Career Exploration
Current Standards

	Indicator # CE 1 - Identify personal aptitudes, abilities, strengths, talents and weaknesses
Level 3: Strategic Thinking	CE 1.1 Develop 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 knowledge and skills associated with the career clusters
Level 2: Skill/Concept	CE 2.1 Locate, identify, research and interpret career information
Level 2: Skill/Concept	CE 2.2 Compare and contrast characteristics of various careers
Level 2: Skill/Concept	CE 2.3 Compare and contrast education/training requirements for employment in various industries

	Indicator # CE 3 - Explore relevant factors that impact success and satisfaction in careers
Level 3: Strategic Thinking	CE 3.1 Formulate relevant criteria for choosing a career
Level 4: Extended Thinking	CE 3.2 Investigate and make connections relevant to areas of interest

	Indicator # CE 4 - Develop a personal learning plan
Level 1: Recall	CE 4.1 Explain the value and importance of a personal learning plan
Level 4: Extended Thinking	CE 4.2 Develop an educational plan
Level 3: Strategic Thinking	CE 4.3 Investigate experiential learning opportunities aligned with a personal learning plan
Level 4: Extended Thinking	CE 4.4 Explore possible barriers to a personal learning plan
Level 4: Extended Thinking	CE 4.5 Begin creating a career portfolio

Career Exploration
Proposed Standards

	Indicator # CE 1 - Identify personal aptitudes, abilities, strengths, talents, and weaknesses
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
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
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
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
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
Current Standards

Indicator # E 1 - Evaluate positive work behaviors and personal qualities.	
Level 1: Recall	E 1.1 Identify personal qualities and aptitudes
Level 2: Skill/Concept	E 1.2 Generalize positive work qualities
Level 3: Strategic Thinking	E 1.3 Analyze appropriate self-management skills as related to specific work environment

Indicator # E 2: Demonstrate skills to seeking and successfully securing employment	
Level 2: Skill/Concept	E 2.1 Investigate sources to identify employment opportunities
Level 3: Strategic Thinking	E 2.2 Analyze and create relevant employment documents
Level 4: Extended Thinking	E 2.3 Demonstrate effective interview skills for employment
Level 1: Recall	E 2.4 Identify the role of networking in preparing for employment

Indicator # E 3 - Demonstrate effective workplace communication.	
Level 1: Recall	E 3.1 Recognize different means of communication in the workplace
Level 4: Extended Thinking	E 3.2 Demonstrate effective communication in the workplace using appropriate methods

Indicator # E 4 - Generalize employer and employee responsibilities toward each other	
Level 2: Skill/Concept	E 4.1 Research employers' responsibilities
Level 4: Extended Thinking	E 4.2 Demonstrate understanding of employability skills needed to maintain employment

Indicator # E 5 - Make connections between educational choices and employment options.	
Level 2: Skill/Concept	E 5.1 Develop post-secondary plans related to individual goals
Level 4: Extended Thinking	E 5.2 Apply employability concepts through experiential learning
Level 3: Strategic Thinking	E 5.3 Compare postsecondary options to determine alignment with abilities, lifestyle and goals

Employability
Proposed Standards

Indicator # E 1 - Evaluate positive work behaviors and personal qualities	
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	
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	
Level 4: Extended Thinking	E 3.1 Demonstrate effective and appropriate communication in the workplace using various methods

Indicator # E 4 - Explore workplace responsibilities	
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	
	E 5.1 Develop a post high school plan aligned to individual abilities, goals and values
	E 5.2 Apply employability concepts through experiential learning

Foundations of Technology Current Standards	Workplace Technology Skills Proposed Standards

Foundations of Technology Current Standards

	Indicator # FT 1 - Create and format word processing documents for a variety of personal and work applications
Level 2: Skill/Concept	FT 1.1 Modify and manipulate paragraphs and paragraph formatting
Level 2: Skill/Concept	FT 1.2 Use tables to enhance documents
Level 2: Skill/Concept	FT 1.3 Customize document formatting
Level 2: Skill/Concept	FT 1.4 Create a mail merge document
Level 2: Skill/Concept	FT 1.5 Create and use features of word processing software
Level 2: Skill/Concept	FT 1.6 Format characters
Level 2: Skill/Concept	FT 1.7 Use Help features

	Indicator # FT 2 - Create and format spreadsheets for a variety of personal and work applications
Level 2: Skill/Concept	FT 2.1 Format a spreadsheet to enhance its appearance
Level 2: Skill/Concept	FT 2.2 Insert formulas into a worksheet to enhance its functionality
Level 2: Skill/Concept	FT 2.3 Manipulate data within and between workbooks
Level 2: Skill/Concept	FT 2.4 Create charts within a spreadsheet to represent data graphically

	Indicator # FT 3 - Create and format professional presentations
Level 2: Skill/Concept	FT 3.1 Create a presentation using presentation software
Level 2: Skill/Concept	FT 3.2 Modify a presentation
Level 2: Skill/Concept	FT 3.3 Add visual appeal and animation to a presentation
Level 2: Skill/Concept	FT 3.4 Add visual elements to a presentation
Level 2: Skill/Concept	FT 3.5 Share and present professional presentations

	Indicator # FT 4 - Demonstrate and communicate an understanding of an operating system's file management system
Level 2: Skill/Concept	FT 4.1 – Use an operating system's file manager to navigate using various methods to different locations and manage files
Level 3: Strategic Thinking	FT 4.2 – Manipulate the operating system's built-in search features

Workplace Technology Skills Proposed Standards

	Indicator # WTS 1 - Create and format word processing documents for a variety of personal and work applications
Level 2: Skill/Concept	WTS 1.1 Modify, manipulate and format paragraphs
Level 2: Skill/Concept	WTS 1.2 Use tables to enhance documents
Level 2: Skill/Concept	WTS 1.3 Customize document formatting
Level 2: Skill/Concept	WTS 1.4 Create a mail merge document
Level 2: Skill/Concept	WTS 1.5 Create and use features of word processing software
Level 2: Skill/Concept	WTS 1.6 Format characters
Level 2: Skill/Concept	WTS 1.7 Utilize Help features

	Indicator # WTS 2 - Create, manipulate and format data
Level 2: Skill/Concept	WTS 2.1 Format a spreadsheet to enhance its appearance
Level 2: Skill/Concept	WTS 2.2 Insert formulas into a spreadsheet to enhance its functionality
Level 2: Skill/Concept	WTS 2.3 Manipulate data within and between multiple spreadsheets
Level 2: Skill/Concept	WTS 2.4 Create charts and graphs to represent data
Level 2: Skill/Concept	WTS 2.5 – Create forms and reports

	Indicator # WTS 3 - Create and format professional presentations
Level 2: Skill/Concept	WTS 3.1 Create a presentation using presentation tools
Level 2: Skill/Concept	WTS 3.2 Modify a presentation
Level 2: Skill/Concept	WTS 3.3 Add visual elements to a presentation
Level 2: Skill/Concept	WTS 3.4 Share and present professional presentations

	Indicator # WTS 4 - Demonstrate an understanding of a file management system
Level 2: Skill/Concept	WTS 4.1 – Use a file management system to navigate and manage files
Level 3: Strategic Thinking	WTS 4.2 – Utilize a system's built-in search features

Foundations of Technology Current Standards

Workplace Technology Skills Proposed Standards

	Indicator # FT 5 - Manage administrative features of an operating system
Level 2: Skill/Concept	FT 5.1 – Demonstrate knowledge of features in the operating system
Level 3: Strategic Thinking	FT 5.2 – Analyze operating system capabilities and restrictions

	Indicator # WTS 5 - Manage user settings of an operating system
Level 2: Skill/Concept	WTS 5.1 – Demonstrate knowledge of features in the operating system

	Indicator # FT 6 - Distinguish and apply key elements of Internet browsers and search engines
Level 2: Skill/Concept	FT 6.1 – Demonstrate advanced search techniques within a search engine
Level 2: Skill/Concept	FT 6.2 – Analyze different search engines
Level 2: Skill/Concept	FT 6.3 – Evaluate different Internet browsers

	Indicator # WTS 6 - Distinguish and apply key elements of Internet browsers and search engines
Level 2: Skill/Concept	WTS 6.1 – Demonstrate advanced search techniques within a search engine
Level 2: Skill/Concept	WTS 6.2 – Analyze search engines
Level 2: Skill/Concept	WTS 6.3 – Evaluate Internet browsers

	Indicator # FT 7 - Understand how to create a database table and forms using database software.
Level 2: Skill/Concept	FT 7.1 – Create a database table
Level 2: Skill/Concept	FT 7.2 – Create relationships between database tables
Level 2: Skill/Concept	FT 7.3 – Perform queries and filter records
Level 2: Skill/Concept	FT 7.4 – Create forms in the database
Level 2: Skill/Concept	FT 7.5 – Create reports in the database

	Indicator # FT 8 - Demonstrate an understanding of computer preventive maintenance and security
Level 2: Skill/Concept	FT 8.1 – Demonstrate various methods of backing up files using different options
Level 2: Skill/Concept	FT 8.2 – Conduct Internet browser maintenance
Level 2: Skill/Concept	FT 8.3 – Explain the importance of antivirus software
Level 2: Skill/Concept	FT 8.4 – Communicate an understanding of the importance of password creation and management

	Indicator # WTS 7 - Demonstrate an understanding of computer preventive maintenance and security
Level 2: Skill/Concept	WTS 7.1 – Demonstrate various methods of backing up files
Level 2: Skill/Concept	WTS 7.2 – Conduct Internet browser maintenance
Level 2: Skill/Concept	WTS 7.3 – Explain the importance of antivirus software
Level 2: Skill/Concept	WTS 7.4 – Communicate the importance of password creation and management

	Indicator # FT 9 - Develop digital literacy, netiquette and citizenship skills
Level 3: Strategic Thinking	FT 9.1 – Demonstrate an understanding of the importance of privacy and security within relevant technological tools
Level 3: Strategic Thinking	FT 9.2 - Analyze the effect of technology on relationships and communication
Level 3: Strategic Thinking	FT 9.3 - Demonstrate the complexity of safe, legal and responsible creation of digital footprints and reputations
Level 3: Strategic Thinking	FT 9.4 - Follow ethical and legal guidelines in gathering and using digital information and applications
Level 3: Strategic Thinking	FT 9.5 Effectively decipher reliable information on the web

	Indicator # WTS 8 - Develop digital literacy, netiquette, and citizenship skills
Level 3: Strategic Thinking	WTS 8.1 – Demonstrate an understanding of the importance of privacy and security within relevant technological tools
Level 3: Strategic Thinking	WTS 8.2 - Analyze the effect of technology on relationships and communication
Level 3: Strategic Thinking	WTS 8.3 - Demonstrate the complexity of safe, legal, and responsible creation of digital footprints and reputations
Level 3: Strategic Thinking	WTS 8.4 - Follow ethical and legal guidelines in gathering and using digital information and applications
Level 3: Strategic Thinking	WTS 8.5 Effectively decipher reliable information on the web

Leadership and Service
Current Standards

	Indicator # LS 1 - Investigate skills for leadership in the workplace and community.
Level 2: Skill/Concept	LS 1.1 Examine characteristics, leadership styles, and habits of leaders
Level 2: Skill/Concept	LS 1.2 Demonstrate understanding of organizational structure and meeting protocol
Level 2: Skill/Concept	LS 1.3 Compare and apply strategies for management of self and/or teams
Level 2: Skill/Concept	LS 1.4 Define the importance of being a good follower
Level 3: Strategic Thinking	LS 1.5 Determine how career and technical student organizations can provide leadership and service experiences

	Indicator # LS 2 - Demonstrate standards of effective communication.
Level 2: Skill/Concept	LS 2.1 Use effective oral and written communication

	Indicator # LS 3 - Summarize standards of behaviors in leadership situations
Level 2: Skill/Concept	LS 3.1 Develop social skills in a professional setting
Level 2: Skill/Concept	LS 3.2 Practice standards of professional communication
Level 2: Skill/Concept	LS 3.3 Summarize standards of ethical behavior in leadership situations
Level 2: Skill/Concept	LS 3.4 Categorize skills and behaviors that contribute to success in the workplace
Level 2: Skill/Concept	LS 3.5 Examine appropriate use of social media in personal and professional settings
Level 3: Strategic Thinking	LS 3.6 Demonstrate understanding of career and technical student organizations and their roles in preparing future leaders

	Indicator # LS 4 - Understand the importance of diversity and mutual respect.
Level 1: Recall	LS 4.1 Identify different points of view to gain understanding of multiple perspectives
Level 2: Skill/Concept	LS 4.2 Develop interpersonal skills in conflict resolution and group decision-making
Level 2: Skill/Concept	LS 4.3 Recognize stereotypes and explain their possible effects

Leadership and Service
Proposed Standards

	Indicator # LS 1 - Investigate skills for leadership in the workplace and community.
Level 2: Skill/Concept	LS 1.1 Examine characteristics, leadership styles, and habits of leaders
Level 2: Skill/Concept	LS 1.2 Demonstrate understanding of organizational structure and meeting protocol
Level 2: Skill/Concept	LS 1.3 Compare and apply strategies for management of self and teams
Level 3: Strategic Thinking	LS 1.4 Demonstrate understanding of student organizations and their roles in preparing future leaders

	Indicator # LS 2 - Demonstrate professional communication.
Level 2: Skill/Concept	LS 2.1 Use effective communication techniques

	Indicator # LS 3 - Summarize professional behaviors in leadership situations
Level 2: Skill/Concept	LS 3.1 Demonstrate social skills in a professional setting
Level 2: Skill/Concept	LS 3.2 Identify ethical behavior in leadership situations
Level 2: Skill/Concept	LS 3.3 Categorize skills and behaviors that contribute to success
Level 2: Skill/Concept	LS 3.4 Examine appropriate use of technology in personal and professional settings

	Indicator # LS 4 - Understand the importance of diversity and mutual respect.
Level 1: Recall	LS 4.1 Identify different points of view to gain understanding of multiple perspectives
Level 2: Skill/Concept	LS 4.2 Develop interpersonal skills in conflict resolution and group decision-making
Level 2: Skill/Concept	LS 4.3 Recognize stereotypes and explain their possible effects