learning Curriculum Guidelines for Cooperative Education Revised May 1997. **Occupationally specific skills for Career Choices are the knowledge, skills, and practices necessary to making choices that have a positive outcome for the students' career. These are reflected in the Standards and Competencies column.**

Performance Task/ Assessments	Standards & Competencies (Exploratory = pre- industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Local District Goals	Estimated hours of student learning time	Relevance to Work Washington State Goal 4
<b>Student will acquire, evaluate, interpret and communicate information related to their career plan. They will predict and make decisions to allocate the required time to achieve their career plan. They will communicate their career plan to a targeted audience.</b>	<p><b>Students will use steps in the decision making process to develop a career plan:</b></p> <p>Identify occupational interests, aptitudes, and skills.</p> <p>Select a suitable career pathway.</p> <p>Connect career goals to post high school opportunities.</p> <p>Communicate career plan in a written document.</p> <p>Present career plan to an audience.</p>	<p><b>Reading</b>  3.1 read to learn new information  3.2 read to perform a task  3.4 read for career applications</p> <p><b>Writing</b>  3.2 draft  3.3 revise  3.4 publish</p> <p><b>Communication</b>  3.1 use language to interact effectively and responsibly with others  4.2 seek and offer feedback</p>	<p>Evaluation</p> <p>Compare contrast</p> <p>Predict</p> <p>Decision Making</p>	<p>The five Career and Technical Student Organizations as identified by Washington State provide leadership activities that correlate with each of the career pathways. At a minimum:</p> <p>1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (word-related) experiences.</p> <p>A corresponding activity to help student achieve this skill—customized to each specific pathway—should be identified on the local level from the Core Leadership Skills document which includes a resource table. This document can be found at <a href="http://www.k12.wa.us/careerteched/classapproval.aspx">www.k12.wa.us/careerteched/classapproval.aspx</a>.</p>	<p><b>Information</b></p> <ul style="list-style-type: none"> <li>Acquires and evaluates.</li> <li>Interprets and communicates.</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Understands time required for achieving career.</li> </ul>		15	<p><b>Students use career plans to direct their future, i.e.:</b></p> <p>Self-advocacy</p> <p>Advancement</p> <p>Independence</p> <p>Economic productivity</p>

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Given available resources, the student will demonstrate understanding of the employment system by acquiring and evaluating information required to conduct a successful job search.	<p><b>Students will conduct a job search by:</b></p> <p>Identify job openings</p> <p>Complete job acquisition paperwork requirements</p> <p>Complete successful job interview</p> <p>Demonstrate appropriate oral communication skills</p>	<p><b>Reading</b></p> <p>3.1 read to learn new information</p> <p>3.2 read to perform a task</p> <p>3.4 read for career applications</p> <p>4.1 assess strengths &amp; need for improvement</p> <p><b>Writing</b></p> <p>3.2 draft</p> <p>3.3 revise</p> <p>3.4 publish</p> <p><b>Communication</b></p> <p>3.1 use language to interact effectively and responsibly with others</p> <p>4.1 assess strengths and need for improvement</p> <p>4.2 seek and offer feedback</p>	<p>Compare/Contrast</p> <p>Analysis</p> <p>Goal Setting</p> <p>Decision Making</p> <p>Persistence</p>	<p>The five Career and Technical Student Organizations as identified by Washington State provide leadership activities that correlate with each of the career pathways. At a minimum:</p> <p>1.7 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.</p> <p>A corresponding activity to help student achieve this skill—customized to each specific pathway—should be identified on the local level from the Core Leadership Skills document which includes a resource table. This document can be found at <a href="http://www.k12.wa.us/careertech/classapproval.aspx">www.k12.wa.us/careertech/classapproval.aspx</a>.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Organizes time.</li> </ul> <p><b>Information</b></p> <ul style="list-style-type: none"> <li>Acquires and evaluates.</li> <li>Uses computers to process information.</li> </ul> <p><b>Systems</b></p> <ul style="list-style-type: none"> <li>Understands employment system.</li> </ul>		37	Students use job search techniques to evaluate employment acquisition.

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Through problem-solving/decision-making processes, the student will understand the resources/information available regarding health, safety, legal considerations and policies related to chosen career pathway and respond accordingly.	<p><b>Students will understand legal, health and safety issues that affect employment.</b></p> <p>Occupational Health and Safety</p> <p>Discrimination</p> <p>Harassment</p> <p>Worker/Employer Rights &amp; Responsibilities</p> <p>Work Rules for Minors</p>	<p><b>Reading</b></p> <p>3.1 Read to learn new information.</p> <p>3.2 Read to perform a task.</p> <p>3.4 Read for career applications.</p> <p><b>Communication</b></p> <p>3.3 Seek agreement and solutions through discussion.</p> <p><b>Civics</b></p> <p>4.1 Understand individual rights and their accompanying responsibilities.</p>	<p>Detect Bias</p> <p>Problem Solving</p> <p>Decision Making</p>	<p>The five Career and Technical Student Organizations as identified by Washington State provide leadership activities that correlate with each of the career pathways. At a minimum:</p> <p>1.5 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.</p> <p>A corresponding activity to help student achieve this skill—customized to each specific pathway—should be identified on the local level from the Core Leadership Skills document which includes a resource table. This document can be found at <a href="http://www.k12.wa.us/careertech/classapproval.aspx">www.k12.wa.us/careertech/classapproval.aspx</a>.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Time—selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.</li> <li>Money—uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.</li> <li>Material and Facilities—Acquires, stores, allocates, and uses materials or space efficiently.</li> <li>Human Resources—Assesses skills and distributes work accordingly, evaluates performance and provides feedback.</li> </ul> <p><b>Information</b></p> <ul style="list-style-type: none"> <li>Acquires and evaluates information.</li> <li>Organizes and maintains information.</li> <li>Interprets and communicates information.</li> </ul> <p><b>Systems</b></p> <ul style="list-style-type: none"> <li>Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.</li> <li>Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunction</li> </ul>		10	Students practice safety on the job, and follow all work rules and legal policies related to chosen career.

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Through problem solving, decision-making and goal setting, the student will follow workplace policies and procedures, utilize the evaluation process to meet employer expectations, and demonstrate job growth.	<p><b>Students will understand and exhibit behaviors and qualities needed to maintain and enhance their employment.</b></p> <p>Demonstrate knowledge of work place policies and procedures</p> <p>Understand evaluation process to meet employer expectations</p> <p>Understand job growth and promotion opportunities.</p>	<p><b>Reading</b></p> <p>3.1 Read to learn new information.</p> <p>3.2 Read to perform a task.</p> <p>3.4 Read for career applications.</p> <p><b>Communication</b></p> <p>3.1 use language to interact effectively and responsibly with others</p> <p>3.2 Work cooperatively as a group member</p> <p>3.3 Seek agreement &amp; solutions through discussion</p> <p>4.1 assess strengths and need for improvement</p> <p>4.2 Seek and offer feedback</p> <p>4.4 Analyze how communication is used in career settings.</p> <p><b>Math</b></p> <p>5.3 Relate mathematical concepts and procedures to real-life situations.</p> <p><b>Civics</b></p> <p>4.1 Understand individual rights and their accompanying responsibilities.</p> <p><b>Economics</b></p> <p>To be determined pending the completion of the state EALRs for benchmark 3.</p>	<p>Problem Solving.</p> <p>Decision Making.</p> <p>Goal Setting.</p> <p>Risking.</p> <p>Persistence.</p>	<p>The five Career and Technical Student Organizations as identified by Washington State provide leadership activities that correlate with each of the career pathways. At a minimum:</p> <p>2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.</p> <p>A corresponding activity to help student achieve this skill—customized to each specific pathway—should be identified on the local level from the Core Leadership Skills document which includes a resource table. This document can be found at <a href="http://www.k12.wa.us/careertech/classapproval.aspx">www.k12.wa.us/careertech/classapproval.aspx</a>.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Time—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.</li> <li>Money—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.</li> <li>Material and Facilities—Acquires, stores, allocates, and uses materials or space efficiently.</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies.</li> <li>Negotiates—works toward agreements involving exchange of resources, resolves divergent interests.</li> <li>Works with Diversity—works well with men and women from diverse backgrounds.</li> </ul> <p><b>Information</b></p> <ul style="list-style-type: none"> <li>Acquires and Evaluates Information.</li> <li>Organizes and Maintains Information.</li> <li>Interprets and Communicates Information.</li> </ul> <p><b>Systems</b></p> <ul style="list-style-type: none"> <li>Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.</li> <li>Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses</li> </ul>		50	Students set career goals to advance in chosen career pathways.

					<div>deviations in systems' performance and corrects malfunction.</div> <div><div>▪ Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.</div><div><b>Technology</b></div><div><div>▪ Selects Technology—chooses procedures, tools or equipment including computers and related technologies.</div><div>▪ Applies Technology to Task—Understands overall intent and proper procedures for setup and operation of equipment.</div><div>▪ Maintains and Troubleshoots Equipment—Prevents, identifies, or solves problems with equipment, including computers and other technologies</div></div></div>			
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<p>The student will analyze and predict how the global economy affects their career and personal life.</p>	<p>The student will understand how global, national, and local economies affect their quality of life.</p> <p>Role of government</p> <p>Business structures</p> <p>Economic trends</p>	<p><b>Reading</b></p> <p>3.1 Read to learn new information.</p> <p>3.2 Read to perform a task.</p> <p>3.4 Read for career applications</p> <p><b>Communication</b></p> <p>3.1 Use language to interact effectively and responsibly with others</p> <p>3.2 Work cooperatively as a group member</p> <p>3.3 Seek agreement and solutions through discussion</p> <p>4.3 Analyze mass communication.</p> <p><b>Math</b></p> <p>5.3 Relate mathematical concepts and procedures to real-life situations.</p> <p><b>Civics</b></p> <p>3.1 Understand how the world is organized politically and how nations interact.</p> <p>3.2 Recognize factors and roles that affect the development of foreign policy.</p> <p>4.1 Understand individual rights and their accompanying responsibilities.</p> <p>4.2 Identify and demonstrate rights of U.S. citizenship.</p> <p>4.3 Explain how citizen participation influences public policy</p> <p><b>Economics</b></p> <p>To be determined pending the completion of the state EALRs for benchmark 3.</p>	<p>Compare/Contrast.</p> <p>Predict.</p> <p>Cause/Effect.</p> <p>Analysis.</p>	<p>The five Career and Technical Student Organizations as identified by Washington State provide leadership activities that correlate with each of the career pathways. At a minimum:</p> <p>3.5 The student will understand and utilize organizational systems to advocate for issues at the local, state, national and international level.</p> <p>A corresponding activity to help student achieve this skill—customized to each specific pathway—should be identified on the local level from the Core Leadership Skills document which includes a resource table. This document can be found at <a href="http://www.k12.wa.us/careertech/classapproval.aspx">www.k12.wa.us/careertech/classapproval.aspx</a>.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Time—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.</li> </ul> <p><b>Information</b></p> <ul style="list-style-type: none"> <li>Acquires and Evaluates Information.</li> <li>Organizes and Maintains Information.</li> <li>Interprets and Communicates Information.</li> </ul> <p><b>Systems</b></p> <ul style="list-style-type: none"> <li>Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.</li> <li>Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems’ performance and corrects malfunction.</li> <li>Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Selects Technology—chooses procedures, tools or equipment including computers and related technologies.</li> </ul>		15	Students keep abreast of global economy and how job outlook will affect their career plans.

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The student will analyze personal resources and manage time effectively to reach short- and long- term goals.	<p><b>Students will manage personal resources effectively.</b></p> <p>Establish financial goals and manage finances accordingly</p> <p>Allocate and manage time effectively</p>	<p><b>Reading</b> 3.1 Read to learn new information.</p> <p><b>Math</b> 3.1 Analyze information 3.2 Predict results and make inferences 3.3 Draw conclusions and verify results. 4.1 Gather information. 4.2 Organize and interpret information. 5.3 Relate mathematical concepts and procedures in real-life situations.</p> <p><b>Economics</b> To be determined pending the completion of the state EALRs for benchmark 3.</p>	<p>Predict.</p> <p>Analysis.</p> <p>Goal setting.</p> <p>Flexibility.</p> <p>Persistence.</p>	<p>The five Career and Technical Student Organizations as identified by Washington State provide leadership activities that correlate with each of the career pathways. At a minimum:</p> <p>1.6 The student will demonstrate self-advocacy skills by achieving planned, individual goals.</p> <p>A corresponding activity to help student achieve this skill—customized to each specific pathway—should be identified on the local level from the Core Leadership Skills document which includes a resource table. This document can be found at <a href="http://www.k12.wa.us/car/eertech/classapp/roval.aspx">www.k12.wa.us/car/eertech/classapp/roval.aspx</a>.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Time—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.</li> <li>Money—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.</li> <li>Material and Facilities—Acquires, stores, allocates, and uses materials or space efficiently.</li> </ul> <p><b>Information</b></p> <ul style="list-style-type: none"> <li>Acquires and Evaluates Information.</li> <li>Organizes and Maintains Information.</li> </ul> <p><b>Technology</b> Applies Technology to Task—Understands overall intent and proper procedures for setup and operation of equipment.</p>		15	Students use life skills to achieve personal goals.



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<p><b>Students will research and identify occupational-specific skills required by their chosen career pathway. During that process, the students will use a variety of resources and information to learn about related systems and technologies in their career pathway.</b></p> <p><b>Students will use this information as one component of their education plan.</b></p>	<p>Refer to appropriate industry standards related to the student's individual chosen career pathway. These standards must be reflected in the student's learning plan.</p> <p>For corresponding industry standards, refer to the model curriculum frameworks on the OSPI CTE website.</p>	<p><b>Reading</b></p> <p>3.1 Read to learn new information</p> <p>3.2 Read to perform a task.</p> <p>3.4 Read for career applications.</p> <p><b>Communication</b></p> <p>4.4 Analyze how communication is used in career settings.</p>	<p>Observe</p> <p>Analyze</p> <p>Evaluate</p> <p>Conclude</p>	<p>The five Career and Technical Student Organizations as identified by Washington State provide leadership activities that correlate with each of the career pathways. At a minimum:</p> <p>1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders.</p> <p>1.4 The student will apply leadership skills in real-world, family, community, and business and industry applications.</p> <p>A corresponding activity to help student achieve this skill—customized to each specific pathway—should be identified on the local level from the Core Leadership Skills document which includes a resource table. This document can be found at <a href="http://www.k12.wa.us/careertech/classapproval.aspx">www.k12.wa.us/careertech/classapproval.aspx</a>.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Time—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.</li> </ul> <p><b>Information</b></p> <ul style="list-style-type: none"> <li>Acquires and Evaluates Information.</li> <li>Organizes and Maintains Information.</li> <li>Interprets and Communicates Information.</li> </ul> <p><b>Systems</b></p> <ul style="list-style-type: none"> <li>Understands Systems—knows how social, organizations, and technological systems work and operates effectively with them.</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Applies Technology to Task—Understands overall intent and proper procedures for setup and operation of equipment.</li> </ul>		38	Students use acquired occupational skills to secure further training and/or employment in chosen career