

Career Exploration

Career Cluster	All
Course Code	22151
Prerequisite(s)	None
Recommended Credit	.5
Program of Study and Sequence	Foundation Course, cluster courses, pathway courses, capstone activity
Student Organization	All
Coordinating Work-Based Learning	Tour(s) of local businesses, post-high school options, job shadowing, informational interview, project-based learning
Industry Certifications	National Career Readiness Certificate (High School Level)
Dual Credit or Dual Enrollment	None
Teacher Certification	All certified teachers or certified school counselors
Resources	SD MyLife; SD Department of Labor; onetonline.org (O*Net); community/industry partners (Chamber of Commerce, Economic Development Corporations, Junior Achievement, professional organizations); SD Week of Work; Department of Vocational Rehabilitation Services

Course Description:

Career Exploration is an exploratory course that helps students identify their skills and interests while also providing direction towards possible career choices. This course provides an understanding of the sixteen career clusters. This course will help students create and maintain career plans through experiential learning and hands-on activities.

This course may be taught in the middle school and/or high school levels. Teachers of record may modify their implementation of the course content standards based on student developmental level.

Program of Study Application

Career Exploration is a foundation course that is intended to precede further studies at the career cluster and career pathway levels.

Course Standards

Indicator # CE 1 - Identify personal aptitudes, abilities, strengths, talents, and weaknesses		
<i>Webb Level</i>	<i>Sub-Indicator</i>	<i>Integrated Content</i>
Level 3: Strategic Thinking	CE 1.1 Demonstrate an understanding of self	
Level 3: Strategic Thinking	CE 1.2 Recognize the relationship between personal attributes and choosing a career	

Indicator # CE 2 - Investigate the 16 career clusters		
<i>Webb Level</i>	<i>Sub-Indicator</i>	<i>Integrated Content</i>
Level 2: Skill/Concept	CE 2.1 Explore all 16 career clusters	
Level 2: Skill/Concept	CE 2.2 Identify specific careers within career clusters	

Indicator # CE 3 - Investigate the knowledge and skills associated with various careers		
<i>Webb Level</i>	<i>Sub-Indicator</i>	<i>Integrated Content</i>
Level 2: Skill/Concept	CE 3.1 Research and interpret career information	
Level 2: Skill/Concept	CE 3.2 Compare and contrast characteristics of various careers	
Level 2: Skill/Concept	CE 3.3 Investigate education/training requirements for employment in various industries	

Indicator # CE 4 - Explore factors that impact success and satisfaction in careers		
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<i>Webb Level</i>	<i>Sub-Indicator</i>	<i>Integrated Content</i>
Level 3: Strategic Thinking	CE 4.1 Formulate criteria for choosing a career, including but not limited to: wages & benefits, values & lifestyle preferences, required education, working conditions, working environment	
Level 4: Extended Thinking	CE 4.2 Investigate and make connections relevant to areas of interest	

Indicator # CE 5 - Create and then maintain a career plan		
<i>Webb Level</i>	<i>Sub-Indicator</i>	<i>Integrated Content</i>
Level 1: Recall	CE 5.1 Explain the value and importance of a career plan	
Level 4: Extended Thinking	CE 5.2 Create a career plan, which includes but is not limited to: career(s)/career cluster(s) of interest, related activities and/or classes, and required training or education after high school (This may include a personal learning plan)	
Level 3: Strategic Thinking	CE 5.3 Investigate experiential learning opportunities aligned with a career plan	
Level 4: Extended Thinking	CE 5.4 Explore possible barriers to a career plan	

Employability

Career Cluster	Foundational Courses - Employability
Course Code	22152
Prerequisite(s)	No
Credit	.5
Program of Study and Sequence	No
Student Organization	FCCLA, FFA, HOSA, DECA, Skills USA, FBLA
Coordinating Work-Based Learning	Job shadowing, Internships
Industry Certifications	NCRC
Dual Credit or Dual Enrollment	None
Teacher Certification	Any certified CTE teacher or school counselor
Resources	SD Mylife, BLS, ONet Online

Course Description:

Employability skills are fundamental to creating an employable individual. Students must have skills and knowledge necessary to understand the factors that contribute to life-long work success. These standards are designed to provide students with foundational knowledge to promote successful transition from school to career.

Program of Study Application

Employability is a foundation course that is intended to precede further studies at the career cluster and career pathway levels.

Course Standards

Indicator # E 1 - Evaluate positive work behaviors and personal qualities		
<i>Webb Level</i>	<i>Sub-Indicator</i>	<i>Integrated Content</i>
Level 1: Recall	E 1.1 Identify personal qualities, aptitudes, skills, and values (personal and work)	
Level 2: Skill/Concept	E 1.2 Identify and demonstrate positive work qualities	
Level 3: Strategic Thinking	E 1.3 Analyze appropriate self-management skills as related to specific work environments	

Indicator # E 2 - Demonstrate skills to successfully seek and obtain employment		
<i>Webb Level</i>	<i>Sub-Indicator</i>	<i>Integrated Content</i>
Level 2: Skill/Concept	E 2.1 Identify employment opportunities	
Level 3: Strategic Thinking	E 2.2 Create professional employment documents	
Level 4: Extended Thinking	E 2.3 Demonstrate effective interview skills for employment	

Indicator # E 3 - Demonstrate effective workplace communication		
<i>Webb Level</i>	<i>Sub-Indicator</i>	<i>Integrated Content</i>

Level 4: Extended Thinking	E 3.1 Demonstrate effective and appropriate communication in the workplace using various methods	
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Indicator # E 4 - Explore workplace responsibilities		
<i>Webb Level</i>	<i>Sub-Indicator</i>	<i>Integrated Content</i>
Level 2: Skill/Concept	E 4.1 Research employers' rights and responsibilities	
Level 2: Skill/Concept	E 4.2 Understand employee rights and responsibilities	
Level 4: Extended Thinking	E 4.3 Display behaviors needed to maintain employment	

Indicator # E 5 - Make connections between employment options and training requirements		
<i>Webb Level</i>	<i>Sub-Indicator</i>	<i>Integrated Content</i>
Level 4: Extended Thinking	E 5.1 Develop a post high school plan aligned to individual abilities, goals and values	
Level 4: Extended Thinking	E 5.2 Apply employability concepts through experiential learning	



Workplace Technology Skills

Career Cluster	Foundational Course - All Clusters
Course Code	10004
Prerequisite(s)	None
Credit	.5 or 1.0
Program of Study and Sequence	Foundational Courses are introductory courses to all 16 Career Clusters
Student Organization	All
Coordinating Work-Based Learning	None
Industry Certifications	Cisco or MOUS certification
Dual Credit or Dual Enrollment	None
Teacher Certification	Certified CTE teachers
Resources	Free Technology Tutorials at GCFGlobal ; Microsoft office tutorials ; Google Applied Digital Skills

Course Description:

The student will learn to identify the general usage of technology, software, and applications. Utilizing that knowledge, this course will cover topics such as, but not be limited to, word processing, spreadsheets, presentations, operating systems, Internet browsers, search engines, databased, preventive maintenance and security, digital literacy, netiquette and citizenship. This course expands the student’s skills, knowledge and confidence in various forms of software platforms and applications (e.g. PC, Mac, Google Apps, smart phone, apps, etc.).

Program of Study Application

Workplace Technology Skills is a foundation course that is intended to precede further studies at the career cluster and career pathway levels.

Course Standards

Course Standards

Indicator # FT 1 Create and format word processing documents for a variety of personal and work applications

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two	FT 1.1 Modify, manipulate and format paragraphs	

Skill/Concept	<p>Examples:</p> <ul style="list-style-type: none"> • Apply paragraph and section shading • Use text flow options such as keeping lines together • Sort list, paragraphs, and tables • Change line spacing • Reveal the formatting 	
Two Skill/Concept	<p>FT 1.2 Use tables to enhance documents</p> <p>Examples:</p> <ul style="list-style-type: none"> • Create and modify spreadsheets in a table • Select and perform calculations in a table • Move a table 	
Two Skill/Concept	<p>FT 1.3 Customize document formatting</p> <p>Examples:</p> <ul style="list-style-type: none"> • Use the auto-text feature • Create a header or footer • Create or revise footnotes and endnotes • Create a watermark • Format the first page differently than the subsequent pages • Insert page numbers 	
Two Skill/Concept	<p>FT 1.4 Create a mail merge document</p> <p>Examples:</p> <ul style="list-style-type: none"> • Create a main document • Create a data source • Sort records to be merged • Merge main documents and data sources • Merge a document by using alternate data sources 	

Two Skill/Concept	<p>FT 1.5 Create and use features of word processing software</p> <p>Examples:</p> <ul style="list-style-type: none"> • Insert a field • Create, apply, and edit macros • Copy, rename, and delete macros • Create and modify a form control • Use text alignment features with graphics • Customize toolbars
Two Skill/Concept	<p>FT 1.6 Format characters</p> <p>Examples:</p> <ul style="list-style-type: none"> • Change the font, size, look of the text • Format with format painter • Insert symbols and special characters • Use AutoComplete • Highlight text • Insert the date and time
Two Skill/Concept	<p>FT 1.7 Utilize Help features</p> <p>Examples:</p> <ul style="list-style-type: none"> • Use the help feature to determine how to format text, format documents, and convert elements (e.g. table to text)

Notes:

Indicator # FT 2 Create, manipulate and format data

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/Concept	<p>FT 2.1 Format a spreadsheet to enhance its appearance</p> <p>Examples:</p> <ul style="list-style-type: none"> • Preview a spreadsheet • Change cell dimensions • Insert and delete cells 	

	<ul style="list-style-type: none"> • Add borders and shading to cells • Customize print jobs • Use the spell check feature • Use the undo and redo feature • Sort data • Create a list • Find and replace data in a spreadsheet 	
Two Skill/Concept	<p>FT 2.2 Insert formulas into a spreadsheet to enhance its functionality</p> <p>Examples:</p> <ul style="list-style-type: none"> • Use the auto sum function • Write formulas with mathematical operators • Use absolute and mixed cell references in a formula no revision needed 	
Two Skill/Concept	<p>FT 2.3 Manipulate data within and between multiple spreadsheets</p> <p>Examples:</p> <ul style="list-style-type: none"> • Move, copy, and paste data into cells • Create a workbook with multiple spreadsheets • Work and print within a range • Change worksheet names 	
Two Skill/Concept	<p>FT 2.4 Create charts and graphs to represent data</p> <p>Examples:</p> <ul style="list-style-type: none"> • Create and format a chart or graph • Delete a chart or graph • Size and resize a chart or graph to move • Change data in the cells of a chart or graph 	
Two Skill/Concept	<p>FT 2.5 – Create forms and reports</p> <p>Examples:</p> <ul style="list-style-type: none"> • Create a form in design view • Create a form in report view 	

Notes:

Indicator # FT 3 Create and format professional presentations

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/Concept	FT 3.1 Create a presentation using presentation tools Examples: <ul style="list-style-type: none"> • Plan a presentation • Create and save a presentation • View and print a presentation • Add transitions and sound effects • Prepare a presentation in the outline/slides panel • Capture video 	
Two Skill/Concept	FT 3.2 Modify a presentation Examples: <ul style="list-style-type: none"> • Edit slides • Edit video • Complete a spell check • Use the thesaurus • Organize slides 	
Two Skill/Concept	FT 3.3 Add visual elements to a presentation Examples: <ul style="list-style-type: none"> • Use the format buttons on the drawing toolbar • Display the ruler, guidelines, and grid lines • Insert images in a presentation • Add animation effects to a presentation • Embed video • Create organizational charts and diagrams • Create a table • Add sound and video 	
Two Skill/Concept	FT 3.4 Share and present professional presentations	

	<p>Examples:</p> <ul style="list-style-type: none"> • Set automatic timer for slides • Exhibit presentation etiquette • Engage audience 	
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Notes:

Indicator # FT 4 Demonstrate an understanding of a file management system

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/Concept	<p>FT 4.1 – Use a file management system to navigate and manage files</p> <p>Examples:</p> <ul style="list-style-type: none"> • Open a file on the desktop and save it to a network location • Show hidden files • Share a file 	
Three Strategic Thinking	<p>FT 4.2 – Utilize a system’s built-in search features</p> <p>Examples:</p> <ul style="list-style-type: none"> • Employ built-in search to find specific file type 	

Notes:

Indicator # FT 5 Manage user settings of an operating system

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/Concept	<p>FT 5.1 – Demonstrate knowledge of features in the operating system</p> <p>Examples:</p> <ul style="list-style-type: none"> • Change accessibility options • Change resolution of computer • Change audio settings 	<p>Some features may look different across platforms (e.g. Mac, Windows, etc.)</p>

	<ul style="list-style-type: none"> • Change power options • Terminate a program using task manager • Use shortcut keys 	
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Notes:

Indicator # FT 6 Distinguish and apply key elements of Internet browsers and search engines

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/Concept	FT 6.1 – Demonstrate advanced search techniques within a search engine Examples: <ul style="list-style-type: none"> • Utilize Boolean logic • Compare search phrases • Identify specific domain (e.g. .gov, .edu, .org) • Recognize international domains no revision needed 	
Two Skill/Concept	FT 6.2 – Analyze search engines Examples: <ul style="list-style-type: none"> • Compare various search engines • Communicate an understanding of clustering • Understand the purpose of real time • Utilize directory sites 	
Two Skill/Concept	FT 6.3 – Evaluate t Internet browsers Examples: <ul style="list-style-type: none"> • Compare features of various Internet browsers (e.g. customization, rendering speed, add-on capabilities) • Assess validity and quality of Internet browsers 	

Notes:

Indicator # FT 7 Demonstrate an understanding of computer preventive maintenance and security

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/Concept	FT 7.1 – Demonstrate various methods of backing up files Examples: <ul style="list-style-type: none"> • Create a backup file to a memory device or web based storage • Export 'Bookmarks' or 'Favorites' to external drive or web based storage 	
Two Skill/Concept	FT 7.2 – Conduct Internet browser maintenance Examples: <ul style="list-style-type: none"> • Clear the browser cache • Reset a browser to the default configuration • Add and remove extensions from a browser • Change homepage of browser 	
Two Skill/Concept	FT 7.3 – Explain the importance of antivirus software Examples: <ul style="list-style-type: none"> • List different antivirus options • Explain the importance of software and operating system updates 	
Two Skill/Concept	FT 7.4 – Communicate the importance of password creation and management Examples: <ul style="list-style-type: none"> • Create varied and complex passwords • Use a password manager to securely save passwords 	

Notes:

Indicator # FT 8 Develop digital literacy, netiquette and citizenship skills

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	FT 8.1 – Demonstrate an understanding of the importance of privacy and security within relevant technological tools Examples: <ul style="list-style-type: none"> • Compare various computer/smartphone applications that utilize privacy and security methods • Install an appropriate and applicable firewall for Internet security 	
Three Strategic Thinking	FT 8.2 - Analyze the effect of technology on relationships and communication Examples: <ul style="list-style-type: none"> • Create a personal cyberbullying statement • Investigate present day legal cases concerning Internet crimes • Communicate an understanding of netiquette • Create a professional email • Create and communicate application of an avatar 	
Three Strategic Thinking	FT 8.3 - Demonstrate the complexity of safe, legal and responsible creation of digital footprints and reputations Examples: <ul style="list-style-type: none"> • Determine the most appropriate strategy to create a positive self-image and identity • Communicate professional methods that are advised for an appropriate digital footprint 	
Three Strategic Thinking	FT8.4 - Follow ethical and legal guidelines in gathering and using digital information and applications Examples: <ul style="list-style-type: none"> • Develop a digital code of ethics • Investigate the legal aspects of creating and citing digital information 	
Three Strategic Thinking	FT 8.5 Effectively decipher reliable information on the web Examples: <ul style="list-style-type: none"> • Evaluate Wikipedia references 	*

	<ul style="list-style-type: none">• Determine Reliable resources	
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Proposed



Leadership and Service

Career Cluster	Foundational Course - All Clusters
Course Code	22101
Prerequisite(s)	None
Credit	.5
Program of Study and Sequence	Foundational Courses are introductory courses to all 16 Career Clusters
Student Organization	All
Coordinating Work-Based Learning	Field Trips, mentorships, community service
Industry Certifications	National Career Readiness Certificate
Dual Credit or Dual Enrollment	None
Teacher Certification	Certified CTE teachers
Resources	http://nylc.org/standards , ASCA National Standards

Course Description:

Students will be able to identify leadership characteristics, practice teamwork, and improve their use of soft skills while in the workplace and e community.

Program of Study Application

Leadership and Service is a foundation course that is intended to precede further studies at the career cluster and career pathway levels.

Course Standards

Indicator # LS 1 Investigate skills for leadership in the workplace and community.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two	LS 1.1 Examine characteristics, leadership styles, and habits of leaders	

Skill/Concept	<p>Examples:</p> <ul style="list-style-type: none"> • Develop a list of characteristics of effective and ineffective leaders • Write a biographical sketch, describing leadership characteristics, style and habits of an admirable person • Analyze personal leadership characteristics, styles, and habits 	
Two Skill/Concept	<p>LS 1.2 Demonstrate understanding of organizational structure and meeting protocol</p> <p>Examples:</p> <ul style="list-style-type: none"> • Conduct an effective business meeting • Produce appropriate meeting reports • Lead a virtual meeting • Investigate importance of meeting protocol 	
Two Skill/Concept	<p>LS 1.3 Compare and apply strategies for management of self and teams</p> <p>Examples:</p> <ul style="list-style-type: none"> • Perform a personal goal setting exercise • Participate in team building activities • Define roles for effective teams 	
Three Strategic Thinking	<p>LS 1.4 Demonstrate understanding of student organizations and their roles in preparing future leaders</p> <p>Examples:</p> <ul style="list-style-type: none"> • Prepare a presentation on a student organization. • Organize a class mini chapter for a student organization. • Develop a Program of Work appropriate for a career and technical student organization. • Plan, implement and evaluate activities from an organization's program of work 	

SD Career Readiness Skills for All CTE Clusters

Career Cluster	All
Course Code	n/a
Prerequisite(s)	n/a
Credit	n/a
Program of Study and Sequence	These “soft skills” are vital for all clusters and should be incorporated to all CTE courses.
Student Organization	All
Coordinating Work-Based Learning	Tours, Guest Speakers, Field Trips, Volunteer, Work-based Learning
Industry Certifications	None
Dual Credit or Dual Enrollment	n/a
Teacher Certification	See main course standards.
Resources	

Description:

A career ready person capitalizes on personal strengths, talents, education and experiences to bring value to the workplace and the community through his / her performance, skill, diligence, ethics and responsible behavior. These career readiness standards are essential skills vital to all careers. As students progress through their program of study in CTE and academic courses teachers should seek ways to incorporate these standards into all courses to help students develop these soft skills to be college, career, and workforce ready.

The career readiness standards:

- Can be incorporated into all CTE clusters as appropriate (not a separate, standalone course)
- All standards are not required to be implemented by teachers in all courses (available to incorporate as appropriate)

Course Standards

Indicator # CRS 1 Apply appropriate academic and technical skills

Academic skills and technical skills complement one another. A career ready individual applies these skills in a strategic manner to accomplish workplace tasks.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	CRS 1.1 Academic Attainment <ul style="list-style-type: none"> • Demonstrate proficiency in academic core standards (math, English/ Language Arts, Science, Social Sciences) • Reads and comprehends written material in a variety of forms and levels of complexity. • Completes secondary courses to meet high school graduation requirements. • Assimilates and applies new learning, knowledge, and skills. 	
Three Strategic Thinking	CRS 1.2 Technical Skill Attainment <ul style="list-style-type: none"> • Identifies the training, education, and certification requirements for entrance and advancement in a chosen occupation • Completes a career and technical education program of study. (concentrator) • Passes certification tests to qualify for licensure and/or industry certifications. 	
Three Strategic Thinking	CRS 1.3 Strategic Thinking <ul style="list-style-type: none"> • Practices reasoning and systems-level thinking to deal with varied concepts and complexity. • Analyzes elements of a problem situation to develop solutions. • Uses acquired academic and technical skills to improve a situation or process. 	

	<ul style="list-style-type: none"> Seeks to enhance knowledge and skills through ongoing professional development. 	
Three Strategic Thinking	<p>CRS 1.4 Safety Procedures</p> <ul style="list-style-type: none"> Understands the importance of health, safety, human resource and environmental regulations for the classroom, lab, shop, and workplace. Applies safety knowledge. Uses safety equipment properly. 	

Notes:

Indicator # CRS 2 Communicate effectively and appropriately

Expressing ideas, providing instruction, informing others, sharing knowledge and providing customer service are critical in a career.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	<p>CRS 2.1 Speaking and Listening</p> <ul style="list-style-type: none"> Asks pertinent questions to acquire or confirm information. Demonstrates interpretation of verbal and non-verbal messages in a conversation. Converses with diverse individuals in an all-inclusive manner to foster positive relationships. Practices active and attentive listening skills. 	
	CRS 2.2 Writing	

<p>Three Strategic Thinking</p>	<ul style="list-style-type: none"> • Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience. • Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents. • Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate a point of view. 	
<p>Three Strategic Thinking</p>	<p>CRS 2.3 Presentations</p> <ul style="list-style-type: none"> • Prepares presentations to provide information for specific purposes and audiences. • Delivers presentations that sustain listeners' attention and interest. • Uses technology appropriately to effectively present information. 	
<p>Three Strategic Thinking</p>	<p>CRS 2.4 Professional Etiquette</p> <ul style="list-style-type: none"> • Uses professional etiquette and observes social protocols when communicating. • Practices appropriate use of social media in personal and professional environments. • Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. 	
<p>Three Strategic Thinking</p>	<p>CRS 2.5 Customer Service</p> <ul style="list-style-type: none"> • Establishes positive relationship with internal and external customers. • Identifies and addresses customers' needs and wants. • Recommends appropriate products and services. • Uses effective follow-up techniques to assure that the needs of customers/clients have been met. 	

Notes:

Indicator # CRS 3 Contribute to the growth employee, employer, and community success

Career ready means more than attending to self-interest. It also means the ability to see the bigger picture of playing a role in the success of the employer and community through personal, civic and community actions.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	CRS 3.1 Personal Responsibility <ul style="list-style-type: none"> • Takes responsibility for individual and shared group work tasks. • Models behaviors that demonstrate reliability, dependability and commitment to the organization. • Pursues results with personal energy and drive to completion. 	
Three Strategic Thinking	CRS 3.2 Meets Expectations <ul style="list-style-type: none"> • Arrives on time to work, class, appointments or meetings, adequately prepared and appropriately dressed. • Complies with policies, norms/culture, procedures and protocols. • Exhibits professional etiquette in all interactions. 	
	CRS 3.3 Civic Responsibility and Service <ul style="list-style-type: none"> • Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees. • Engages in local government. • Demonstrates a respect for laws and regulations and those who enforce them. 	

Notes:

Indicator # CRS 4 Make sense of problems and perseveres in solving them

Recognizing and solving problems is a daily requirement of nearly every American worker and entrepreneur. From small technical issues, to group dynamics, to design of overall systems, opportunities abound for the career ready individual to solve problems in the workplace.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four Extended Thinking	CRS 4.1 Perceptiveness <ul style="list-style-type: none"> • Accurately defines a problem or issue. • Recognizes factors, constraints, goals and relationships in a problem situation. • Identifies irregularities in processes and environments and seeks to understand their cause. 	
Four Extended Thinking	CRS 4.2 Problem Solving <ul style="list-style-type: none"> • Presents multiple solutions to the problem based on evidence and insights. • Evaluates solutions and determines the potential value toward solving the problem. • Employs critical thinking skills independently and in teams to solve problems and make decisions. 	
Three Strategic Thinking	CRS 4.3 Perseverance/ Work Ethic <ul style="list-style-type: none"> • Establishes and executes plans to completion even when faced with setbacks. • Requires minimal supervision to successfully complete tasks on schedule. • Prioritizes tasks to ensure progress toward stated objectives. • Presents a professional attitude and mindset in the classroom and workplace. • Adapts to change and demonstrates agility. 	

Notes:

Indicator # CRS 5 Use critical thinking

Nearly all careers now require interaction with complex systems of technical components, complex dynamics of people or both. Many decisions are not simple and straightforward; rather, they require the ability to intelligently reason through and make complex decisions.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	CRS 5.1 Critical Thinking <ul style="list-style-type: none"> • Demonstrates the ability to reason critically and systematically. • Uses reason and logic to evaluate situations from multiple perspectives. • Critiques possible solutions using valid research, historical context and balanced judgment. • Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback. 	
Four Extended Thinking	CRS 5.2 Decision Making <ul style="list-style-type: none"> • Conducts research, gathers input and analyzes information necessary for decision-making. • Develops and prioritizes possible solutions with supporting rationale. • Determines a course of action with the greatest perceived potential for success while considering its impact on others. 	
Three Strategic Thinking	CRS 5.3 Adaptability <ul style="list-style-type: none"> • Demonstrates a willingness to learn new knowledge and skills. • Considers multiple and diverse points of view. • Manages multiple tasks and priorities. • Exhibits the ability to focus, prioritize, organize and handle ambiguity. 	

Notes:

Indicator # CRS 6 Demonstrate innovation and creativity

The 21st century workplace requires innovation through creative thinking. Successful individuals will be expected to generate and share new ideas.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	CRS 6.1 Creativity <ul style="list-style-type: none"> • Uses information, knowledge and experience to generate original ideas and challenge assumptions. • Initiates brainstorming to generate ideas to solve problems or maximize opportunities. • Appreciates new and creative ideas of others. • Knows when to curb the creative process and begin implementation. 	
Three Strategic Thinking	CRS 6.2 Innovation <ul style="list-style-type: none"> • Searches for new ways to improve the efficiency of existing processes. • Determines the feasibility of improvements for ideas and concepts. • Accepts and incorporates constructive criticism into proposals for innovation. • Takes informed risks to introduce innovation while understanding the limits of authority. 	

Notes:

Indicator # CRS 7 Model ethical leadership and effective management

The ability to influence others relies on leadership. Today's workplace provides greater transparency and accountability where the ability to ethically lead and manage is essential.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three	CRS 7.1 Leadership	

Strategic Thinking	<ul style="list-style-type: none"> • Employs organizational development skills to foster positive working relationships and accomplish goals. • Enlists the support of others to accomplish a goal. • Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills). 	
Three Strategic Thinking	<p>CRS 7.2 Ethics</p> <ul style="list-style-type: none"> • Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility. • Recognizes personal and long-term workplace consequences of unethical or illegal behaviors. • Practices ethical behavior at all times and complies with code of conduct. 	
Three Strategic Thinking	<p>CRS 7.3 Management</p> <ul style="list-style-type: none"> • Differentiates between leadership and management. • Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work. • Develops personal management skills to function effectively and efficiently. 	

Notes:

Indicator # CRS 8 Works productively in teams and demonstrate cultural competency

Teams of individuals with diverse cultural backgrounds have become the new norm of operation in the global workplace. The career ready individual is prepared to collaborate with colleagues representing various backgrounds.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	<p>CRS 8.1 Teamwork</p> <ul style="list-style-type: none"> • Builds consensus within a team to accomplish results. • Contributes to team-oriented projects and assignments. • Engages team members and utilizes individual talents and skills. 	

<p>Three Strategic Thinking</p>	<p>CRS 8.2 Conflict Resolution</p> <ul style="list-style-type: none"> • Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions. • Disagrees with a team member without causing personal offense. • Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution. 	
<p>Three Strategic Thinking</p>	<p>CRS 8.3 Social and Cultural Competence</p> <ul style="list-style-type: none"> • Gives and earns respect by interacting positively with people of different backgrounds, experiences and beliefs. • Uses awareness of all cultures and languages to effectively communicate with co-workers, classmates, and customers/clients. 	

Notes:

Indicator # CRS 9 Utilizes technology

The career ready individual has an understanding of how to use technology and apply it successfully in the workplace. Advances in technology require individuals to quickly learn and use many tools and applications.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
<p>Three Strategic Thinking</p>	<p>CRS 9.1 Data Gathering, Access, and Management</p> <ul style="list-style-type: none"> • Uses various methods to search for valid, relevant data to complete workplace tasks. • Evaluates Internet resources for reliability and validity. • Develops and uses a consistent approach for managing data. 	
<p>Three Strategic Thinking</p>	<p>CRS 9.2 Tools and Applications</p> <ul style="list-style-type: none"> • Uses the appropriate technology tools for conveying information, solving problems and expediting processes. • Demonstrates the technology skills needed for a chosen cluster. 	

	<ul style="list-style-type: none"> Identifies the value of technology tools and applications. 	
Three Strategic Thinking	<p>CRS 9.3 Technology Ethics</p> <ul style="list-style-type: none"> Understands the ethical uses of information and technology related to privacy, intellectual property, and workplace issues. Uses computer and internet protocols that ensure cyber security and confidentiality of private information. 	

Notes:

Indicator # CRS 10 Manage personal career development

Managing a personal career includes exploration, preparation and participation. Each person is responsible for creating and maintaining their own college and career plan. Career management includes understanding and meeting the expectations for behavior and skills in the workplace.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	<p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. Develops career goals and objectives. Develops a personal education and career plan to meet goals and objectives. 	
Three Strategic Thinking	<p>CRS 10.2 Employment/ Education Seeking</p> <ul style="list-style-type: none"> Uses multiple resources, including personal and professional networks, to locate job and/or educational opportunities. Researches information about a prospective employers to successfully complete an application. Uses professional digital media to create a personal brand. Markets self effectively to potential employers and institutions. 	
	CRS 10.3 Resumes, Portfolios, and Interviews	

<p>Three Strategic Thinking</p>	<ul style="list-style-type: none"> • Prepares a professional résumé appropriate for each situation. • Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio. • Presents a professional image appropriate for the job interview. • Communicates experiences, knowledge and skills identified in the résumé and portfolio when interviewing. 	
<p>Three Strategic Thinking</p>	<p>CRS 10.4 Professional Development</p> <ul style="list-style-type: none"> • Identifies opportunities for career advancement. • Uses resources to develop goals that address training, education and self-improvement issues. 	
<p>Three Strategic Thinking</p>	<p>CRS 10.5 Entrepreneurship</p> <ul style="list-style-type: none"> • Understands the knowledge and skills required of an entrepreneur. • Describes the opportunities for entrepreneurship in a given cluster. • Weighs the opportunities, benefits and risks of entrepreneurship versus employment. 	

Notes: