Department of Education
Arizona Career Resource Network

The Be Real Game

Grades 9-10

Links to Standards

Arizona Academic Standards
Reading (2003)
Writing (2004)
Listening/Speaking (1997)
Viewing/Presenting (1997)
Mathematics (2003)
Science (2005)
Social Studies (2005)
Arts (1997)
Technology (1997)
Workplace Skills (1997)

National Career Development Guidelines (2005)

American School Counselor Association Standards

Employability Skills--SCANS

Arizona Department of Education

Arizona Career Resource Network (AzCRN)

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THE BE REAL GAME: UNIT I, SESSION 1

Unit I: Brave New World of Work
Session One: The Beginning
Summary: Students are introduced to *The Be Real Game*, to a number of key definitions, and to an intergenerational activity that will allow them to explore career development with an adult who is influential in their lives. Students complete a Life/Work Survey that measures their baseline understanding of the world of work and career development. Students are assigned their Life/Work Roles

ARIZONA ACADEMIC STANDARDS•

Language Arts:
Reading
Strand 1: Reading Process
Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.
Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.

(Grade 9)
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).
PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.
(Grade 10)
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).
PO 5. Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.

Concept 6: Comprehension Strategies

• *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

Employ strategies to comprehend text.

(Grade 9)

PO 2. Generate clarifying questions in order to comprehend text.

PO 4. Connect information and events in text to experience and to related text and sources.

PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.

(Grade 10)

PO 2. Generate clarifying questions in order to comprehend text.

PO 4. Connect information and events in text to experience and to related text and sources.

PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

(Grade 9)

PO 3. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)

PO 8. Support conclusions drawn from ideas and concepts in expository text.

(Grade 10)

PO 3. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)

PO 7. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.

PO 8. Support conclusions drawn from ideas and concepts in expository text.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

(Grade 9)

PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.

PO 3. Identify the objective(s) of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents).

(Grade 10)

PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.
PO 3. Analyze the effectiveness of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents) to achieve its stated purpose(s).

Language Arts:
Writing
Strand 2: Writing Elements
This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.
Concept 1: Ideas and Content
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.
(High School)
PO 1. Maintain a clear, narrow focus to support the topic.
PO 2. Write with an identifiable purpose and for a specific audience.
PO 3. Provide sufficient, relevant and carefully selected details for support.
PO 4. Demonstrate a thorough, balanced explanation of the topic.
PO 5. Include ideas and details that show original perspective and insights.
Concept 6: Conventions
Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks
(High School)
PO 1. Use capitals correctly for:
a. ***proper nouns:***
- *holidays*
- *place/regional names*
- *languages*
- *historical events*
- *organizations*
- *academic courses (e.g., algebra/Algebra I)*
- *product names*

b. *words used as names (e.g., Grandpa, Aunt Lyn)*
c. *literary titles (i.e., book, story, poem, play, song)*
d. *titles*
e. *abbreviations*
f. ***proper adjectives** (e.g., German shepherd, Chinese restaurant)*

PO 2. Use commas to correctly punctuate:
a. items in a series
b. greetings and closings of letters
c. introductory words, phrases and clauses

d. ***direct address***
e. ***interruptors***
f. ***compound sentences***
g. ***appositives***
h. ***dialogue***

PO 3. Use quotation marks to punctuate:
a. dialogue
b. titles
c. *exact words from sources*

PO 9. Spell words correctly.

PO 11. Demonstrate control of grammar and usage in writing:
a. parts of speech
b. verb forms and tenses
c. subject/verb agreement
d. pronoun/antecedent agreement
e. parallel structure
f. comparative and superlative degrees of adjectives
g. modifier placement
h. **homonyms**

Language Arts:
Standard 3: Listening and Speaking
Students effectively listen and speak in situations, which serve different purposes and involve a variety of audiences.

Proficiency (Grades 9 and 10)

3LS-P4. Conduct an interview, taking appropriate notes and summarizing the information learned

3LS-P5. Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons and analogies

Social Studies Standards:
Strand 3: Civics/Government
Concept 4: Rights, Responsibilities, and Roles of Citizenship
The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

(High School)

PO 3. Examine the basic political, social responsibilities of citizenship:
a. connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington's Farewell Speech), volunteerism
b. obligations of upholding the Constitution
c. obeying the law, serving on juries, paying taxes, voting, and military service
d. analyzing public issues, policy making, and evaluating candidates

PO 4. Demonstrate the skills and knowledge needed to accomplish public purposes (e.g., group problem solving, public speaking, petitioning and protesting)

Strand 5: Economics
Concept 1: Foundations of Economics
The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

(High School)

PO 3. Describe the characteristics of the mixed-market economy of the United States:

a. property rights
b. profit motive
c. consumer sovereignty
d. competition
e. role of the government
f. rational self-interest
g. invisible hand

Concept 2: Microeconomics
Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

(High School)

PO 1. Describe how the interdependence of both households and firms is affected by trade, exchange, money, and banking:

a. why voluntary exchange occurs only when all participating parties expect to gain from the exchange
b. role and interdependence of households, firms, and government in the circular flow model of economic activity
c. role of entrepreneurs in a market economy and how profit is an incentive that leads entrepreneurs to accept risks of business failure
d. financial institutions and securities markets
e. importance of rule of law in a market economy for enforcement of contracts

Concept 5: Personal Finance
Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

(High School)

PO 1. Explain how education, career choices, and family obligations affect future income

PO 3. Determine short- and long-term financial goals and plans, including income, spending, saving, and investing.

Workplace Skills:
Standard 1
Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
1WP-P2. Respond to verbal and nonverbal messages in ways that demonstrate

understanding

PO 1. Respond appropriately to verbal messages

PO 2. Respond appropriately to nonverbal message

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

PO 1. Apply group interaction skills (verbal and nonverbal)

PO 2. Adapt style and tone to audience and occasion (verbal and nonverbal)

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

PO 1. Identify basic record keeping skills

PO 2. Select method of record keeping

PO 3. Maintain a complete and accurate system

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

PO 3. Use correct grammar, spelling and punctuation

PO 4. Create an acceptable document

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

PO 1. Identify major points from written materials

PO 2. Summarize major points clearly and concisely

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

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

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

PO 3. Develop accurate and appropriate documents that synthesize the information using accurate grammar, mechanics, and vocabulary

Distinction (Grades 9–12)

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

Standard 4

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

Proficiency (Grades 9-12)

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

4WP-P2. Understand group dynamics

PO 1. Identify personal qualities

PO 2. Demonstrate an understanding of group dynamics

PO 3. Work well with others

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

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

Standard 5
Students will demonstrate a set of marketable skills that enhance career options.
Proficiency (Grades 9-12)
5WP-P1. Write, evaluate and revise a career plan consistent with occupational interests, aptitudes and abilities
PO 1. Assess career interests, aptitudes and abilities
5WP-P3. Exhibit work ethics and behaviors essential for success in all areas of life
PO 1. Define ethics and effective workplace behaviors
PO 2. Use appropriate behaviors (time management, communications, interpersonal skills, life balance) that display success in life

Standard 8
Students apply principles of resource management and develop skills that promote personal and professional well-being.
Proficiency (Grades 9-12)
8WP-P4. Identify strategies for balancing self, family, work, leisure and citizenship; ways to reduce the impact of stress; and how both relate to personal and career satisfaction
PO 1. Develop written strategies for personal and career satisfaction

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.K 8 Recognize that you should accept responsibility for your behavior.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.R 8 Assess the degree to which you accept personal responsibility for your behavior.
- PS2.K 9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
- PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.A 3 Give examples of decisions, factors, and circumstances that affect your current lifestyle.
- PS4.R 3 Analyze how specific lifestyle changes would affect the attainment of your career goals.
- PS4.K 4 Recognize that your life roles and your lifestyle are connected.
- PS4.A 4 Show how your life roles and your lifestyle are connected.
- PS4.R 4 Assess how changes in your life roles would affect your lifestyle.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.A 1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals.
- ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.
- ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

- ED2.K 3 Recognize the importance of being an independent learner and taking responsibility for your learning.
- ED2.A 3 Demonstrate that you are an independent learner.
- ED2.R 3 Assess how well you function as an independent learner.
- ED2.K 7 Describe informal learning experiences that contribute to lifelong learning.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

- CM1.K 1 Recognize that career planning to attain your career goals is a lifelong process.

Goal CM2: Use a process of decision-making as one component of career development.

- CM2.A 2 Demonstrate the use of a decision-making model.
- CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.
- CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

- CM4.K 3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.
- CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

K – Knowledge Application
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION HIGH SCHOOL STANDARDS

ACADEMIC DEVELOPMENT
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
Improve academic self-concept
Acquire skills for improving learning
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
Improve learning
Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.
Relate school to life experiences

CAREER DEVELOPMENT
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
Develop career awareness
Standard B: Students will employ strategies to achieve future career success and satisfaction.
Acquire career information
Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.
Acquire knowledge to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
Acquire self-knowledge
Acquire interpersonal skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:

- Reading
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability

FIVE COMPETENCIES

Information:

- Acquires and Evaluates Information
- Interprets and Communicates Information

THE BE REAL GAME: UNIT I, SESSION 2

Unit I: Brave New World of Work
Session Two: Making a Community
Summary: Through teamwork and by consensus, students create communities that form a town that will serve as an interactive background for their life/work experiences in the future sessions.

ARIZONA ACADEMIC STANDARDS•

Language Arts:
Standard 4: Viewing and Presenting
Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.

Proficiency (Grades 9 and 10)

4VP-P2. Plan, organize, develop, produce and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media

Social Studies Standards:
Strand 3: Civics/Government
Concept 4: Rights, Responsibilities, and Roles of Citizenship
The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

(High School)

PO 3. Examine the basic political, social responsibilities of citizenship:

a. connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington's Farewell Speech), volunteerism
b. obligations of upholding the Constitution
c. obeying the law, serving on juries, paying taxes, voting, and military service
d. analyzing public issues, policy making, and evaluating candidates

PO 4. Demonstrate the skills and knowledge needed to accomplish public purposes (e.g., group problem solving, public speaking, petitioning and protesting)

• *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

Strand 5: Economics
Concept 5: Personal Finance
Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

(High School)

PO 1. Explain how education, career choices, and family obligations affect future income

Arts Education Standards:
Theatre
Standard 3: Art As Inquiry
Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.
Proficiency (Grades 9-12)
3AT-P1. Construct social meanings from classroom and formal productions from a variety of cultural and historical periods, and relate to current personal, national and international issues

PO 1. Explain the relationship between a production's concept and current personal, national and/or international issues

Workplace Skills:
Standard 1
Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
1WP-P2. Respond to verbal and nonverbal messages in ways that demonstrate understanding

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

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

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

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

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

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

PO 3. Maintain a complete and accurate system

Standard 4
Students work individually and collaboratively within team settings to accomplish objectives.
Proficiency (Grades 9-12)
4WP-P1. Demonstrate ability to work with others from diverse backgrounds, including identifying individual interests, aptitudes and skills; teach others new skills

4WP-P2. Understand group dynamics
PO 1. Identify personal qualities
PO 2. Demonstrate an understanding of group dynamics
PO 3. Work well with others
4WP-P3. Work toward consensus by exchanging resources and resolving divergent interests
PO 1. Demonstrate the ability to reach consensus by resolving divergent interests
4WP-P6. Assume leadership roles in team settings to accomplish tasks
PO 1. Communicate thoughts and ideas to clarify roles and responsibilities
PO 2. Delegate tasks and responsibilities effectively
PO 3. Motivate team to accomplish tasks
4WP-P7. Demonstrate punctuality, trustworthiness, civility and initiative on school projects
PO 1. Complete school projects on time, with integrity, while displaying conduct befitting a citizen of the class
4WP- P8. Negotiate solutions to identified conflicts by separating people from the problem; focusing on interests, not positions; inventing options for mutual gain; and insisting on the use of objective criteria
PO 1. Apply negotiation skills to solve conflicts
Distinction (Grades 9-12)
4WP-D1. Demonstrate teamwork and negotiation skills in innovative and effective ways to accomplish tasks

Standard 5
Students will demonstrate a set of marketable skills that enhance career options.
Proficiency (Grades 9-12)
5WP-P3. Exhibit work ethics and behaviors essential for success in all areas of life
PO 1. Define ethics and effective workplace behaviors
PO 2. Use appropriate behaviors (time management, communications, interpersonal skills, life balance) that display success in life

Standard 8
Students apply principles of resource management and develop skills that promote personal and professional well-being.
Proficiency (Grades 9-12)
8WP-P1. Set and prioritize their goals, estimate the time required to complete each assigned task, and prepare and follow the timeline/ schedule
PO 1. Develop a written personal/professional plan
8WP-P4. Identify strategies for balancing self, family, work, leisure and citizenship; ways to reduce the impact of stress; and how both relate to personal and career satisfaction
PO 1. Develop written strategies for personal and career satisfaction

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.A 5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.A 1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.
- PS4.K 4 Recognize that your life roles and your lifestyle are connected.
- PS4.A 4 Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.
- ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

- ED2.A 3 Demonstrate that you are an independent learner.
- ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN
Goal CM2: Use a process of decision-making as one component of career development.
CM2.A 2 Demonstrate the use of a decision-making model.
CM2.A 4 Show how exploring options affected a decision you made.
CM2.K 9 Recognize that decision-making often involves compromise.

K – Knowledge Application
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION HIGH SCHOOL STANDARDS

ACADEMIC DEVELOPMENT
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
Improve academic self-concept
Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.
Relate school to life experiences

CAREER DEVELOPMENT
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
Develop career awareness
Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.
Acquire knowledge to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
Acquire self-knowledge
Acquire interpersonal skills
Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
Self-knowledge applications

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:
- Reading
- Listening
- Speaking

Thinking Skills:
- Creative Thinking
- Decision Making

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management

FIVE COMPETENCIES

Resources:
- Human Resources

Interpersonal:
- Participates as Member of a Team
- Exercises Leadership
- Negotiates
- Works With Diversity

Information:
- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

Systems:
- Understands Systems
- Improves or Designs Systems

THE BE REAL GAME: UNIT I, SESSION 3

Unit I: Brave New World of Work
Session Three: The Adult World of Work
Summary: Students explore and share stories of real life changes in the world of work. These stories are based on the findings/results of their interview with an adult who is influential in their lives. They also explore their fictional role histories by interviewing each other.

ARIZONA ACADEMIC STANDARDS•

Language Arts:
Standard 3: Listening and Speaking
Students effectively listen and speak in situations, which serve different purposes and involve a variety of audiences.

Proficiency (Grades 9 and 10)

3LS-P4. Conduct an interview, taking appropriate notes and summarizing the information learned

Social Studies Standards:
Strand 3: Civics/Government
Concept 4: Rights, Responsibilities, and Roles of Citizenship
The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

(High School)

PO 3. Examine the basic political, social responsibilities of citizenship:

a. connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington's Farewell Speech), volunteerism

b. obligations of upholding the Constitution

c. obeying the law, serving on juries, paying taxes, voting, and military service

d. analyzing public issues, policy making, and evaluating candidates

PO 4. Demonstrate the skills and knowledge needed to accomplish public purposes (e.g., group problem solving, public speaking, petitioning and

• *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

protesting)

Strand 4: Geography
Concept 4: Human Systems
Human cultures, their nature, and distribution affect societies and the Earth

(High School)

PO 2. Analyze push/pull factors that contribute to human migration

PO 4. Analyze issues of globalization (e.g., widespread use of English, the role of the global media, resistance to "cultural imperialism" trade, outsourcing).

PO 5. Analyze the development, growth and changing nature of cities (e.g., urban sprawl, suburbs, city revitalization).

PO 8. Explain how ideas, customs, and innovations are spread through cultural diffusion (e.g., religion, language, political philosophy, technological advances, higher education, economic principles).

Concept 5: Environment and Society
Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

(High School)

PO 2. Analyze how natural hazards impact humans (e.g., differences in disaster preparation between differently in developed and developing nations. world, why people continue to build in disaster-prone places).

Concept 6: Geographic Applications
Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.

(High School)

PO 2. Analyze how changing perceptions of places and environments affect the choices of people and institutions (e.g., where individuals choose to live and work, Israeli settlements, role of military bases, Viking colonization and naming of Iceland).

Strand 5: Economics
Concept 1: Foundations of Economics
The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

(High School)

PO 1. Analyze the implications of scarcity:

a. limited resources and unlimited human wants influence choice at individual, national, and international levels
b. factors of production (e.g., natural, human, and capital resources, entrepreneurship, and technology)
c. marginal analysis by producers, consumers, savers, and investors

PO 3. Describe the characteristics of the mixed-market economy of the United States:

a. property rights
b. profit motive
c. consumer sovereignty
d. competition
e. role of the government
f. rational self-interest
g. invisible hand

PO 4. Evaluate the economic implications of current events from a variety of sources (e.g., magazine articles, newspaper articles, radio, television reports, editorials, Internet sites).

Concept 2: Microeconomics

Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

(High School)

PO 1. Describe how the interdependence of both households and firms is affected by trade, exchange, money, and banking:

a. why voluntary exchange occurs only when all participating parties expect to gain from the exchange
b. role and interdependence of households, firms, and government in the circular flow model of economic activity
c. role of entrepreneurs in a market economy and how profit is an incentive that leads entrepreneurs to accept risks of business failure
d. financial institutions and securities markets
e. importance of rule of law in a market economy for enforcement of contracts

PO 2. Describe how markets function:

- laws of supply and demand
- how a market price is determined
- graphs that demonstrate changes in supply and demand
- how price ceilings and floors cause shortages or surpluses
- comparison of monopolistic and competitive behaviors of production and the role of cost

Concept 3: Macroeconomics

Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being.

(High School)

PO 3. Describe the economic and non-economic consequences of unemployment.

PO 7. Determine how investment in factories, machinery, new technology, and the health, education, and training of people can raise future standards of living.

Concept 4: Global Economics

Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.

(High School)

PO 2. Describe the effects of international trade on the United States and other nations:

a. how people and nations gain through trade

b. how the law of comparative advantage leads to specialization and trade
c. effects of protectionism, including tariffs and quotas on international trade and on a nation's standard of living
d. how exchange rates work and how they affect international trade
e. how the concepts of balance of trade and balance of payments are used to measure international trade
f. factors that influence the major world patterns of economic activity including the differing costs of production between developed and developing countries.
g. economic connections among different regions, including changing alignments in world trade partners identify the effects of trade agreements (e.g., North American Free Trade Agreement

Concept 5: Personal Finance

Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

(High School)

PO 1. Explain how education, career choices, and family obligations affect future income

PO 3. Determine short- and long-term financial goals and plans, including income, spending, saving, and investing.

Arts Education Standards:

Theatre

Standard 1: Creating Art

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

Proficiency (Grades 9-12)

1AT-P2. Compare and demonstrate various acting techniques and methods, individually or in an ensemble, to create and sustain characters that communicate with audiences

PO 3. Use imaginative movement, gesture, and vocalization to communicate subtext

Standard 3: Art As Inquiry

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

Proficiency (Grades 9-12)

3AT-P1. Construct social meanings from classroom and formal productions from a variety of cultural and historical periods, and relate to current personal, national and international issues

PO 3. Analyze theatre's capacity for societal and personal self-examination and change

Workplace Skills:

Standard 1

Students use principles of effective oral, written and listening communication skills to

make decisions and solve workplace problems.
Proficiency (Grades 9-12)
1WP-P1. Exhibit interviewing skills (e.g., responding effectively to questions; using language that conveys maturity, sensitivity and respect; dressing appropriately; and using appropriate body language)
PO 1. Respond effectively to interview questions
PO 2. Employ suitable interview language
PO 4. Exhibit appropriate body language
1WP-P2. Respond to verbal and nonverbal messages in ways that demonstrate understanding
PO 1. Respond appropriately to verbal messages
PO 2. Respond appropriately to nonverbal message
1WP-P3. Communicate a clear message and respond to listener feedback
PO 1. Formulate a clear message using acceptable format
PO 2. Respond appropriately to listener feedback
1WP-P4. Participate in conversation, discussion and/or group presentations using verbal and nonverbal communication with appropriate style and tone for audience and occasion
PO 1. Apply group interaction skills (verbal and nonverbal)
PO 2. Adapt style and tone to audience and occasion (verbal and nonverbal)
1WP-P5. Maintain records and information completely and accurately
PO 3. Maintain a complete and accurate system
Distinction (Grades 9–12)
1WP-D2. Conduct a thoughtful interview, taking appropriate notes and summarizing the information learned

Standard 3
Students apply critical and creative thinking skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
3WP-P4. Demonstrate the ability to adapt new information to changing situations and requirements
PO 1. Demonstrate the ability to apply new information to changing situations and requirements
3WP-P5. Combine ideas or information in new ways, make connections between seemingly unrelated ideas and reshape goals in ways that reveal new possibilities to solve problems
PO 1. Integrate existing ideas and information in new ways to solve a problem

Standard 4
Students work individually and collaboratively within team settings to accomplish objectives.
Proficiency (Grades 9-12)
4WP-P1. Demonstrate ability to work with others from diverse backgrounds, including identifying individual interests, aptitudes and skills; teach others new skills
4WP-P2. Understand group dynamics
PO 1. Identify personal qualities

PO 2. Demonstrate an understanding of group dynamics
PO 3. Work well with others

4WP-P3. Work toward consensus by exchanging resources and resolving divergent interests
PO 1. Demonstrate the ability to reach consensus by resolving divergent interests

4WP-P4. Monitor individual performance and team effectiveness
PO 1. Conduct periodic checks of individual team member's contributions and the team's progress in obtaining goals

4WP-P5. Provide constructive feedback
PO 1. Define feedback criteria
PO 2. Give constructive feedback to team participants that strengthens individual and group performance

4WP-P6. Assume leadership roles in team settings to accomplish tasks
PO 1. Communicate thoughts and ideas to clarify roles and responsibilities
PO 3. Motivate team to accomplish tasks

4WP-P7. Demonstrate punctuality, trustworthiness, civility and initiative on school projects
PO 1. Complete school projects on time, with integrity, while displaying conduct befitting a citizen of the class

4WP- P8. Negotiate solutions to identified conflicts by separating people from the problem; focusing on interests, not positions; inventing options for mutual gain; and insisting on the use of objective criteria
PO 1. Apply negotiation skills to solve conflicts

Standard 5
Students will demonstrate a set of marketable skills that enhance career options.
Proficiency (Grades 9-12)

5WP-P3. Exhibit work ethics and behaviors essential for success in all areas of life
PO 1. Define ethics and effective workplace behaviors
PO 2. Use appropriate behaviors (time management, communications, interpersonal skills, life balance) that display success in life

Standard 7
Students demonstrate technological literacy for productivity in the workplace.
Proficiency (Grades 9-12)

7WP-P2. Analyze the impact of technological changes on tasks, people and society
PO 1. Define technology as it relates to tasks, people, society, and careers
PO 2. Analyze the impact

Standard 8
Students apply principles of resource management and develop skills that promote personal and professional well-being.
Proficiency (Grades 9-12)

8WP-P3. Evaluate the impact of health choices (e.g., smoking, substance abuse, exercise) on personal and professional well-being
PO 1. Describe the effects of health choices on a person's well being and his/her

ability to complete work tasks

PO 2. Analyze and evaluate the impacts of health choices

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

PO 1. Develop written strategies for personal and career satisfaction

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.K 6 Identify behaviors and experiences that help to build and maintain a positive self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal PS3: Integrate personal growth and change into your career development.

- PS3.K 1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.
- PS3.K 3 Recognize that your motivations and aspirations are likely to change with time and circumstances.
- PS3.K 4 Recognize that external events often cause life changes.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.A 1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.
- PS4.K 4 Recognize that your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
- ED1.A 3 Demonstrate acquisition of study skills and learning habits that

promote educational achievement and performance.

ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.

ED1.K 7 Recognize that your educational achievement and performance can lead to many workplace options.

ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.K 1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.

ED2.A 3 Demonstrate that you are an independent learner.

ED2.K 7 Describe informal learning experiences that contribute to lifelong learning.

ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

CM1.K 1 Recognize that career planning to attain your career goals is a lifelong process.

CM1.K 5 Recognize that changes in you and the world of work can affect your career plans.

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.K 8 Recognize that chance can play a role in decision-making.

CM2.K 9 Recognize that decision-making often involves compromise.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.K 2 Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

K – Knowledge Application
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION HIGH SCHOOL STANDARDS

ACADEMIC DEVELOPMENT
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
Improve academic self-concept
Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.
Relate school to life experiences

CAREER DEVELOPMENT
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
Develop career awareness
Standard B: Students will employ strategies to achieve future career success and satisfaction.
Acquire career information
Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.
Acquire knowledge to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
Acquire self-knowledge
Acquire interpersonal skills
Standard C: Students will understand safety and survival skills.
Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:
- Listening
- Speaking

Thinking Skills:
- Creative Thinking
- Seeing Things in the Mind's Eye

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management

FIVE COMPETENCIES

Resources:
- Human Resources

Interpersonal:
- Participates as Member of a Team
- Works With Diversity

Information:
- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

Systems:
- Understands Systems

THE BE REAL GAME: UNIT I, SESSION 4

Unit I: Brave New World of Work
Session Four: Preparing for Work
Summary: Students practice resume writing skills.

ARIZONA ACADEMIC STANDARDS•

Language Arts:
Reading
Strand 1: Reading Process
Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.
Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.

(Grade 9)
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).
(Grade 10)
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).

Concept 6: Comprehension Strategies
Employ strategies to comprehend text.

(Grade 9)
PO 2. Generate clarifying questions in order to comprehend text.
PO 4. Connect information and events in text to experience and to related text and sources.
PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.
(Grade 10)

• *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

PO 2. Generate clarifying questions in order to comprehend text.
PO 4. Connect information and events in text to experience and to related text and sources.
PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.

Strand 3: Comprehending Informational Text
Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.
Concept 1: Expository Text
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.
(Grade 9)
PO 3. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)
PO 8. Support conclusions drawn from ideas and concepts in expository text.
(Grade 10)
PO 3. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)
PO 7. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.
PO 8. Support conclusions drawn from ideas and concepts in expository text.

Language Arts:
Writing
Strand 1: Writing Process
Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.
Concept 1: Prewriting
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.
(High School)
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.
PO 3. Determine the intended audience of a writing piece.

PO 5 Use organizational strategies (e.g., outline, chart, table, graph, ***Venn Diagram, web, story map, plot pyramid)*** *to plan writing.*
PO 7. Use **time-management strategies**, when appropriate, to produce a writing product within a set time period.

Social Studies Standards:
Strand 3: Civics/Government
Concept 4: Rights, Responsibilities, and Roles of Citizenship
The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.
(High School)
PO 3. Examine the basic political, social responsibilities of citizenship:
a. connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington's Farewell Speech), volunteerism
b. obligations of upholding the Constitution
c. obeying the law, serving on juries, paying taxes, voting, and military service
d. analyzing public issues, policy making, and evaluating candidates
PO 4. Demonstrate the skills and knowledge needed to accomplish public purposes (e.g., group problem solving, public speaking, petitioning and protesting)

Strand 5: Economics
Concept 5: Personal Finance
Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.
(High School)
PO 1. Explain how education, career choices, and family obligations affect future income
PO 3. Determine short- and long-term financial goals and plans, including income, spending, saving, and investing.

Arts Education Standards:
Theatre
Standard 1: Creating Art
Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.
Proficiency (Grades 9-12)
1AT-P2. Compare and demonstrate various acting techniques and methods, individually or in an ensemble, to create and sustain characters that communicate with audiences
PO 3. Use imaginative movement, gesture, and vocalization to communicate subtext
Standard 3: Art As Inquiry
Students demonstrate how the arts reveal universal concepts and themes. Students reflect

upon and assess the characteristics and merits of their work and the work of others.
Proficiency (Grades 9-12)
3AT-P1. Construct social meanings from classroom and formal productions from a variety of cultural and historical periods, and relate to current personal, national and international issues

PO 3. Analyze theatre's capacity for societal and personal self-examination and change

Workplace Skills:
Standard 1
Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
1WP-P4. Participate in conversation, discussion and/or group presentations using verbal and nonverbal communication with appropriate style and tone for audience and occasion

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

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

PO 1. Identify basic record keeping skills
PO 3. Maintain a complete and accurate system

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

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

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

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

Standard 3
Students apply critical and creative thinking skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
3WP-P1. Develop a plan to solve complex problems by gathering, selecting and analyzing data; include determining the history and politics of the situation

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

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

PO 1. Identify available resources
PO 2. Allocate resources

Standard 4
Students work individually and collaboratively within team settings to accomplish objectives.
Proficiency (Grades 9-12)
4WP-P7. Demonstrate punctuality, trustworthiness, civility and initiative on school projects
PO 1. Complete school projects on time, with integrity, while displaying conduct befitting a citizen of the class
4WP-P9. Work and communicate with diverse clients, customers and community to satisfy their expectations
PO 1. Identify/define expectations of clients, customers and community
PO 2. Develop a plan to meet those expectations

Standard 5
Students will demonstrate a set of marketable skills that enhance career options.
Proficiency (Grades 9-12)
5WP-P2. Demonstrate job acquisition skills by completing resume and job applications and by demonstrating interviewing techniques
PO 1. Demonstrate job acquisition skills as defined by the instructor
5WP-P3. Exhibit work ethics and behaviors essential for success in all areas of life
PO 2. Use appropriate behaviors (time management, communications, interpersonal skills, life balance) that display success in life

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.K 2 Identify your abilities, strengths, skills, and talents.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
- ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.
- ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.
- ED1.K 7 Recognize that your educational achievement and performance can lead to many workplace options.
- ED1.A 7 Show how your educational achievement and performance can expand your workplace options.
- ED1.R 7 Assess how well your educational achievement and performance will

transfer to the workplace.

ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.

ED1.A 8 Show how the ability to acquire and use information has affected your educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.A 3 Demonstrate that you are an independent learner.

ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.K 2 Identify job seeking skills such as the ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.A 2 Demonstrate the following job seeking skills: the ability to write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.R 2 Evaluate your ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.K 3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

CM4.K 4 Recognize that many skills are transferable from one occupation to another.

K – Knowledge Application
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION HIGH SCHOOL STANDARDS

ACADEMIC DEVELOPMENT
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
Improve academic self-concept
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
Improve learning
Plan to achieve goals
Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.
Relate school to life experiences

CAREER DEVELOPMENT
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
Develop career awareness
Develop employment readiness
Standard B: Students will employ strategies to achieve future career success and satisfaction.
Acquire career information
Identify career goals
Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.
Acquire knowledge to achieve career goals
Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
Acquire self-knowledge
Acquire interpersonal skills
Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
Self-knowledge applications
Standard C: Students will understand safety and survival skills.
Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:
- Listening
- Speaking

Thinking Skills:
- Creative Thinking
- Seeing Things in the Mind's Eye
- Knowing How to Learn

Personal Qualities:
- Responsibility
- Self-Esteem
- Self-Management
- Integrity/Honesty

FIVE COMPETENCIES

Resources:
- Time
- Human Resources

Interpersonal:
- Participates as Member of a Team
- Teaches Others New Skills
- Works With Diversity

Information:
- Acquires and Evaluates Information
- Organizes and Maintains Information

Systems:
- Understands Systems

Technology:
- Selects Technology
- Applies Technology to Task

THE BE REAL GAME: UNIT I, SESSION 5

Unit I: Brave New World of Work
Session Five: The World at Work
Summary: Students, using their Role Histories and Resume Worksheets, seek and find work based on their educational achievements and work experiences.

ARIZONA ACADEMIC STANDARDS•

Language Arts:
Reading
Strand 1: Reading Process
Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.
Concept 6: Comprehension Strategies
Employ strategies to comprehend text.

(Grade 9)
PO 2. Generate clarifying questions in order to comprehend text.
PO 4. Connect information and events in text to experience and to related text and sources.
PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.
(Grade 10)
PO 2. Generate clarifying questions in order to comprehend text.
PO 4. Connect information and events in text to experience and to related text and sources.
PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.

Strand 3: Comprehending Informational Text

• *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

(Grade 9)

PO 3. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)

PO 8. Support conclusions drawn from ideas and concepts in expository text.

(Grade 10)

PO 3. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)

PO 7. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.

PO 8. Support conclusions drawn from ideas and concepts in expository text.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

(Grade 9)

PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.

(Grade 10)

PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.

Language Arts:

Writing

Strand 2: Writing Elements

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 6: Conventions

Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 1. Use capitals correctly for:

a. ***proper nouns:***
   - *holidays*
   - *place/regional names*
   - *languages*

- *historical events*
- *organizations*
- *academic courses (e.g., algebra/Algebra I)*
- *product names*

b. *words used as names (e.g., Grandpa, Aunt Lyn)*
c. *literary titles (i.e., book, story, poem, play, song)*
d. *titles*
e. *abbreviations*
f. ***proper adjectives** (e.g., German shepherd, Chinese restaurant)*

PO 9. Spell words correctly.

Social Studies Standards:
Strand 3: Civics/Government
Concept 4: Rights, Responsibilities, and Roles of Citizenship
The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

(High School)

PO 3. Examine the basic political, social responsibilities of citizenship:

a. connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington's Farewell Speech), volunteerism
b. obligations of upholding the Constitution
c. obeying the law, serving on juries, paying taxes, voting, and military service
d. analyzing public issues, policy making, and evaluating candidates

PO 4. Demonstrate the skills and knowledge needed to accomplish public purposes (e.g., group problem solving, public speaking, petitioning and protesting)

Strand 5: Economics
Concept 5: Personal Finance
Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

(High School)

PO 1. Explain how education, career choices, and family obligations affect future income

Arts Education Standards:
Theatre
Standard 1: Creating Art
Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.
Proficiency (Grades 9-12)
1AT-P1. Construct original scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience

PO 1. Construct an original or adapted dramatic piece or monologue, scene, or

short play that develops character, human interaction, conflict and resolution

Standard 3: Art As Inquiry
Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.
Proficiency (Grades 9-12)
3AT-P1. Construct social meanings from classroom and formal productions from a variety of cultural and historical periods, and relate to current personal, national and international issues
PO 3. Analyze theatre's capacity for societal and personal self-examination and change

Workplace Skills:
Standard 1
Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
1WP-P1. (Optional) Exhibit interviewing skills (e.g., responding effectively to questions; using language that conveys maturity, sensitivity and respect; dressing appropriately; and using appropriate body language)
PO 1. Respond effectively to interview questions
PO 2. Employ suitable interview language
PO 4. Exhibit appropriate body language
1WP-P2. Respond to verbal and nonverbal messages in ways that demonstrate understanding
PO 1. Respond appropriately to verbal messages
PO 2. Respond appropriately to nonverbal message
1WP-P3. Communicate a clear message and respond to listener feedback
PO 1. Formulate a clear message using acceptable format
PO 2. Respond appropriately to listener feedback
1WP-P4. Participate in conversation, discussion and/or group presentations using verbal and nonverbal communication with appropriate style and tone for audience and occasion
PO 1. Apply group interaction skills (verbal and nonverbal)
PO 2. Adapt style and tone to audience and occasion (verbal and nonverbal)
1WP-P5. Maintain records and information completely and accurately
PO 3. Maintain a complete and accurate system
1WP-P6. Create documents (e.g., letters, memos, manuals, graphs, flowcharts, directions, reports and proposals) that are clear, appropriate to the audience, subject matter and purpose, and exhibit the writer's use of correct grammar, spelling and punctuation
PO 1. Select style and format
PO 2. Establish clear purpose for a specific audience
PO 3. Use correct grammar, spelling and punctuation
PO 4. Create an acceptable document
1WP-P8. Summarize information from reading material, clearly and succinctly articulating its major points and proposals

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

Standard 3
Students apply critical and creative thinking skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
3WP-P1. Develop a plan to solve complex problems by gathering, selecting and analyzing data; include determining the history and politics of the situation
PO 1. Identify the problem
PO 2. Select needed data
PO 3. Analyze data
PO 4. Develop a plan within the context of the workplace to solve problem
3WP-P4. Demonstrate the ability to adapt new information to changing situations and requirements
PO 1. Demonstrate the ability to apply new information to changing situations and requirements
3WP-P5. Combine ideas or information in new ways, make connections between seemingly unrelated ideas and reshape goals in ways that reveal new possibilities to solve problems
PO 1. Integrate existing ideas and information in new ways to solve a problem

Standard 4
Students work individually and collaboratively within team settings to accomplish objectives.
Proficiency (Grades 9-12)
4WP-P1. Demonstrate ability to work with others from diverse backgrounds, including identifying individual interests, aptitudes and skills; teach others new skills
4WP-P2. Understand group dynamics
PO 1. Identify personal qualities
PO 2. Demonstrate an understanding of group dynamics
PO 3. Work well with others
4WP-P7. Demonstrate punctuality, trustworthiness, civility and initiative on school projects
PO 1. Complete school projects on time, with integrity, while displaying conduct befitting a citizen of the class

Standard 5
Students will demonstrate a set of marketable skills that enhance career options.
Proficiency (Grades 9-12)
5WP-P1. Write, evaluate and revise a career plan consistent with occupational interests, aptitudes and abilities
PO 1. Assess career interests, aptitudes and abilities
5WP-P2. Demonstrate job acquisition skills by completing resume and job applications and by demonstrating interviewing techniques
PO 1. Demonstrate job acquisition skills as defined by the instructor

5WP-P3. Exhibit work ethics and behaviors essential for success in all areas of life
PO 1. Define ethics and effective workplace behaviors
PO 2. Use appropriate behaviors (time management, communications, interpersonal skills, life balance) that display success in life

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.K 2 Identify your abilities, strengths, skills, and talents.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.K 3 Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.R 1 Evaluate your use of effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.K 4 Recognize that your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
- ED1.A 3 Demonstrate acquisition of study skills and learning habits that

promote educational achievement and performance.

ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.

ED1.K 7 Recognize that your educational achievement and performance can lead to many workplace options.

ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.

ED1.A 8 Show how the ability to acquire and use information has affected your educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.A 3 Demonstrate that you are an independent learner.

ED2.K 5 Identify types of ongoing learning experiences available to you (e.g., two- and four-year colleges, technical schools, apprenticeships, the military on-line courses, and on-the-job training).

ED2.A 5 Show how you are preparing to participate in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training).

ED2.K 6 Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).

ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.K 6 Describe how education, work, and family experiences might impact your decisions.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.A 2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.

CM3.K 5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K 1 Describe academic, occupational, and general employability skills.

CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.R 1 Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.

CM4.K 2 Identify job seeking skills such as the ability to: write a resume and cover letter, complete a job application, interview for a job, and find

	and pursue employment leads.
CM4.A 2	Demonstrate the following job seeking skills: the ability to write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.
CM4.R 2	Evaluate your ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.
CM4.K 3	Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.
CM4.A 3	Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
CM4.K 4	Recognize that many skills are transferable from one occupation to another.

K – Knowledge Application
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIAION HIGH SCHOOL STANDARDS

ACADEMIC DEVELOPMENT
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
Improve academic self-concept
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
Plan to achieve goals
Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.
Relate school to life experiences

CAREER DEVELOPMENT
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
Develop employment readiness
Standard B: Students will employ strategies to achieve future career success and satisfaction.
Acquire career information
Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.
Acquire knowledge to achieve career goals
Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
Acquire self-knowledge
Acquire interpersonal skills
Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
Self-knowledge applications
Standard C: Students will understand safety and survival skills.
Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:
- Writing
- Listening
- Speaking

Thinking Skills:
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

FIVE COMPETENCIES

Resources:
- Time
- Human Resources

Interpersonal:
- Participates as Member of a Team
- Works With Diversity

Information:
- Acquires and Evaluates Information
- Organizes and Maintains Information

Systems:
- Understands Systems

THE BE REAL GAME: UNIT I, SESSION 6

Unit I: Brave New World of Work
Session Six: The Bottom Line
Summary: In their work roles, students explore the relationship between income and lifestyle, choices and necessities, as determined by their monthly income. Using decision-making skills, they balance their budgets and explore the effect lifestyle choices have on their budgets.

ARIZONA ACADEMIC STANDARDS•

Language Arts:
Reading
Strand 1: Reading Process
Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.
Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.

(Grade 9)
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).
(Grade 10)
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).

Concept 6: Comprehension Strategies
Employ strategies to comprehend text.

(Grade 9)
PO 2. Generate clarifying questions in order to comprehend text.
PO 4. Connect information and events in text to experience and to related text and sources.
PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.

• *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

(Grade 10)
PO 2. Generate clarifying questions in order to comprehend text.
PO 4. Connect information and events in text to experience and to related text and sources.
PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.

Strand 3: Comprehending Informational Text
Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.
Concept 2: Functional Text
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.
(Grade 9)
PO 1 Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.
PO 3. Identify the objective(s) of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents).
(Grade 10)
PO 1 Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.
PO 3. Analyze the effectiveness of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents) to achieve its stated purpose(s).

Language Arts:
Standard 4: Viewing and Presenting
Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.
Proficiency (Grades 9 and 10)
4VP-P1. Analyze and evaluate visual media for language, subject matter and visual techniques used to influence attitudes, decision making and cultural perceptions

Mathematics:
Strand 1: Number Sense And Operations
Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.
(High School)
Concept 2: Numerical Operations
Understand and apply numerical operations and their relationship to one another.
PO 5. Use grade-level appropriate mathematical terminology.

Concept 3: Estimation
Use estimation strategies reasonably and fluently.
PO 1. Solve grade-level appropriate problems using estimation.
PO 2. Determine if a solution to a problem is reasonable.

Social Studies Standards:
Strand 5: Economics
Concept 1: Foundations of Economics
The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.
(High School)
PO 1. Explain how education, career choices, and family obligations affect future income
Concept 5: Personal Finance
Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.
(High School)
PO 1. Explain how education, career choices, and family obligations affect future income
PO 3. Determine short- and long-term financial goals and plans, including income, spending, saving, and investing.

Arts Education Standards:
Theatre
Standard 1: Creating Art
Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.
Proficiency (Grades 9-12)
1AT-P1. Construct original scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience
PO 1. Construct an original or adapted dramatic piece or monologue, scene, or short play that develops character, human interaction, conflict and resolution

Standard 3: Art As Inquiry
Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.
Proficiency (Grades 9-12)
3AT-P1. Construct social meanings from classroom and formal productions from a variety of cultural and historical periods, and relate to current personal, national and international issues
PO 1. Explain the relationship between a production's concept and current personal, national and/or international issues

Workplace Skills:
Standard 1
Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
1WP-P2. Respond to verbal and nonverbal messages in ways that demonstrate understanding
PO 1. Respond appropriately to verbal messages
PO 2. Respond appropriately to nonverbal message
1WP-P3. Communicate a clear message and respond to listener feedback
PO 1. Formulate a clear message using acceptable format
PO 2. Respond appropriately to listener feedback
1WP-P4. Participate in conversation, discussion and/or group presentations using verbal and nonverbal communication with appropriate style and tone for audience and occasion
PO 1. Apply group interaction skills (verbal and nonverbal)
PO 2. Adapt style and tone to audience and occasion (verbal and nonverbal)
1WP-P5. Maintain records and information completely and accurately
PO 1. Identify basic record keeping skills
PO 2. Select method of record keeping
PO 3. Maintain a complete and accurate system
1WP-P9. Infer and locate the meaning of unknown or technical vocabulary
PO 1. Using available resources, determine the meaning of unknown or technical vocabulary

Standard 2
Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
2WP-P1. Select and use appropriate computation techniques (i.e., mental, paper and pencil, and technology) to solve problems and determine the accuracy of results
PO 1. Select appropriate computation techniques, such as averaging, estimation, statistical techniques, and appropriate electronic calculations
PO 2. Apply selected technique to solve problems
PO 3. Evaluate accuracy of results

Standard 3
Students apply critical and creative thinking skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
3WP-P1. Develop a plan to solve complex problems by gathering, selecting and analyzing data; include determining the history and politics of the situation
PO 1. Identify the problem
PO 2. Select needed data
PO 3. Analyze data
PO 4. Develop a plan within the context of the workplace to solve problem
3WP-P2. Identify and allocate available resources (e.g., time, money, materials,

facilities and human)

PO 1. Identify available resources

PO 2. Allocate resources

Standard 4

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

Proficiency (Grades 9-12)

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

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

Standard 5

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

Proficiency (Grades 9-12)

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

PO 2. Use appropriate behaviors (time management, communications, interpersonal skills, life balance) that display success in life

Standard 8

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

Proficiency (Grades 9-12)

8WP-P2. Prepare a short- and long-term personal budget; make expenditure, revenue and savings forecasts; maintain proper records

PO 1. Implement a written personal financial plan

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

PO 1. Develop written strategies for personal and career satisfaction

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.K 1 Identify your interests, likes, and dislikes.
- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.A 5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal PS3: Integrate personal growth and change into your career development.

- PS3.K 3 Recognize that your motivations and aspirations are likely to change with time and circumstances.
- PS3.K 4 Recognize that external events often cause life changes.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.A 1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.
- PS4.K 3 Describe the concept of lifestyle.
- PS4.A 3 Give examples of decisions, factors, and circumstances that affect your current lifestyle.
- PS4.K 4 Recognize that your life roles and your lifestyle are connected.
- PS4.A 4 Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.
- ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

- ED2.A 3 Demonstrate that you are an independent learner.
- ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM2: Use a process of decision-making as one component of career development.

- CM2.A 2 Demonstrate the use of a decision-making model.
- CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.
- CM2.A 4 Show how exploring options affected a decision you made.
- CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.
- CM2.A 5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.
- CM2.K 9 Recognize that decision-making often involves compromise.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

- CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.
- CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

K – Knowledge Application
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION HIGH SCHOOL STANDARDS

ACADEMIC DEVELOPMENT
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
Improve academic self-concept
Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.
Relate school to life experiences

CAREER DEVELOPMENT
Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.
Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
Acquire interpersonal skills
Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
Self-knowledge applications
Standard C: Students will understand safety and survival skills.
Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:
- Arithmetic/Mathematics
- Listening
- Speaking

Thinking Skills:
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

FIVE COMPETENCIES

Resources:
- Time
- Money
- Material and Facilities
- Human Resources

Interpersonal:
- Participates as Member of a Team
- Teaches Others New Skills
- Exercises Leadership
- Works With Diversity

Information:
- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

Systems:
- Understands Systems

Technology:
- Selects Technology
- Applies Technology to Task

THE BE REAL GAME: UNIT I, SESSION 7

Unit I: Brave New World of Work
Session Seven: Out of the Blue
Summary: Students in their roles and communities deal with typical real-life situations that challenge their decision-making skills and cause them to further their role characters.

ARIZONA ACADEMIC STANDARDS•

Language Arts:
Reading
Strand 3: Comprehending Informational Text
Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.
Concept 2: Functional Text
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

(Grade 9)
PO 1 Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.
PO 3. Identify the objective(s) of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents).
(Grade 10)
PO 1 Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.
PO 3. Analyze the effectiveness of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents) to achieve its stated purpose(s).

Mathematics:
Strand 1: Number Sense And Operations
Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are

• *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.
(High School)
Concept 2: Numerical Operations
Understand and apply numerical operations and their relationship to one another.

PO 1. Select the grade-level appropriate operation to solve word problems.
PO 2. Solve word problems using grade-level appropriate operations and numbers.
PO 5. Use grade-level appropriate mathematical terminology.

Concept 3: Estimation
Use estimation strategies reasonably and fluently.

PO 1. Solve grade-level appropriate problems using estimation.
PO 2. Determine if a solution to a problem is reasonable.

Social Studies Standards:
Strand 5: Economics
Concept 5: Personal Finance
Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

(High School)
PO 1. Explain how education, career choices, and family obligations affect future income
PO 2. Analyze how advertising influences consumer choices.
PO 3. Determine short- and long-term financial goals and plans, including income, spending, saving, and investing.
PO 4. Compare the advantages and disadvantages of using various forms of credit and the determinants of credit history.
PO 5. Explain the risk, return, and liquidity of short- and long-term saving and investment vehicles.

Arts Education Standards:
Theatre
Standard 1: Creating Art
Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.
Proficiency (Grades 9-12)
1AT-P1. Construct original scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience

PO 1. Construct an original or adapted dramatic piece or monologue, scene, or short play that develops character, human interaction, conflict and resolution

Standard 3: Art As Inquiry
Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

Proficiency (Grades 9-12)
3AT-P1. Construct social meanings from classroom and formal productions from a variety of cultural and historical periods, and relate to current personal, national and international issues

PO 1. Explain the relationship between a production's concept and current personal, national and/or international issues

Workplace Skills:
Standard 1
Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
1WP-P2. Respond to verbal and nonverbal messages in ways that demonstrate understanding

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

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

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

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

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

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

PO 3. Maintain a complete and accurate system

Standard 2
Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
2WP-P1. Select and use appropriate computation techniques (i.e., mental, paper and pencil, and technology) to solve problems and determine the accuracy of results

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

Standard 3
Students apply critical and creative thinking skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
3WP-P1. Develop a plan to solve complex problems by gathering, selecting and analyzing data; include determining the history and politics of the situation

PO 1. Identify the problem
PO 2. Select needed data
PO 3. Analyze data

PO 4. Develop a plan within the context of the workplace to solve problem

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

PO 1. Identify available resources

PO 2. Allocate resources

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

PO 1. Design justifiable solution

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

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

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

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

Standard 4

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

Proficiency (Grades 9-12)

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

4WP-P2. Understand group dynamics

PO 1. Identify personal qualities

PO 2. Demonstrate an understanding of group dynamics

PO 3. Work well with others

4WP-P5. Provide constructive feedback

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

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

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

Standard 5

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

Proficiency (Grades 9-12)

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

PO 1. Assess career interests, aptitudes and abilities

PO 2. Develop a career pathway plan

PO 3. Evaluate and revise plan, as needed

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

PO 2. Use appropriate behaviors (time management, communications, interpersonal skills, life balance) that display success in life

Standard 6
Students illustrate how social, organizational and technological systems function.
Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).
Proficiency (Grades 9-12)
6WP-P3. Understand how changing a component of a system (e.g., changing how employees are assigned to work shifts, using the Internet) impacts the whole system
PO 1. Analyze the cause and effect relationships within a real world setting

Standard 7
Students demonstrate technological literacy for productivity in the workplace.
Proficiency (Grades 9-12)
7WP-P2. Analyze the impact of technological changes on tasks, people and society
PO 1. Define technology as it relates to tasks, people, society, and careers
PO 2. Analyze the impact

Standard 8
Students apply principles of resource management and develop skills that promote personal and professional well-being.
Proficiency (Grades 9-12)
8WP-P2. Prepare a short- and long-term personal budget; make expenditure, revenue and savings forecasts; maintain proper records
PO 1. Implement a written personal financial plan
8WP-P3. Evaluate the impact of health choices (e.g., smoking, substance abuse, exercise) on personal and professional well-being
PO 1. Describe the effects of health choices on a person's well being and his/her ability to complete work tasks
PO 2. Analyze and evaluate the impacts of health choices
8WP-P4. Identify strategies for balancing self, family, work, leisure and citizenship; ways to reduce the impact of stress; and how both relate to personal and career satisfaction
PO 1. Develop written strategies for personal and career satisfaction
Distinction (Grades 9-12)
8WP-D2. Maintain a personal management system by setting goals, managing resources, and balancing life choices to accomplish career and life satisfaction

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.K 7 Recognize that situations, attitudes, and the behaviors of others affect your self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.A 5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.
- PS2.R 5 Analyze the success of your conflict resolution skills.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.K 7 Identify sources of outside pressure that affect you.
- PS2.A 7 Demonstrate the ability to handle outside pressure on you.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.

Goal PS3: Integrate personal growth and change into your career development.

- PS3.K 3 Recognize that your motivations and aspirations are likely to change with time and circumstances.
- PS3.K 4 Recognize that external events often cause life changes.
- PS3.R 4 Assess your strategies for managing life changes caused by external events.
- PS3.K 5 Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.A 1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.

PS4.A 3 Give examples of decisions, factors, and circumstances that affect your current lifestyle.
PS4.K 4 Recognize that your life roles and your lifestyle are connected.
PS4.A 4 Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.A 3 Demonstrate that you are an independent learner.
ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.
CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.
CM2.A 4 Show how exploring options affected a decision you made.
CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.
CM2.A 5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.
CM2.K 8 Recognize that chance can play a role in decision-making.
CM2.K 9 Recognize that decision-making often involves compromise.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

K – Knowledge Application
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION HIGH SCHOOL STANDARDS

ACADEMIC DEVELOPMENT
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
Acquire skills for improving learning
Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.
Relate school to life experiences

PERSONAL/SOCIAL DEVELOPMENT
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
Acquire self-knowledge
Acquire interpersonal skills
Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
Self-knowledge applications
Standard C: Students will understand safety and survival skills.
Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:

- Reading
- Writing
- Arithmetic/Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

FIVE COMPETENCIES

Resources:

- Time
- Money
- Material and Facilities
- Human Resources

THE BE REAL GAME: UNIT I, SESSION 8

Unit I: Brave New World of Work
Session Eight: Helping Hands
Summary: Students step out of the confines of their job titles and descriptions to pool their skills, talents, and resources to manage and deal with an emergency in a neighboring community.

ARIZONA ACADEMIC STANDARDS•

Language Arts:
Reading
Strand 1: Reading Process
Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.
Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.

(Grade 9)
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).
(Grade 10)
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).

Strand 3: Comprehending Informational Text
Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.
Concept 2: Functional Text
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

(Grade 9)
PO 1 Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.

• *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

PO 3. Identify the objective(s) of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents). (Grade 10)
PO 1 Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.
PO 3. Analyze the effectiveness of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents) to achieve its stated purpose(s).

Language Arts:
Standard 3: Listening and Speaking
Students effectively listen and speak in situations, which serve different purposes and involve a variety of audiences.
Proficiency (Grades 9 and 10)
3LS-P4. Conduct an interview, taking appropriate notes and summarizing the information learned

Science Standards:
Strand 3: Science in Personal and Social Perspectives
Science in Personal and Social Perspectives emphasizes developing the ability to design a solution to a problem, to understand the relationship between science and technology, and the ways people are involved in both. Students understand the impact of science and technology on human activity and the environment. This strand affords students the opportunity to understand their place in the world – as living creatures, consumers, decision makers, problem solvers, managers, and planners.
Concept 1: Changes in Environments
Describe the interactions between human populations, natural hazards, and the environment.
(High School)
PO 2. Describe the environmental effects of the following natural and/or human-caused hazards:
- flooding
- drought
- earthquakes
- fires
- pollution
- extreme weather

Social Studies Standards:
Strand 3: Civics/Government
Concept 4: Rights, Responsibilities, and Roles of Citizenship
The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.
(High School)
PO 3. Examine the basic political, social responsibilities of citizenship:
a. connections between self-interest, the common good, and the essential

element of civic virtue (e.g., George Washington's Farewell Speech), volunteerism
b. obligations of upholding the Constitution
c. obeying the law, serving on juries, paying taxes, voting, and military service
d. analyzing public issues, policy making, and evaluating candidates

PO 4. Demonstrate the skills and knowledge needed to accomplish public purposes (e.g., group problem solving, public speaking, petitioning and protesting)

Strand 4: Geography
Concept 5: Environment and Society
Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

(High School)

PO 2. Analyze how natural hazards impact humans (e.g., differences in disaster preparation between differently in developed and developing nations. world, why people continue to build in disaster-prone places).

PO 3. Analyze how changes in the natural environment can increase or diminish its capacity to support human activity (e.g., major droughts, warm and cold periods, volcanic eruptions, El Niño events, pollution).

Strand 5: Economics
Concept 1: Foundations of Economics
The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

(High School)

PO 1. Analyze the implications of scarcity:
a. limited resources and unlimited human wants influence choice at individual, national, and international levels
b. factors of production (e.g., natural, human, and capital resources, entrepreneurship, and technology)
c. marginal analysis by producers, consumers, savers, and investors

Concept 2: Microeconomics
Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

(High School)

PO 1. Describe how the interdependence of both households and firms is affected by trade, exchange, money, and banking:
a. why voluntary exchange occurs only when all participating parties expect to gain from the exchange
b. role and interdependence of households, firms, and government in the circular flow model of economic activity
c. role of entrepreneurs in a market economy and how profit is an incentive

that leads entrepreneurs to accept risks of business failure
d. financial institutions and securities markets
e. importance of rule of law in a market economy for enforcement of contracts

Concept 5: Personal Finance
Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

(High School)
PO 3. Determine short- and long-term financial goals and plans, including income, spending, saving, and investing.

Arts Education Standards:
Theatre
Standard 1: Creating Art
Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.
Proficiency (Grades 9-12)
1AT-P1. Construct original scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience
PO 1. Construct an original or adapted dramatic piece or monologue, scene, or short play that develops character, human interaction, conflict and resolution

Standard 3: Art As Inquiry
Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.
Proficiency (Grades 9-12)
3AT-P1. Construct social meanings from classroom and formal productions from a variety of cultural and historical periods, and relate to current personal, national and international issues
PO 1. Explain the relationship between a production's concept and current personal, national and/or international issues

Workplace Skills:
Standard 1
Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
1WP-P2. Respond to verbal and nonverbal messages in ways that demonstrate understanding
PO 1. Respond appropriately to verbal messages
PO 2. Respond appropriately to nonverbal message
1WP-P4. Participate in conversation, discussion and/or group presentations using verbal and nonverbal communication with appropriate style and tone for audience and occasion
PO 1. Apply group interaction skills (verbal and nonverbal)
PO 2. Adapt style and tone to audience and occasion (verbal and nonverbal)

1WP-P5. Maintain records and information completely and accurately
PO 3. Maintain a complete and accurate system
1WP-P9. Infer and locate the meaning of unknown or technical vocabulary
PO 1. Using available resources, determine the meaning of unknown or technical vocabulary

Standard 3
Students apply critical and creative thinking skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
3WP-P1. Develop a plan to solve complex problems by gathering, selecting and analyzing data; include determining the history and politics of the situation
PO 1. Identify the problem
PO 2. Select needed data
PO 3. Analyze data
PO 4. Develop a plan within the context of the workplace to solve problem
3WP-P2. Identify and allocate available resources (e.g., time, money, materials, facilities and human)
PO 1. Identify available resources
PO 2. Allocate resources
3WP-P3. Design and justify solutions by tracking and evaluating the results
PO 1. Design justifiable solution
3WP-P4. Demonstrate the ability to adapt new information to changing situations and requirements
PO 1. Demonstrate the ability to apply new information to changing situations and requirements
3WP-P5. Combine ideas or information in new ways, make connections between seemingly unrelated ideas and reshape goals in ways that reveal new possibilities to solve problems
PO 1. Integrate existing ideas and information in new ways to solve a problem

Standard 4
Students work individually and collaboratively within team settings to accomplish objectives.
Proficiency (Grades 9-12)
4WP-P1. Demonstrate ability to work with others from diverse backgrounds, including identifying individual interests, aptitudes and skills; teach others new skills
4WP-P2. Understand group dynamics
PO 1. Identify personal qualities
PO 2. Demonstrate an understanding of group dynamics
PO 3. Work well with others
4WP-P3. Work toward consensus by exchanging resources and resolving divergent interests
PO 1. Demonstrate the ability to reach consensus by resolving divergent interests
4WP-P4. Monitor individual performance and team effectiveness
PO 1. Conduct periodic checks of individual team member's contributions and the

team's progress in obtaining goals

4WP-P5. Provide constructive feedback

PO 1. Define feedback criteria

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

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

PO 1. Communicate thoughts and ideas to clarify roles and responsibilities

PO 2. Delegate tasks and responsibilities effectively

PO 3. Motivate team to accomplish tasks

PO 4. Evaluate team effectiveness

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

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

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

PO 1. Identify/define expectations of clients, customers and community

PO 2. Develop a plan to meet those expectations

Standard 5

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

Proficiency (Grades 9-12)

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

PO 2. Use appropriate behaviors (time management, communications, interpersonal skills, life balance) that display success in life

Standard 6

Students illustrate how social, organizational and technological systems function.

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

Proficiency (Grades 9-12)

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

PO 2. Evaluate the quality and performance of workplace systems

PO 4. Generate recommendations for improvements/modifications to existing workplace systems

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

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

Standard 8

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

Distinction (Grades 9-12)
8WP-D2. Maintain a personal management system by setting goals, managing resources, and balancing life choices to accomplish career and life satisfaction
8WP-D7. Assess knowledge and skills, delegate work accordingly, evaluate performance and provide feedback on human resources when working on a team project

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.K 2 Identify your abilities, strengths, skills, and talents.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.K 4 Identify your work values/needs.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.
- PS1.K 7 Recognize that situations, attitudes, and the behaviors of others affect your self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.K 9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
- PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
- PS2.K1 1 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.

Goal PS3: Integrate personal growth and change into your career development.

- PS3.K 1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.
- PS3.K 4 Recognize that external events often cause life changes.
- PS3.A 4 Give examples of external events that have caused life changes for you.
- PS3.R 4 Assess your strategies for managing life changes caused by external events.
- PS3.K 5 Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).

PS4.A 1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.

PS4.A 3 Give examples of decisions, factors, and circumstances that affect your current lifestyle.

PS4.K 4 Recognize that your life roles and your lifestyle are connected.

PS4.A 4 Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.K 1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.

ED2.A 3 Demonstrate that you are an independent learner.

ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.A 4 Show how exploring options affected a decision you made.

CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.A 5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.

CM2.K 8 Recognize that chance can play a role in decision-making.

CM2.K 9 Recognize that decision-making often involves compromise.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.K 4 Recognize that many skills are transferable from one occupation to another.

CM4.A 4 Show how your skills are transferable from one occupation to another.
Goal CM5: Integrate changing employment trends, societal needs, and economic conditions into your career plans.
CM5.K 2 Identify economic conditions that affect your career plans.

K – Knowledge Application
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION HIGH SCHOOL STANDARDS

ACADEMIC DEVELOPMENT
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
Improve academic self-concept
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
Plan to achieve goals
Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.
Relate school to life experiences

CAREER DEVELOPMENT
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
Develop employment readiness
Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.
Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
Acquire self-knowledge
Acquire interpersonal skills
Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
Self-knowledge applications
Standard C: Students will understand safety and survival skills.
Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:
- Arithmetic/Mathematics
- Listening
- Speaking

Thinking Skills:
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Reasoning

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

FIVE COMPETENCIES

Resources:
- Time
- Money
- Material and Facilities
- Human Resources

Interpersonal:
- Participates as Member of a Team
- Exercises Leadership
- Negotiates
- Works With Diversity

Information:
- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

Systems:
- Understands Systems

THE BE REAL GAME: UNIT I, SESSION 9

Unit I: Brave New World of Work
Session Nine: The Brainstorm Spin Game
Summary: Students review the vocabulary and concepts used in Unit One by playing the Brainstorm Spin Game.

ARIZONA ACADEMIC STANDARDS•

Language Arts:
Reading
Strand 1: Reading Process
Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.
Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.

(Grade 9)
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).
(Grade 10)
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).

Social Studies Standards:
Strand 3: Civics/Government
Concept 4: Rights, Responsibilities, and Roles of Citizenship
The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

(High School)
PO 3. Examine the basic political, social responsibilities of citizenship:
a. connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington's Farewell Speech), volunteerism

• *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

b. obligations of upholding the Constitution
c. obeying the law, serving on juries, paying taxes, voting, and military service
d. analyzing public issues, policy making, and evaluating candidates

PO 4. Demonstrate the skills and knowledge needed to accomplish public purposes (e.g., group problem solving, public speaking, petitioning and protesting)

Strand 5: Economics
Concept 1: Foundations of Economics
The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

(High School)

PO 1. Analyze the implications of scarcity:
a. limited resources and unlimited human wants influence choice at individual, national, and international levels
b. factors of production (e.g., natural, human, and capital resources, entrepreneurship, and technology)
c. marginal analysis by producers, consumers, savers, and investors

PO 3. Describe the characteristics of the mixed-market economy of the United States:
a. property rights
b. profit motive
c. consumer sovereignty
d. competition
e. role of the government
f. rational self-interest
g. invisible hand

Concept 5: Personal Finance
Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

(High School)

PO 1. Explain how education, career choices, and family obligations affect future income.

Workplace Skills:
Standard 1
Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
1WP-P4. Participate in conversation, discussion and/or group presentations using verbal and nonverbal communication with appropriate style and tone for audience and occasion

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

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

PO 3. Maintain a complete and accurate system

Standard 4
Students work individually and collaboratively within team settings to accomplish objectives.
Proficiency (Grades 9-12)
4WP-P1. Demonstrate ability to work with others from diverse backgrounds, including identifying individual interests, aptitudes and skills; teach others new skills
4WP-P2. Understand group dynamics
PO 1. Identify personal qualities
PO 2. Demonstrate an understanding of group dynamics
PO 3. Work well with others
4WP-P4. Monitor individual performance and team effectiveness
PO 1. Conduct periodic checks of individual team member's contributions and the team's progress in obtaining goals
4WP-P5. Provide constructive feedback
PO 1. Define feedback criteria
PO 2. Give constructive feedback to team participants that strengthens individual and group performance
4WP-P6. Assume leadership roles in team settings to accomplish tasks
PO 1. Communicate thoughts and ideas to clarify roles and responsibilities
PO 3. Motivate team to accomplish tasks
PO 4. Evaluate team effectiveness
4WP-P7. Demonstrate punctuality, trustworthiness, civility and initiative on school projects
PO 1. Complete school projects on time, with integrity, while displaying conduct befitting a citizen of the class

Standard 5
Students will demonstrate a set of marketable skills that enhance career options.
Proficiency (Grades 9-12)
5WP-P3. Exhibit work ethics and behaviors essential for success in all areas of life
PO 1. Define ethics and effective workplace behaviors
PO 2. Use appropriate behaviors (time management, communications, interpersonal skills, life balance) that display success in life

Standard 7
Students demonstrate technological literacy for productivity in the workplace.
Proficiency (Grades 9-12)
7WP-P2. Analyze the impact of technological changes on tasks, people and society
PO 1. Define technology as it relates to tasks, people, society, and careers
PO 2. Analyze the impact

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.
- PS1.K 7 Recognize that situations, attitudes, and the behaviors of others affect your self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.A 5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.K 7 Identify sources of outside pressure that affect you.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.K 9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
- PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
- PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.K1 1 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.K 4 Recognize that your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.

ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.A 3 Demonstrate that you are an independent learner.

ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.A 4 Show how exploring options affected a decision you made.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.A 7 Demonstrate skills that show how you can market yourself in the workplace.

K – Knowledge Application
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION HIGH SCHOOL STANDARDS

ACADEMIC DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

- Improve academic self-concept
- Acquire skills for improving learning
- Achieve school success

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college

- Improve learning
- Plan to achieve goals

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

- Relate school to life experiences

CAREER DEVELOPMENT

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop career awareness
- Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

- Acquire career information
- Identify career goals

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

- Acquire knowledge to achieve career goals
- Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

- Acquire self-knowledge
- Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

- Self-knowledge applications

Standard C: Students will understand safety and survival skills.

- Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:
- Reading
- Listening
- Speaking

Thinking Skills:
- Creative Thinking
- Decision Making
- Seeing Things in the Mind's Eye
- Reasoning

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

FIVE COMPETENCIES

Resources:
- Time
- Human Resources

Interpersonal:
- Participates as Member of a Team
- Exercises Leadership
- Works With Diversity

Information:
- Acquires and Evaluates Information
- Organizes and Maintains Information

Systems:
- Understands Systems

THE BE REAL GAME: UNIT II, SESSION 1

Unit II: Agents of Change
Session One: Change is Constant
Summary: Students experience the consequences of job loss and job change caused by a myriad of factors including downsizing, restructuring, environmental factors, technological change, and personal initiative.

ARIZONA ACADEMIC STANDARDS•

Language Arts:
Reading
Strand 1: Reading Process
Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.
Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.

(Grade 9)
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).
(Grade 10)
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).

Concept 6: Comprehension Strategies
Employ strategies to comprehend text.

(Grade 9)
PO 2. Generate clarifying questions in order to comprehend text.
PO 4. Connect information and events in text to experience and to related text and sources.
(Grade 10)
PO 2. Generate clarifying questions in order to comprehend text.
PO 4. Connect information and events in text to experience and to related text and sources.

• *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

Strand 3: Comprehending Informational Text
Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.
Concept 2: Functional Text
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

(Grade 9)
PO 1 Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem
(Grade 10)
PO 1 Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem

Language Arts:
Writing
Strand 1: Writing Process
Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.
Concept 1: Prewriting
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

(High School)
*PO 1. Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, **graphic organizers**, record of writing ideas and discussion, printed material or other sources).*

Strand 2: Writing Elements
This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.
Concept 1: Ideas and Content
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

(High School)
PO 1. Maintain a clear, narrow focus to support the topic.
PO 2. Write with an identifiable purpose and for a specific audience.
PO 3. Provide sufficient, relevant and carefully selected details for support.
PO 4. Demonstrate a thorough, balanced explanation of the topic.
PO 5. Include ideas and details that show original perspective and insights.

Concept 6: Conventions

Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 1. Use capitals correctly for:

a. ***proper nouns:***
   - *holidays*
   - *place/regional names*
   - *languages*
   - *historical events*
   - *organizations*
   - *academic courses (e.g., algebra/Algebra I)*
   - *product names*

b. *words used as names (e.g., Grandpa, Aunt Lyn)*

c. *literary titles (i.e., book, story, poem, play, song)*

d. *titles*

e. *abbreviations*

f. ***proper adjectives*** *(e.g., German shepherd, Chinese restaurant)*

PO 2. Use commas to correctly punctuate:

a. items in a series

b. greetings and closings of letters

c. introductory words, phrases and clauses

d. ***direct address***

e. ***interruptors***

f. ***compound sentences***

g. ***appositives***

h. ***dialogue***

PO 9. Spell words correctly.

PO 11. Demonstrate control of grammar and usage in writing:

a. parts of speech

b. verb forms and tenses

c. subject/verb agreement

d. pronoun/antecedent agreement

e. parallel structure

f. comparative and superlative degrees of adjectives

g. modifier placement

h. **homonyms**

Science Standards:

Strand 3: Science in Personal and Social Perspectives

Science in Personal and Social Perspectives emphasizes developing the ability to design a solution to a problem, to understand the relationship between science and technology, and the ways people are involved in both. Students understand the impact of science and technology on human activity and the environment. This strand affords students the opportunity to understand their place in the world – as living creatures, consumers, decision makers, problem solvers, managers, and planners.

Concept 2: Science and Technology in Society

Develop viable solutions to a need or problem.
(High School)

PO 1. Analyze the costs, benefits, and risks of various ways of dealing with the following needs or problems:

- various forms of alternative energy
- storage of nuclear waste
- abandoned mines
- greenhouse gases
- hazardous wastes

Social Studies Standards:
Strand 3: Civics/Government
Concept 3: Functions of Government
Laws and policies are developed to govern, protect, and promote the well-being of the people.

(High School)

PO 4. Describe the regulatory functions of government (e.g., consumer protection, environment, health, labor, transportation and communication).

PO 5. Describe the factors and processes that determine major domestic policies (e.g., social security, education, health care, parks, environmental protection).

Concept 4: Rights, Responsibilities, and Roles of Citizenship
The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

(High School)

PO 4. Demonstrate the skills and knowledge needed to accomplish public purposes (e.g., group problem solving, public speaking, petitioning and protesting)

PO 5. Describe the role and influence of political parties, interest groups, and mass media:

a. political perspectives (e.g., liberalism, conservatism, progressivism, libertarianism)

b. influence of interest groups, lobbyists, and PAC's on elections, the political process and policy making

c. influence of the mass media on elections, the political process and policy making

Concept 5: Government Systems of the World
Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

(High School)

PO 2. Describe factors that influence United States foreign policy (e.g., trade, political tensions, sanctions, terrorism).

Strand 4: Geography
Concept 5: Environment and Society
Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it.

The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

(High School)

PO 2. Analyze how natural hazards impact humans (e.g., differences in disaster preparation between differently in developed and developing nations. world, why people continue to build in disaster-prone places).

PO 3. Analyze how changes in the natural environment can increase or diminish its capacity to support human activity (e.g., major droughts, warm and cold periods, volcanic eruptions, El Niño events, pollution).

PO 4. Analyze the environmental effects of human use of technology on the environment (e.g. irrigation, deforestation, overgrazing, global warming, atmospheric and climate changes, energy production costs and benefits, water management).

PO 6. Analyze policies and programs for resource use and management (e.g., the trade-off between environmental quality and economic growth in the twentieth century).

Concept 6: Geographic Applications

Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.

(High School)

PO 2. Analyze how changing perceptions of places and environments affect the choices of people and institutions (e.g., where individuals choose to live and work, Israeli settlements, role of military bases, Viking colonization and naming of Iceland).

Strand 5: Economics

Concept 1: Foundations of Economics

The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

(High School)

PO 1. Analyze the implications of scarcity:

a. limited resources and unlimited human wants influence choice at individual, national, and international levels
b. factors of production (e.g., natural, human, and capital resources, entrepreneurship, and technology)
c. marginal analysis by producers, consumers, savers, and investors

PO 3. Describe the characteristics of the mixed-market economy of the United States:

a. property rights
b. profit motive
c. consumer sovereignty
d. competition
e. role of the government
f. rational self-interest
g. invisible hand

PO 4. Evaluate the economic implications of current events from a variety of sources (e.g., magazine articles, newspaper articles, radio, television reports, editorials, Internet sites).

Concept 2: Microeconomics

Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

(High School)

PO 1. Describe how the interdependence of both households and firms is affected by trade, exchange, money, and banking:

a. why voluntary exchange occurs only when all participating parties expect to gain from the exchange
b. role and interdependence of households, firms, and government in the circular flow model of economic activity
c. role of entrepreneurs in a market economy and how profit is an incentive that leads entrepreneurs to accept risks of business failure
d. financial institutions and securities markets
e. importance of rule of law in a market economy for enforcement of contracts

PO 2. Describe how markets function:

- laws of supply and demand
- how a market price is determined
- graphs that demonstrate changes in supply and demand
- how price ceilings and floors cause shortages or surpluses
- comparison of monopolistic and competitive behaviors of production and the role of cost

Concept 3: Macroeconomics

Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being.

(High School)

PO 1. Determine how inflation, unemployment, and gross domestic product statistics are used in policy decisions.

PO 2. Explain the effects of inflation and deflation on different groups (e.g., borrowers v. lenders, fixed income/cost of living adjustments).

PO 3. Describe the economic and non-economic consequences of unemployment.

PO 4. Analyze fiscal policy and its effects on inflation, unemployment, and economic growth.

PO 6. Explain the effects of monetary policy on unemployment, inflation, and economic growth.

PO 7. Determine how investment in factories, machinery, new technology, and the health, education, and training of people can raise future standards of living.

Concept 5: Personal Finance

Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

(High School)

PO 1. Explain how education, career choices, and family obligations affect future

income
PO 3. Determine short- and long-term financial goals and plans, including income, spending, saving, and investing.
PO 4. Compare the advantages and disadvantages of using various forms of credit and the determinants of credit history.
PO 5. Explain the risk, return, and liquidity of short- and long-term saving and investment vehicles.

Arts Education Standards:
Theatre
Standard 1: Creating Art
Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.
Proficiency (Grades 9-12)
1AT-P1. Construct original scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience
PO 1. Construct an original or adapted dramatic piece or monologue, scene, or short play that develops character, human interaction, conflict and resolution

Standard 3: Art As Inquiry
Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.
Proficiency (Grades 9-12)
3AT-P1. Construct social meanings from classroom and formal productions from a variety of cultural and historical periods, and relate to current personal, national and international issues
PO 3. Analyze theatre's capacity for societal and personal self-examination and change

Workplace Skills:
Standard 1
Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
1WP-P2. Respond to verbal and nonverbal messages in ways that demonstrate understanding
PO 1. Respond appropriately to verbal messages
PO 2. Respond appropriately to nonverbal message
1WP-P4. Participate in conversation, discussion and/or group presentations using verbal and nonverbal communication with appropriate style and tone for audience and occasion
PO 1. Apply group interaction skills (verbal and nonverbal)
PO 2. Adapt style and tone to audience and occasion (verbal and nonverbal)
1WP-P5. Maintain records and information completely and accurately
PO 3. Maintain a complete and accurate system
1WP-P6. Create documents (e.g., letters, memos, manuals, graphs, flowcharts, directions, reports and proposals) that are clear, appropriate to the audience, subject

matter and purpose, and exhibit the writer's use of correct grammar, spelling and punctuation

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

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

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

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

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

Standard 3

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

Proficiency (Grades 9-12)

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

PO 1. Identify the problem
PO 4. Develop a plan within the context of the workplace to solve problem

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

PO 1. Identify available resources
PO 2. Allocate resources

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

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

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

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

Standard 4

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

Proficiency (Grades 9-12)

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

4WP-P2. Understand group dynamics

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

4WP-P5. Provide constructive feedback

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

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

PO 1. Communicate thoughts and ideas to clarify roles and responsibilities

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

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

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

PO 1. Identify/define expectations of clients, customers and community

Standard 5

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

Proficiency (Grades 9-12)

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

PO 1. Assess career interests, aptitudes and abilities

PO 2. Develop a career pathway plan

PO 3. Evaluate and revise plan, as needed

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

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

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

PO 1. Define ethics and effective workplace behaviors

PO 2. Use appropriate behaviors (time management, communications, interpersonal skills, life balance) that display success in life

Standard 6

Students illustrate how social, organizational and technological systems function.

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

Proficiency (Grades 9-12)

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

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

Standard 8

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

Proficiency (Grades 9-12)

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

PO 1. Develop a written personal/professional plan

8WP-P2. Prepare a short- and long-term personal budget; make expenditure, revenue and savings forecasts; maintain proper records

PO 1. Implement a written personal financial plan

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

PO 1. Develop written strategies for personal and career satisfaction

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.
- PS1.K 7 Recognize that situations, attitudes, and the behaviors of others affect your self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.K 7 Identify sources of outside pressure that affect you.
- PS2.A 7 Demonstrate the ability to handle outside pressure on you.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal PS3: Integrate personal growth and change into your career development.

- PS3.K 1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.
- PS3.K 4 Recognize that external events often cause life changes.
- PS3.A 4 Give examples of external events that have caused life changes for you.
- PS3.R 4 Assess your strategies for managing life changes caused by external events.
- PS3.K 5 Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
PS4.A 3 Give examples of decisions, factors, and circumstances that affect your current lifestyle.
PS4.K 4 Recognize that your life roles and your lifestyle are connected.
PS4.A 4 Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.A 1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals.
ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.
ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.
ED1.A 7 Show how your educational achievement and performance can expand your workplace options.
ED1.R 7 Assess how well your educational achievement and performance will transfer to the workplace.
ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.
ED1.A 8 Show how the ability to acquire and use information has affected your educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.K 1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.
ED2.A 1 Show how lifelong learning is helping you function effectively in a diverse and changing economy.
ED2.A 3 Demonstrate that you are an independent learner.
ED2.K 5 Identify types of ongoing learning experiences available to you (e.g., two- and four-year colleges, technical schools, apprenticeships, the military on-line courses, and on-the-job training).
ED2.K 6 Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).
ED2.K 7 Describe informal learning experiences that contribute to lifelong learning.
ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

CM1.K 1 Recognize that career planning to attain your career goals is a lifelong process.
CM1.A 4 Demonstrate career management skills and personal traits (e.g.,

resiliency, self efficacy, ability to identify trends and changes, and flexibility).

CM1.K 5 Recognize that changes in you and the world of work can affect your career plans.

CM1.A 5 Give examples of how changes in you and the world of work have caused you to adjust your career plans.

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.A 4 Show how exploring options affected a decision you made.

CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.K 6 Describe how education, work, and family experiences might impact your decisions.

CM2.K 7 Describe how biases and stereotypes can limit decisions.

CM2.K 9 Recognize that decision-making often involves compromise.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.A 1 Show how career information has been important in your plans and how it can be used in future plans.

CM3.K 2 Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.

CM3.A 2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.K 3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

K – Knowledge Application
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION HIGH SCHOOL STANDARDS

ACADEMIC DEVELOPMENT
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
Improve academic self-concept
Acquire skills for improving learning
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
Plan to achieve goals
Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.
Relate school to life experiences

CAREER DEVELOPMENT
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
Develop career awareness
Develop employment readiness
Standard B: Students will employ strategies to achieve future career success and satisfaction.
Acquire career information
Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.
Acquire knowledge to achieve career goals
Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
Acquire self-knowledge
Acquire interpersonal skills
Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
Self-knowledge applications
Standard C: Students will understand safety and survival skills.
Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:
- Listening
- Speaking

Thinking Skills:
- Creative Thinking
- Seeing Things in the Mind's Eye

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management

FIVE COMPETENCIES

Resources:
- Human Resources

Interpersonal:
- Participates as Member of a Team
- Works With Diversity

Information:
- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

Systems:
- Understands Systems

THE BE REAL GAME: UNIT II, SESSION 2

Unit II: Agents of Change
Session Two: Focus on the Journey
Summary: Students, using the education, skills, and work experience outlined in their Resumé Worksheets, seek and find new work.

ARIZONA ACADEMIC STANDARDS•

Language Arts:
Reading
Strand 1: Reading Process
Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.
Concept 6: Comprehension Strategies
Employ strategies to comprehend text.

(Grade 9)
PO 2. Generate clarifying questions in order to comprehend text.
PO 4. Connect information and events in text to experience and to related text and sources.
PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.
(Grade 10)
PO 2. Generate clarifying questions in order to comprehend text.
PO 4. Connect information and events in text to experience and to related text and sources.
PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.

Strand 3: Comprehending Informational Text
Comprehending Informational Text delineates specific and unique skills that are required

• *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

to understand the wide array of informational text that is a part of our day to day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

(Grade 9)

PO 3. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)

PO 8. Support conclusions drawn from ideas and concepts in expository text.

(Grade 10)

PO 3. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)

PO 7. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.

PO 8. Support conclusions drawn from ideas and concepts in expository text.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

(Grade 9)

PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.

(Grade 10)

PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.

Language Arts:

Writing

Strand 2: Writing Elements

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 6: Conventions

Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks

(High School)

PO 1. Use capitals correctly for:

a. ***proper nouns:***
   - *holidays*
   - *place/regional names*
   - *languages*

- *historical events*
- *organizations*
- *academic courses (e.g., algebra/Algebra I)*
- *product names*

b. *words used as names (e.g., Grandpa, Aunt Lyn)*
c. *literary titles (i.e., book, story, poem, play, song)*
d. *titles*
e. *abbreviations*
f. ***proper adjectives** (e.g., German shepherd, Chinese restaurant)*

PO 9. Spell words correctly.

Social Studies Standards:
Strand 3: Civics/Government
Concept 4: Rights, Responsibilities, and Roles of Citizenship
The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

(High School)

PO 3. Examine the basic political, social responsibilities of citizenship:

a. connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington's Farewell Speech), volunteerism
b. obligations of upholding the Constitution
c. obeying the law, serving on juries, paying taxes, voting, and military service
d. analyzing public issues, policy making, and evaluating candidates

PO 4. Demonstrate the skills and knowledge needed to accomplish public purposes (e.g., group problem solving, public speaking, petitioning and protesting)

Strand 5: Economics
Concept 5: Personal Finance
Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

(High School)

PO 1. Explain how education, career choices, and family obligations affect future income.

Arts Education Standards:
Theatre
Standard 1: Creating Art
Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.
Proficiency (Grades 9-12)
1AT-P1. Construct original scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience

PO 1. Construct an original or adapted dramatic piece or monologue, scene, or

short play that develops character, human interaction, conflict and resolution

Standard 3: Art As Inquiry
Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.
Proficiency (Grades 9-12)
3AT-P1. Construct social meanings from classroom and formal productions from a variety of cultural and historical periods, and relate to current personal, national and international issues
PO 1. Explain the relationship between a production's concept and current personal, national and/or international issues

Workplace Skills:
Standard 1
Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
1WP-P1. (Optional) Exhibit interviewing skills (e.g., responding effectively to questions; using language that conveys maturity, sensitivity and respect; dressing appropriately; and using appropriate body language)
PO 1. Respond effectively to interview questions
PO 2. Employ suitable interview language
PO 4. Exhibit appropriate body language
1WP-P2. Respond to verbal and nonverbal messages in ways that demonstrate understanding
PO 1. Respond appropriately to verbal messages
PO 2. Respond appropriately to nonverbal message
1WP-P3. Communicate a clear message and respond to listener feedback
PO 1. Formulate a clear message using acceptable format
PO 2. Respond appropriately to listener feedback
1WP-P4. Participate in conversation, discussion and/or group presentations using verbal and nonverbal communication with appropriate style and tone for audience and occasion
PO 1. Apply group interaction skills (verbal and nonverbal)
PO 2. Adapt style and tone to audience and occasion (verbal and nonverbal)
1WP-P5. Maintain records and information completely and accurately
PO 3. Maintain a complete and accurate system
1WP-P6. Create documents (e.g., letters, memos, manuals, graphs, flowcharts, directions, reports and proposals) that are clear, appropriate to the audience, subject matter and purpose, and exhibit the writer's use of correct grammar, spelling and punctuation
PO 1. Select style and format
PO 2. Establish clear purpose for a specific audience
PO 3. Use correct grammar, spelling and punctuation
PO 4. Create an acceptable document
1WP-P8. Summarize information from reading material, clearly and succinctly articulating its major points and proposals

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

Standard 3
Students apply critical and creative thinking skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
3WP-P1. Develop a plan to solve complex problems by gathering, selecting and analyzing data; include determining the history and politics of the situation
PO 1. Identify the problem
PO 2. Select needed data
PO 3. Analyze data
PO 4. Develop a plan within the context of the workplace to solve problem
3WP-P4. Demonstrate the ability to adapt new information to changing situations and requirements
PO 1. Demonstrate the ability to apply new information to changing situations and requirements
3WP-P5. Combine ideas or information in new ways, make connections between seemingly unrelated ideas and reshape goals in ways that reveal new possibilities to solve problems
PO 1. Integrate existing ideas and information in new ways to solve a problem

Standard 4
Students work individually and collaboratively within team settings to accomplish objectives.
Proficiency (Grades 9-12)
4WP-P1. Demonstrate ability to work with others from diverse backgrounds, including identifying individual interests, aptitudes and skills; teach others new skills
4WP-P2. Understand group dynamics
PO 1. Identify personal qualities
PO 2. Demonstrate an understanding of group dynamics
PO 3. Work well with others
4WP-P7. Demonstrate punctuality, trustworthiness, civility and initiative on school projects
PO 1. Complete school projects on time, with integrity, while displaying conduct befitting a citizen of the class

Standard 5
Students will demonstrate a set of marketable skills that enhance career options.
Proficiency (Grades 9-12)
5WP-P1. Write, evaluate and revise a career plan consistent with occupational interests, aptitudes and abilities
PO 1. Assess career interests, aptitudes and abilities
5WP-P2. Demonstrate job acquisition skills by completing resume and job applications and by demonstrating interviewing techniques
PO 1. Demonstrate job acquisition skills as defined by the instructor

5WP-P3. Exhibit work ethics and behaviors essential for success in all areas of life
PO 1. Define ethics and effective workplace behaviors
PO 2. Use appropriate behaviors (time management, communications, interpersonal skills, life balance) that display success in life

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.K 2 Identify your abilities, strengths, skills, and talents.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.K 3 Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.R 1 Evaluate your use of effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.K 4 Recognize that your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
- ED1.A 3 Demonstrate acquisition of study skills and learning habits that

promote educational achievement and performance.

ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.

ED1.K 7 Recognize that your educational achievement and performance can lead to many workplace options.

ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.

ED1.A 8 Show how the ability to acquire and use information has affected your educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.A 3 Demonstrate that you are an independent learner.

ED2.K 5 Identify types of ongoing learning experiences available to you (e.g., two- and four-year colleges, technical schools, apprenticeships, the military on-line courses, and on-the-job training).

ED2.K 6 Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).

ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.K 6 Describe how education, work, and family experiences might impact your decisions.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.A 2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.

CM3.K 5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K 1 Describe academic, occupational, and general employability skills.

CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.R 1 Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.

CM4.K 2 Identify job seeking skills such as the ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.A 2 Demonstrate the following job seeking skills: the ability to write a resume and cover letter, complete a job application, interview for a job,

	and find and pursue employment leads.
CM4.R 2	Evaluate your ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.
CM4.K 3	Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.
CM4.A 3	Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
CM4.K 4	Recognize that many skills are transferable from one occupation to another.

K – Knowledge Application
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION HIGH SCHOOL STANDARDS

ACADEMIC DEVELOPMENT
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
Improve academic self-concept
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college
Plan to achieve goals
Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.
Relate school to life experiences

CAREER DEVELOPMENT
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
Develop employment readiness
Standard B: Students will employ strategies to achieve future career success and satisfaction.
Acquire career information
Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.
Acquire knowledge to achieve career goals
Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
Acquire self-knowledge
Acquire interpersonal skills
Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
Self-knowledge applications
Standard C: Students will understand safety and survival skills.
Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:
- Reading
- Listening
- Speaking

Thinking Skills:
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

FIVE COMPETENCIES

Resources:
- Time
- Human Resources

Interpersonal:
- Participates as Member of a Team
- Works With Diversity

Information:
- Acquires and Evaluates Information
- Organizes and Maintains Information

Systems:
- Understands Systems

THE BE REAL GAME: UNIT II, SESSION 3

Unit II: Agents of Change
Session Three: The Brainstorm Spin Game
Summary: Students review the vocabulary and concepts used in Unit Two by playing the Brainstorm Spin Game.

ARIZONA ACADEMIC STANDARDS•

Language Arts:
Reading
Strand 1: Reading Process
Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.
Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.

(Grade 9)
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).
(Grade 10)
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).

Social Studies Standards:
Strand 3: Civics/Government
Concept 4: Rights, Responsibilities, and Roles of Citizenship
The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

(High School)
PO 3. Examine the basic political, social responsibilities of citizenship:
a. connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington's Farewell Speech), volunteerism

• *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

b. obligations of upholding the Constitution
c. obeying the law, serving on juries, paying taxes, voting, and military service
d. analyzing public issues, policy making, and evaluating candidates

PO 4. Demonstrate the skills and knowledge needed to accomplish public purposes (e.g., group problem solving, public speaking, petitioning and protesting)

Strand 5: Economics
Concept 1: Foundations of Economics
The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

(High School)

PO 1. Analyze the implications of scarcity:
a. limited resources and unlimited human wants influence choice at individual, national, and international levels
b. factors of production (e.g., natural, human, and capital resources, entrepreneurship, and technology)
c. marginal analysis by producers, consumers, savers, and investors

PO 3. Describe the characteristics of the mixed-market economy of the United States:
a. property rights
b. profit motive
c. consumer sovereignty
d. competition
e. role of the government
f. rational self-interest
g. invisible hand

Concept 5: Personal Finance
Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

(High School)

PO 1. Explain how education, career choices, and family obligations affect future income.

Workplace Skills:
Standard 1
Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
1WP-P4. Participate in conversation, discussion and/or group presentations using verbal and nonverbal communication with appropriate style and tone for audience and occasion

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

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

PO 3. Maintain a complete and accurate system

Standard 4
Students work individually and collaboratively within team settings to accomplish objectives.
Proficiency (Grades 9-12)
4WP-P1. Demonstrate ability to work with others from diverse backgrounds, including identifying individual interests, aptitudes and skills; teach others new skills
4WP-P2. Understand group dynamics
PO 1. Identify personal qualities
PO 2. Demonstrate an understanding of group dynamics
PO 3. Work well with others
4WP-P4. Monitor individual performance and team effectiveness
PO 1. Conduct periodic checks of individual team member's contributions and the team's progress in obtaining goals
4WP-P5. Provide constructive feedback
PO 1. Define feedback criteria
PO 2. Give constructive feedback to team participants that strengthens individual and group performance
4WP-P6. Assume leadership roles in team settings to accomplish tasks
PO 1. Communicate thoughts and ideas to clarify roles and responsibilities
PO 3. Motivate team to accomplish tasks
PO 4. Evaluate team effectiveness
4WP-P7. Demonstrate punctuality, trustworthiness, civility and initiative on school projects
PO 1. Complete school projects on time, with integrity, while displaying conduct befitting a citizen of the class

Standard 5
Students will demonstrate a set of marketable skills that enhance career options.
Proficiency (Grades 9-12)
5WP-P3. Exhibit work ethics and behaviors essential for success in all areas of life
PO 1. Define ethics and effective workplace behaviors
PO 2. Use appropriate behaviors (time management, communications, interpersonal skills, life balance) that display success in life

Standard 7
Students demonstrate technological literacy for productivity in the workplace.
Proficiency (Grades 9-12)
7WP-P2. Analyze the impact of technological changes on tasks, people and society
PO 1. Define technology as it relates to tasks, people, society, and careers
PO 2. Analyze the impact

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.
- PS1.K 7 Recognize that situations, attitudes, and the behaviors of others affect your self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.A 5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.K 7 Identify sources of outside pressure that affect you.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.K 9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
- PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
- PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.K1 1 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.K 4 Recognize that your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.

ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.A 3 Demonstrate that you are an independent learner.

ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.A 4 Show how exploring options affected a decision you made.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.A 7 Demonstrate skills that show how you can market yourself in the workplace.

K – Knowledge Application
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION HIGH SCHOOL STANDARDS

ACADEMIC DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

- Improve academic self-concept
- Acquire skills for improving learning
- Achieve school success

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college

- Improve learning
- Plan to achieve goals

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

- Relate school to life experiences

CAREER DEVELOPMENT

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop career awareness
- Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

- Acquire career information
- Identify career goals

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

- Acquire knowledge to achieve career goals
- Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

- Acquire self-knowledge
- Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

- Self-knowledge applications

Standard C: Students will understand safety and survival skills.

- Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:
- Reading
- Listening
- Speaking

Thinking Skills:
- Creative Thinking
- Decision Making
- Seeing Things in the Mind's Eye

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

FIVE COMPETENCIES

Resources:
- Time
- Human Resources

Interpersonal:
- Participates as Member of a Team
- Exercises Leadership
- Works With Diversity

Information:
- Acquires and Evaluates Information
- Organizes and Maintains Information

Systems:
- Understands Systems

THE BE REAL GAME: UNIT III, SESSION 1

Unit III: Exploring the Future
Session One: Looking Back, Looking Ahead
Summary: Students reflect on what they liked and didn't like about their fictional work environments and roles. As well, students reflect on what their ideal work environment would be.

ARIZONA ACADEMIC STANDARDS•

Language Arts:
Reading
Strand 3: Comprehending Informational Text
Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.
Concept 1: Expository Text
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

(Grade 9)
PO 3. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)
PO 5. Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. (Connected to Research Strand in Writing)
PO 8. Support conclusions drawn from ideas and concepts in expository text.
(Grade 10)
PO 3. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)
PO 5. Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. (Connected to Research Strand in Writing)

• *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

PO 7. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.

PO 8. Support conclusions drawn from ideas and concepts in expository text.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

(Grade 9)

PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.

PO 3. Identify the objective(s) of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents).

(Grade 10)

PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.

PO 3. Analyze the effectiveness of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents) to achieve its stated purpose(s).

Language Arts:

Standard 3: Listening and Speaking

Students effectively listen and speak in situations, which serve different purposes and involve a variety of audiences.

Proficiency (Grades 9 and 10)

3LS-P5. Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons and analogies

Standard 4: Viewing and Presenting

Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.

Proficiency (Grades 9 and 10)

4VP-P1. Analyze and evaluate visual media for language, subject matter and visual techniques used to influence attitudes, decision making and cultural perceptions

Social Studies Standards:

Strand 3: Civics/Government

Concept 4: Rights, Responsibilities, and Roles of Citizenship

The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

(High School)

PO 1. Analyze basic individual rights and freedoms guaranteed by Amendments and laws.:

a. freedom of religion, speech, press, assembly and petition in the First Amendment

b. right to bear arms in the Second Amendment

c. Ninth Amendment and guarantee of people's unspecified rights

d. civil rights in the Thirteenth and Fourteenth Amendments
e. voting rights in the Fifteenth, Nineteenth, Twenty-third, Twenty fourth, and Twenty-sixth Amendments; Native American citizenship and voting rights (Arizona, 1948); Voting Rights Act of 1965
f. conflicts which occur between rights (e.g., the tensions between the right to a fair trial and freedom of the press, and between majority rule and individual rights)
g. right to work laws

PO 3. Examine the basic political, social responsibilities of citizenship:
a. connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington's Farewell Speech), volunteerism
b. obligations of upholding the Constitution
c. obeying the law, serving on juries, paying taxes, voting, and military service
d. analyzing public issues, policy making, and evaluating candidates

PO 4. Demonstrate the skills and knowledge needed to accomplish public purposes (e.g., group problem solving, public speaking, petitioning and protesting)

Strand 5: Economics
Concept 5: Personal Finance
Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

(High School)

PO 1. Explain how education, career choices, and family obligations affect future income

PO 3. Determine short- and long-term financial goals and plans, including income, spending, saving, and investing.

Workplace Skills:
Standard 1
Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
1WP-P2. Respond to verbal and nonverbal messages in ways that demonstrate understanding

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

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

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

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

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

1WP-P5. Maintain records and information completely and accurately
PO 1. Identify basic record keeping skills
PO 3. Maintain a complete and accurate system
1WP-P8. Summarize information from reading material, clearly and succinctly articulating its major points and proposals
PO 1. Identify major points from written materials
PO 2. Summarize major points clearly and concisely
1WP-P10. Research and synthesize information and develop a written document to convey that information which is appropriate to the audience
PO 1. Judge the accuracy, appropriateness, style and plausibility of reports, proposals, and/or theories
PO 3. Develop accurate and appropriate documents that synthesize the information using accurate grammar, mechanics, and vocabulary

Standard 3
Students apply critical and creative thinking skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
3WP-P1. Develop a plan to solve complex problems by gathering, selecting and analyzing data; include determining the history and politics of the situation
PO 1. Identify the problem
PO 2. Select needed data
PO 3. Analyze data
PO 4. Develop a plan within the context of the workplace to solve problem
3WP-P4. Demonstrate the ability to adapt new information to changing situations and requirements
PO 1. Demonstrate the ability to apply new information to changing situations and requirements
3WP-P5. Combine ideas or information in new ways, make connections between seemingly unrelated ideas and reshape goals in ways that reveal new possibilities to solve problems
PO 1. Integrate existing ideas and information in new ways to solve a problem

Standard 4
Students work individually and collaboratively within team settings to accomplish objectives.
Proficiency (Grades 9-12)
4WP-P1. Demonstrate ability to work with others from diverse backgrounds, including identifying individual interests, aptitudes and skills; teach others new skills
4WP-P2. Understand group dynamics
PO 1. Identify personal qualities
PO 2. Demonstrate an understanding of group dynamics
PO 3. Work well with others
4WP-P4. Monitor individual performance and team effectiveness
PO 1.Conduct periodic checks of individual team member's contributions and the team's progress in obtaining goals

4WP-P5. Provide constructive feedback
PO 1. Define feedback criteria
PO 2. Give constructive feedback to team participants that strengthens individual and group performance
4WP-P6. Assume leadership roles in team settings to accomplish tasks
PO 1. Communicate thoughts and ideas to clarify roles and responsibilities
PO 2. Delegate tasks and responsibilities effectively
PO 3. Motivate team to accomplish tasks
PO 4. Evaluate team effectiveness
4WP-P7. Demonstrate punctuality, trustworthiness, civility and initiative on school projects
PO 1. Complete school projects on time, with integrity, while displaying conduct befitting a citizen of the class

Standard 5
Students will demonstrate a set of marketable skills that enhance career options.
Proficiency (Grades 9-12)
5WP-P1. Write, evaluate and revise a career plan consistent with occupational interests, aptitudes and abilities
PO 1. Assess career interests, aptitudes and abilities
PO 2. Develop a career pathway plan
PO 3. Evaluate and revise plan, as needed
5WP-P2. Demonstrate job acquisition skills by completing resume and job applications and by demonstrating interviewing techniques
PO 1. Demonstrate job acquisition skills as defined by the instructor
5WP-P3. Exhibit work ethics and behaviors essential for success in all areas of life
PO 1. Define ethics and effective workplace behaviors
PO 2. Use appropriate behaviors (time management, communications, interpersonal skills, life balance) that display success in life
5WP-P4. Demonstrate marketable occupational skills for an entry-level job based on career interests

Standard 6
Students illustrate how social, organizational and technological systems function.
Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).
Proficiency (Grades 9-12)
6WP-P2. Evaluate the quality and performance of workplace systems, distinguish trends, and recommend improvements and modifications to an existing system to improve products or services
PO 1. Describe alternate workplace systems
PO 2. Evaluate the quality and performance of workplace systems
PO 3. Distinguish trends in workplace systems

Standard 8
Students apply principles of resource management and develop skills that promote personal and professional well-being.
Proficiency (Grades 9-12)
8WP-P1. Set and prioritize their goals, estimate the time required to complete each assigned task, and prepare and follow the timeline/ schedule
PO 1. Develop a written personal/professional plan
8WP-P4. Identify strategies for balancing self, family, work, leisure and citizenship; ways to reduce the impact of stress; and how both relate to personal and career satisfaction
PO 1. Develop written strategies for personal and career satisfaction
Distinction (Grades 9-12)
8WP-D2. Maintain a personal management system by setting goals, managing resources, and balancing life choices to accomplish career and life satisfaction
8WP-D3. Select relevant goals, prioritize them, allocate time to each, and prepare and follow schedules when solving workplace or school projects

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.K 1 Identify your interests, likes, and dislikes.
- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.R 1 Assess how your interests and preferences are reflected in your career goals.
- PS1.K 4 Identify your work values/needs.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.R 4 Assess how your work values/needs are reflected in your career goals.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal PS3: Integrate personal growth and change into your career development.

- PS3.K 1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.
- PS3.K 3 Recognize that your motivations and aspirations are likely to change with time and circumstances.
- PS3.K 4 Recognize that external events often cause life changes.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.K 3 Describe the concept of lifestyle.
- PS4.A 3 Give examples of decisions, factors, and circumstances that affect your

current lifestyle.
PS4.R 3 Analyze how specific lifestyle changes would affect the attainment of your career goals.
PS4.K 4 Recognize that your life roles and your lifestyle are connected.
PS4.A 4 Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN
Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.
ED1.A 1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals.
ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.
ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.
ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.
ED1.A 8 Show how the ability to acquire and use information has affected your educational achievement and performance.
Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.
ED2.A 3 Demonstrate that you are an independent learner.
ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN
Goal CM1: Create and manage a career plan that meets your career goals.
CM1.K 1 Recognize that career planning to attain your career goals is a lifelong process.
CM1.A 2 Develop a career plan to meet your career goals.
CM1.A 4 Demonstrate career management skills and personal traits (e.g., resiliency, self efficacy, ability to identify trends and changes, and flexibility).
Goal CM2: Use a process of decision-making as one component of career development.
CM2.A 2 Demonstrate the use of a decision-making model.
CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.
CM2.A 4 Show how exploring options affected a decision you made.
CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.
CM2.A 5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.
CM2.R 5 Evaluate the affect of personal priorities, culture, beliefs, and work values in your decision-making.
CM2.K 9 Recognize that decision-making often involves compromise.
Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.A 1 Show how career information has been important in your plans and how it can be used in future plans.
CM3.A 2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.
CM3.K 4 Identify several ways to classify occupations.
CM3.A 4 Give examples of how occupational classification systems can be used in career planning.
CM3.K 5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.
CM3.A 5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K 1 Describe academic, occupational, and general employability skills.
CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.
CM4.R 1 Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.
CM4.K 3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.
CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
CM4.R 3 Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
CM4.K 4 Recognize that many skills are transferable from one occupation to another.
CM4.A 7 Demonstrate skills that show how you can market yourself in the workplace.

Goal CM5: Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.K 2 Identify economic conditions that affect your career plans.
CM5.K 3 Identify employment trends that affect your career plans.

K – Knowledge Application
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION HIGH SCHOOL STANDARDS

ACADEMIC DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Improve academic self-concept
Acquire skills for improving learning
Achieve school success

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Improve learning
Plan to achieve goals

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

Relate school to life experiences

CAREER DEVELOPMENT

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Develop career awareness
Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Acquire career information
Identify career goals

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

Acquire knowledge to achieve career goals
Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Acquire self-knowledge
Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Self-knowledge applications

Standard C: Students will understand safety and survival skills.

Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:
- Listening
- Speaking

Thinking Skills:
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

FIVE COMPETENCIES

Resources:
- Time
- Money
- Material and Facilities
- Human Resources

Interpersonal:
- Participates as Member of a Team
- Exercises Leadership
- Works With Diversity

Information:
- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

Systems:
- Understands Systems

THE BE REAL GAME: UNIT III, SESSION 2

Unit III: Exploring the Future
Session Two: Who Am I Really?
Summary: Students are introduced to an array of career exploration tools/exercises that are intended to give them an insight into their interests, skills, and learning styles.

ARIZONA ACADEMIC STANDARDS•

Language Arts:
Reading
Strand 1: Reading Process
Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.
Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.

(Grade 9)
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).
PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.
(Grade 10)
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).
PO 5. Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.

Strand 3: Comprehending Informational Text
Comprehending Informational Text delineates specific and unique skills that are required

• *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

to understand the wide array of informational text that is a part of our day to day experiences.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

(Grade 9)

PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.

PO 3. Identify the objective(s) of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents).

(Grade 10)

PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.

PO 3. Analyze the effectiveness of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents) to achieve its stated purpose(s).

Language Arts:

Standard 3: Listening and Speaking

Students effectively listen and speak in situations, which serve different purposes and involve a variety of audiences.

Proficiency (Grades 9 and 10)

3LS-P5. Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons and analogies

Social Studies Standards:

Strand 3: Civics/Government

Concept 4: Rights, Responsibilities, and Roles of Citizenship

The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

(High School)

PO 4. Demonstrate the skills and knowledge needed to accomplish public purposes (e.g., group problem solving, public speaking, petitioning and protesting)

Strand 5: Economics

Concept 5: Personal Finance

Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

(High School)

PO 1. Explain how education, career choices, and family obligations affect future income

Workplace Skills:

Standard 1

Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
1WP-P2. Respond to verbal and nonverbal messages in ways that demonstrate understanding
PO 1. Respond appropriately to verbal messages
PO 2. Respond appropriately to nonverbal message
1WP-P3. Communicate a clear message and respond to listener feedback
PO 1. Formulate a clear message using acceptable format
PO 2. Respond appropriately to listener feedback
1WP-P4. Participate in conversation, discussion and/or group presentations using verbal and nonverbal communication with appropriate style and tone for audience and occasion
PO 1. Apply group interaction skills (verbal and nonverbal)
PO 2. Adapt style and tone to audience and occasion (verbal and nonverbal)
1WP-P5. Maintain records and information completely and accurately
PO 1. Identify basic record keeping skills
PO 3. Maintain a complete and accurate system
1WP-P8. Summarize information from reading material, clearly and succinctly articulating its major points and proposals
PO 1. Identify major points from written materials
PO 2. Summarize major points clearly and concisely
1WP-P10. Research and synthesize information and develop a written document to convey that information which is appropriate to the audience
PO 1. Judge the accuracy, appropriateness, style and plausibility of reports, proposals, and/or theories
PO 3. Develop accurate and appropriate documents that synthesize the information using accurate grammar, mechanics, and vocabulary

Standard 3
Students apply critical and creative thinking skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
3WP-P1. Develop a plan to solve complex problems by gathering, selecting and analyzing data; include determining the history and politics of the situation
PO 1. Identify the problem
PO 2. Select needed data
PO 3. Analyze data
PO 4. Develop a plan within the context of the workplace to solve problem
3WP-P4. Demonstrate the ability to adapt new information to changing situations and requirements
PO 1. Demonstrate the ability to apply new information to changing situations and requirements
3WP-P5. Combine ideas or information in new ways, make connections between seemingly unrelated ideas and reshape goals in ways that reveal new possibilities to solve problems
PO 1. Integrate existing ideas and information in new ways to solve a problem

Standard 4
Students work individually and collaboratively within team settings to accomplish objectives.
Proficiency (Grades 9-12)
4WP-P1. Demonstrate ability to work with others from diverse backgrounds, including identifying individual interests, aptitudes and skills; teach others new skills
4WP-P2. Understand group dynamics
PO 1. Identify personal qualities
PO 2. Demonstrate an understanding of group dynamics
PO 3. Work well with others
4WP-P4. Monitor individual performance and team effectiveness
PO 1.Conduct periodic checks of individual team member's contributions and the team's progress in obtaining goals
4WP-P5. Provide constructive feedback
PO 1. Define feedback criteria
PO 2. Give constructive feedback to team participants that strengthens individual and group performance
4WP-P6. Assume leadership roles in team settings to accomplish tasks
PO 1. Communicate thoughts and ideas to clarify roles and responsibilities
PO 2. Delegate tasks and responsibilities effectively
PO 3. Motivate team to accomplish tasks
PO 4. Evaluate team effectiveness
4WP-P7. Demonstrate punctuality, trustworthiness, civility and initiative on school projects
PO 1. Complete school projects on time, with integrity, while displaying conduct befitting a citizen of the class

Standard 5
Students will demonstrate a set of marketable skills that enhance career options.
Proficiency (Grades 9-12)
5WP-P1. Write, evaluate and revise a career plan consistent with occupational interests, aptitudes and abilities
PO 1. Assess career interests, aptitudes and abilities
PO 2. Develop a career pathway plan
PO 3. Evaluate and revise plan, as needed
5WP-P2. Demonstrate job acquisition skills by completing resume and job applications and by demonstrating interviewing techniques
PO 1. Demonstrate job acquisition skills as defined by the instructor
5WP-P3. Exhibit work ethics and behaviors essential for success in all areas of life
PO 1. Define ethics and effective workplace behaviors
PO 2. Use appropriate behaviors (time management, communications, interpersonal skills, life balance) that display success in life
5WP-P4. Demonstrate marketable occupational skills for an entry-level job based on career interests

Standard 6
Students illustrate how social, organizational and technological systems function.
Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).
Proficiency (Grades 9-12)
6WP-P2. Evaluate the quality and performance of workplace systems, distinguish trends, and recommend improvements and modifications to an existing system to improve products or services

PO 1. Describe alternate workplace systems
PO 2. Evaluate the quality and performance of workplace systems
PO 3. Distinguish trends in workplace systems

Standard 8
Students apply principles of resource management and develop skills that promote personal and professional well-being.
Proficiency (Grades 9-12)
8WP-P1. Set and prioritize their goals, estimate the time required to complete each assigned task, and prepare and follow the timeline/ schedule

PO 1. Develop a written personal/professional plan

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

PO 1. Develop written strategies for personal and career satisfaction

Distinction (Grades 9-12)
8WP-D2. Maintain a personal management system by setting goals, managing resources, and balancing life choices to accomplish career and life satisfaction
8WP-D3. Select relevant goals, prioritize them, allocate time to each, and prepare and follow schedules when solving workplace or school projects

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.K 1 Identify your interests, likes, and dislikes.
- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.R 1 Assess how your interests and preferences are reflected in your career goals.
- PS1.K 2 Identify your abilities, strengths, skills, and talents.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.R 2 Assess the impact of your abilities, strengths, skills, and talents on your career development.
- PS1.K 3 Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- PS1.R 3 Assess the impact of your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty) on your career development.
- PS1.K 4 Identify your work values/needs.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.R 4 Assess how your work values/needs are reflected in your career goals.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.R 1 Evaluate your use of effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.R 3 Evaluate how your positive social skills (e.g., good manners and showing gratitude) contribute to effective interactions with others.
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.K 10 Recognize that the ability to interact positively with diverse groups of

people may contribute to learning and academic achievement.

PS2.K11 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.

Goal PS3: Integrate personal growth and change into your career development.

PS3.K 1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).

PS4.A 1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.

PS4.R 1 Assess the impact of your life roles on career goals.

PS4.K 3 Describe the concept of lifestyle.

PS4.A 3 Give examples of decisions, factors, and circumstances that affect your current lifestyle.

PS4.R 3 Analyze how specific lifestyle changes would affect the attainment of your career goals.

PS4.K 4 Recognize that your life roles and your lifestyle are connected.

PS4.A 4 Show how your life roles and your lifestyle are connected.

PS4.R 4 Assess how changes in your life roles would affect your lifestyle.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.

ED1.A 1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals.

ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

ED1.K 4 Identify your learning style.

ED1.A 4 Show how you are using learning style information to improve educational achievement and performance.

ED1.R 4 Analyze your learning style to develop behaviors to maximize educational achievement and performance.

ED1.K 6 Describe how personal attitudes and behaviors can impact educational achievement and performance.

ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.

ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.

ED1.A 8 Show how the ability to acquire and use information has affected your educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.A 3 Demonstrate that you are an independent learner.

ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

CM1.K 1 Recognize that career planning to attain your career goals is a lifelong process.
CM1.A 2 Develop a career plan to meet your career goals.
CM1.A 3 Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).
CM1.K 4 Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.
CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.
CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.
CM2.A 5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.
CM2.K 6 Describe how education, work, and family experiences might impact your decisions.
CM2.A 6 Give specific examples of how your education, work, and family experiences have influenced your decisions.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.A 1 Show how career information has been important in your plans and how it can be used in future plans.
CM3.K 2 Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.
CM3.A 2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.
CM3.K 4 Identify several ways to classify occupations.
CM3.A 4 Give examples of how occupational classification systems can be used in career planning.
CM3.K 5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.
CM3.A 5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K 1 Describe academic, occupational, and general employability skills.
CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance

your employment.

CM4.R 1 Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.

CM4.K 3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.R 3 Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.K 4 Recognize that many skills are transferable from one occupation to another.

CM4.A 7 Demonstrate skills that show how you can market yourself in the workplace.

Goal CM5: Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.K 3 Identify employment trends that affect your career plans.

K – Knowledge Application
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION HIGH SCHOOL STANDARDS

ACADEMIC DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

- Improve academic self-concept
- Acquire skills for improving learning
- Achieve school success

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

- Improve learning
- Plan to achieve goals

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

- Relate school to life experiences

CAREER DEVELOPMENT

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop career awareness
- Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

- Acquire career information
- Identify career goals

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

- Acquire knowledge to achieve career goals
- Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

- Acquire self-knowledge
- Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

- Self-knowledge applications

Standard C: Students will understand safety and survival skills.

- Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:
- Reading
- Listening
- Speaking

Thinking Skills:
- Creative Thinking
- Decision Making
- Seeing Things in the Mind's Eye
- Knowing How to Learn

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

FIVE COMPETENCIES

Resources:
- Human Resources

Interpersonal:
- Participates as Member of a Team
- Works With Diversity

Information:
- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

Systems:
- Understands Systems

THE BE REAL GAME: UNIT III, SESSION 3

Unit III: Exploring the Future
Session Three: Who Am I Really?
Summary: Students, using the information, knowledge, and experience gained from the simulated society they created in previous sessions and their personal exploration exercises, now apply what they have learned to create their Student Action Plans.

ARIZONA ACADEMIC STANDARDS•

Language Arts:
Reading
Strand 1: Reading Process
Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.
Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.

(Grade 9)
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).
PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.
(Grade 10)
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).
PO 5. Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.

Concept 6: Comprehension Strategies
Employ strategies to comprehend text.

(Grade 9)

• *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).
PO 2. Generate clarifying questions in order to comprehend text.
PO 4. Connect information and events in text to experience and to related text and sources.
PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.
(Grade 10)
PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).
PO 2. Generate clarifying questions in order to comprehend text.
PO 4. Connect information and events in text to experience and to related text and sources.
PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.

Strand 3: Comprehending Informational Text
Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.
Concept 1: Expository Text
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.
(Grade 9)
PO 2. Distinguish facts from opinions in expository selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text.
PO 3. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)
PO 4. Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs, and/or timelines. (Connected to Research Strand in Writing)
PO 5. Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. (Connected to Research Strand in Writing)
PO 8. Support conclusions drawn from ideas and concepts in expository text.
(Grade 10)
PO 2. Distinguish supported inferences from unsupported inferences in expository selections such as editorials, newspaper articles, essays, reviews, and critiques.
PO 3. Locate specific information by using organizational features (e.g., table of

contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)

PO 4. Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs and/or timelines for a research document or other assigned tasks. (Connected to Research Strand in Writing)

PO 5. Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. (Connected to Research Strand in Writing)

PO 7. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.

PO 8. Support conclusions drawn from ideas and concepts in expository text.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

(Grade 9)

PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.

PO 3. Identify the objective(s) of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents).

(Grade 10)

PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.

PO 3. Analyze the effectiveness of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents) to achieve its stated purpose(s).

Language Arts:

Standard 3: Listening and Speaking

Students effectively listen and speak in situations, which serve different purposes and involve a variety of audiences.

Proficiency (Grades 9 and 10)

3LS-P5. Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons and analogies

Social Studies Standards:

Strand 3: Civics/Government

Concept 4: Rights, Responsibilities, and Roles of Citizenship

The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

(High School)

PO 4. Demonstrate the skills and knowledge needed to accomplish public purposes (e.g., group problem solving, public speaking, petitioning and protesting)

Strand 5: Economics
Concept 5: Personal Finance
Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

(High School)

PO 1. Explain how education, career choices, and family obligations affect future income

PO 3. Determine short- and long-term financial goals and plans, including income, spending, saving, and investing.

Technology Education Standards:
Standard 1: Fundamental Operations And Concepts
Students understand the operations and function of technology systems and are proficient in the use of technology.
(Proficiency Grades 9-12)
1T-P1. Use the appropriate technology device to complete a task
See: Mathematics (3M-P1 and P3, 4M-P2)*

PO 1. Given a task, select the appropriate technology device(s) (e.g., reporting a news story using digital and video camera and online editing to publish on the Web; gathering data using scientific probes and graphing calculators)

1T-P2. Make informed choices among technology systems, resources and services
See: Arts {Music} (1AM-P10) and Language Arts (VP-P)

PO 1. Create criteria to compare and contrast technology systems, resources and services (e.g., which Internet service provider, music system, Web browser or graphics package meets criteria)

Standard 2: Social, Ethical And Human Issues
Students understand the social, ethical and human issues related to using technology in their daily lives and demonstrate responsible use of technology systems, information and software.
(Proficiency Grades 9-12)
2T-P1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services
See: Arts {Music} (2AM-P3) and Social Studies (1SS-P1, PO2)

PO 1. Make informed choices among technology systems, resources and services in a variety of contexts

Standard 3: Technology Productivity Tools
Students use technology tools to enhance learning, to increase productivity and creativity, and to construct technology-enhanced models, prepare publications and produce other creative works.
(Proficiency Grades 9-12)
3T-P2. Use a variety of technology tools for data collection and analysis to support a decision *See: Arts {Theatre}(1AT-P6), Mathematics (2M-P2, 3M-P3) and Social Studies (1SS-P1,*

PO2)

PO 1. Select appropriate technology devices to collect and record data (e.g., science probe, graphing calculator, PDA {personal digital assistant}, alternative keyboard, webcam, GPS and Internet)

Standard 4: Technology Communications Tools
Building on productivity tools, students will collaborate, publish, and interact with peers, experts and other audiences using telecommunications and media.
(Proficiency Grades 9-12)
4T-P1. Routinely and efficiently use online information resources to meet needs for collaboration and communications *See: Language Arts (W-P2-6) and Workplace Skills (1WP-P5)*

PO 1. Using criteria for research in Standard 5, create an end product (e.g., multimedia presentation, publication, Web page) to disseminate the information

4T-P2. Manage and communicate personal and professional information utilizing technology tools and resources *See: Language Arts (W-P2-6) and Workplace Skills (7WP-P1, 1WP-P3)*

PO 1. Plan and present a product appropriate to the task

Standard 5: Technology Research Tools
Students will utilize technology-based research tools to locate and collect information pertinent to the task as well as evaluate and analyze information from a variety of sources.
Note: The performance objectives described in Standard 5 rely upon the mastery of skills and understanding of concepts from Standards 1-4 of this document
(Proficiency Grades 9-12)
5T-P1. Develop a research strategy to find accurate, relevant, appropriate electronic information sources *See: Arts {Theatre} (2AT-P1), Language Arts (W-P4), Mathematics (2M-E1, PO 1), Social Studies (1SS-P2, PO1 and PO3) and Workplace Skills (7WP-P1)*

PO 1. Explain the difference between Internet searching using directories and search engines

PO 3. Independently select appropriate electronic resources from school, community and the world (via online) to be used to locate information needed when presented with a problem to solve

PO 4. Evaluate the appropriateness and effectiveness of electronic resources (e.g., purpose, credibility of author)

5T-P2. Investigate and apply expert systems (e.g., search engines and intelligent agents) *See: Arts {Theatre} (2AT-P1) and Workplace Skills (1WP-P9, P10)*

PO 1. Given a concept, use online search engines as well as resource-specific search features (e.g., CD-ROMs) to find relevant information

PO 2. Adapt software for personal efficiency by setting preferences for effective use of the software

PO 3. Use advanced features (e.g., preferences, advanced searching, filtering) in Internet browser and information software

5T-P3. Present research findings from electronic resources using academic models for citations and format *See: Workplace Skills (1WP-P10, 2WP-P2)*

PO 1. Utilize evaluation criteria (authority, accuracy, relevancy, timeliness) for information found on the Internet to present research findings

PO 2. Create citations for resources used following an academic model to present research findings

Standard 6: Technology as a Tool for Problem Solving and Decision-Making

Students use technology to make and support decisions in the process of solving real-world problems.

Note: Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience

See: Science 3SC in its entirety and Workplace Skills 3WP in its entirety

(Proficiency Grades 9-12)

6T-P1. Investigate technology-based options, including distance and distributed education for lifelong learning *See: Workplace Skills (1WP-P9)*

PO 2. Research a career and predict the advanced training needed to maintain success in the career

PO 3. Design and implement a personal learning plan that utilizes technology (e.g., identify a topic such as an academic interest, personal hobby, health issue, or potential job sources, and utilize research skills from Standard 5 to support lifelong learning)

Workplace Skills:

Standard 1

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

Proficiency (Grades 9-12)

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

PO 1. Respond appropriately to verbal messages

PO 2. Respond appropriately to nonverbal message

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

PO 1. Formulate a clear message using acceptable format

PO 2. Respond appropriately to listener feedback

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

PO 1. Apply group interaction skills (verbal and nonverbal)

PO 2. Adapt style and tone to audience and occasion (verbal and nonverbal)

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

PO 1. Identify basic record keeping skills

PO 3. Maintain a complete and accurate system

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

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

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

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

Standard 3

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

Proficiency (Grades 9-12)

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

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

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

PO 1. Identify available resources
PO 2. Allocate resources

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

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

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

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

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

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

Standard 4

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

Proficiency (Grades 9-12)

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

4WP-P2. Understand group dynamics

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

4WP-P4. Monitor individual performance and team effectiveness
PO 1.Conduct periodic checks of individual team member's contributions and the team's progress in obtaining goals
4WP-P5. Provide constructive feedback
PO 1. Define feedback criteria
PO 2. Give constructive feedback to team participants that strengthens individual and group performance
4WP-P6. Assume leadership roles in team settings to accomplish tasks
PO 1. Communicate thoughts and ideas to clarify roles and responsibilities
PO 2. Delegate tasks and responsibilities effectively
PO 3. Motivate team to accomplish tasks
PO 4. Evaluate team effectiveness
4WP-P7. Demonstrate punctuality, trustworthiness, civility and initiative on school projects
PO 1. Complete school projects on time, with integrity, while displaying conduct befitting a citizen of the class
4WP-P9. Work and communicate with diverse clients, customers and community to satisfy their expectations
PO 1. Identify/define expectations of clients, customers and community
PO 2. Develop a plan to meet those expectations

Standard 5
Students will demonstrate a set of marketable skills that enhance career options.
Proficiency (Grades 9-12)
5WP-P1. Write, evaluate and revise a career plan consistent with occupational interests, aptitudes and abilities
PO 1. Assess career interests, aptitudes and abilities
PO 2. Develop a career pathway plan
PO 3. Evaluate and revise plan, as needed
5WP-P2. Demonstrate job acquisition skills by completing resume and job applications and by demonstrating interviewing techniques
PO 1. Demonstrate job acquisition skills as defined by the instructor
5WP-P3. Exhibit work ethics and behaviors essential for success in all areas of life
PO 1. Define ethics and effective workplace behaviors
PO 2. Use appropriate behaviors (time management, communications, interpersonal skills, life balance) that display success in life
5WP-P4. Demonstrate marketable occupational skills for an entry-level job based on career interests
Distinction (Grades 9-12)
5WP-D1. Evaluate goals and career options and adjust their career plans accordingly

Standard 7
Students demonstrate technological literacy for productivity in the workplace.
7WP-P1. Select and use appropriate technology to organize, send and receive information
Proficiency (Grades 9-12)

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

Standard 8
Students apply principles of resource management and develop skills that promote personal and professional well-being.
Proficiency (Grades 9-12)
8WP-P1. Set and prioritize their goals, estimate the time required to complete each assigned task, and prepare and follow the timeline/ schedule
PO 1. Develop a written personal/professional plan
8WP-P4. Identify strategies for balancing self, family, work, leisure and citizenship; ways to reduce the impact of stress; and how both relate to personal and career satisfaction
PO 1. Develop written strategies for personal and career satisfaction
Distinction (Grades 9-12)
8WP-D2. Maintain a personal management system by setting goals, managing resources, and balancing life choices to accomplish career and life satisfaction
8WP-D3. Select relevant goals, prioritize them, allocate time to each, and prepare and follow schedules when solving workplace or school projects

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.K 1 Identify your interests, likes, and dislikes.
- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.R 1 Assess how your interests and preferences are reflected in your career goals.
- PS1.K 2 Identify your abilities, strengths, skills, and talents.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.R 2 Assess the impact of your abilities, strengths, skills, and talents on your career development.
- PS1.K 3 Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- PS1.A 3 Give examples of when you demonstrated positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- PS1.R 3 Assess the impact of your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty) on your career development.
- PS1.K 4 Identify your work values/needs.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.R 4 Assess how your work values/needs are reflected in your career goals.
- PS1.K 5 Describe aspects of your self-concept.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.R 1 Evaluate your use of effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.

PS2.K 7 Identify sources of outside pressure that affect you.
PS2.A 7 Demonstrate the ability to handle outside pressure on you.
PS2.A 8 Demonstrate that you accept responsibility for your behavior.
PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
PS2.K11 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.

Goal PS3: Integrate personal growth and change into your career development.

PS3.K 1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.
PS3.K 3 Recognize that your motivations and aspirations are likely to change with time and circumstances.
PS3.K 4 Recognize that external events often cause life changes.
PS3.A 4 Give examples of external events that have caused life changes for you.
PS3.K 5 Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
PS4.A 1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.
PS4.R 1 Assess the impact of your life roles on career goals.
PS4.K 3 Describe the concept of lifestyle.
PS4.A 3 Give examples of decisions, factors, and circumstances that affect your current lifestyle.
PS4.R 3 Analyze how specific lifestyle changes would affect the attainment of your career goals.
PS4.K 4 Recognize that your life roles and your lifestyle are connected.
PS4.A 4 Show how your life roles and your lifestyle are connected.
PS4.R 4 Assess how changes in your life roles would affect your lifestyle.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
ED1.A 1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals.
ED1.R 1 Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals.
ED1.K 2 Identify strategies for improving educational achievement and performance.
ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

ED1.K 5 Describe the importance of having a plan to improve educational achievement and performance.
ED1.A 5 Show that you have a plan to improve educational achievement and performance.
ED1.R 5 Evaluate the results of your plan for improving educational achievement and performance.
ED1.K 6 Describe how personal attitudes and behaviors can impact educational achievement and performance.
ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.
ED1.R 6 Assess how well your attitudes and behaviors promote educational achievement and performance.
ED1.K 7 Recognize that your educational achievement and performance can lead to many workplace options.
ED1.A 7 Show how your educational achievement and performance can expand your workplace options.
ED1.R 7 Assess how well your educational achievement and performance will transfer to the workplace.
ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.
ED1.A 8 Show how the ability to acquire and use information has affected your educational achievement and performance.
ED1.R 8 Assess your ability to acquire and use information in order to improve educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.K 1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.
ED2.A 1 Show how lifelong learning is helping you function effectively in a diverse and changing economy.
ED2.A 3 Demonstrate that you are an independent learner.
ED2.K 4 Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).
ED2.A 4 Demonstrate the knowledge and skills necessary for transition from one learning level to the next (e.g., middle to high school, high school to postsecondary).
ED2.R 4 Analyze how your knowledge and skills affect your transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).
ED2.K 5 Identify types of ongoing learning experiences available to you (e.g., two- and four-year colleges, technical schools, apprenticeships, the military on-line courses, and on-the-job training).
ED2.A 5 Show how you are preparing to participate in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training).
ED2.R 5 Assess how participation in ongoing learning experiences (e.g., two-

and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training) affects your personal and career goals.

ED2.K 6 Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).

ED2.K 7 Describe informal learning experiences that contribute to lifelong learning.

ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

CM1.K 1 Recognize that career planning to attain your career goals is a lifelong process.

CM1.A 1 Give examples of how you use career-planning strategies to attain your career goals.

CM1.R 1 Assess how well your career planning strategies facilitate reaching your career goals.

CM1.K 2 Describe how to develop a career plan (e.g., steps and content).

CM1.A 2 Develop a career plan to meet your career goals.

CM1.R 2 Analyze your career plan and make adjustments to reflect ongoing career management needs.

CM1.K 3 Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).

CM1.A 3 Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).

CM1.K 4 Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

CM1.A 4 Demonstrate career management skills and personal traits (e.g., resiliency, self efficacy, ability to identify trends and changes, and flexibility).

CM1.R 4 Evaluate your career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

CM1.K 5 Recognize that changes in you and the world of work can affect your career plans.

CM1.A 5 Give examples of how changes in you and the world of work have caused you to adjust your career plans.

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.A 4 Show how exploring options affected a decision you made.

CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.A 5 Show how personal priorities, culture, beliefs, and work values are

reflected in your decisions.

CM2.K 6 Describe how education, work, and family experiences might impact your decisions.

CM2.K 8 Recognize that chance can play a role in decision-making.

CM2.K 9 Recognize that decision-making often involves compromise.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.K 1 Describe the importance of career information to your career planning.

CM3.A 1 Show how career information has been important in your plans and how it can be used in future plans.

CM3.K 2 Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.

CM3.A 2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.

CM3.K 4 Identify several ways to classify occupations.

CM3.A 4 Give examples of how occupational classification systems can be used in career planning.

CM3.K 5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

CM3.A 5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.R 1 Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.

CM4.K 3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.R 3 Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.K 4 Recognize that many skills are transferable from one occupation to another.

CM4.A 4 Show how your skills are transferable from one occupation to another.

CM4.A 7 Demonstrate skills that show how you can market yourself in the workplace.

Goal CM5: Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.K 2 Identify economic conditions that affect your career plans.

CM5.K 3 Identify employment trends that affect your career plans.

K – Knowledge Application
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION HIGH SCHOOL STANDARDS

ACADEMIC DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

- Improve academic self-concept
- Acquire skills for improving learning
- Achieve school success

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

- Improve learning
- Plan to achieve goals

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

- Relate school to life experiences

CAREER DEVELOPMENT

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop career awareness
- Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

- Acquire career information
- Identify career goals

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

- Acquire knowledge to achieve career goals
- Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

- Acquire self-knowledge
- Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

- Self-knowledge applications

Standard C: Students will understand safety and survival skills.

- Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:
- Reading
- Listening
- Speaking

Thinking Skills:
- Creative Thinking
- Decision Making
- Seeing Things in the Mind's Eye
- Knowing How to Learn

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

FIVE COMPETENCIES

Resources:
- Human Resources

Interpersonal:
- Participates as Member of a Team
- Works With Diversity

Information:
- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

Systems:
- Understands Systems

THE BE REAL GAME: UNIT III, SESSION 4

Unit III: Exploring the Future
Session Four: My Employment Kit
Summary: Students review and discuss the components of the My Employment Kit insert in the Student Kit and discover how they can use the kit to achieve part-time or summer jobs.

ARIZONA ACADEMIC STANDARDS•

Language Arts:
Reading
Strand 1: Reading Process
Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.
Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.

(Grade 9)
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).
PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.
(Grade 10)
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).
PO 5. Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.

Concept 6: Comprehension Strategies
Employ strategies to comprehend text.

(Grade 9)

• *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).
PO 2. Generate clarifying questions in order to comprehend text.
PO 4. Connect information and events in text to experience and to related text and sources.
PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.
(Grade 10)
PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).
PO 2. Generate clarifying questions in order to comprehend text.
PO 4. Connect information and events in text to experience and to related text and sources.
PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.

Strand 3: Comprehending Informational Text
Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.
Concept 1: Expository Text
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.
(Grade 9)
PO 2. Distinguish facts from opinions in expository selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text.
PO 3. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)
PO 4. Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs, and/or timelines. (Connected to Research Strand in Writing)
PO 5. Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. (Connected to Research Strand in Writing)
PO 8. Support conclusions drawn from ideas and concepts in expository text.
(Grade 10)
PO 2. Distinguish supported inferences from unsupported inferences in expository selections such as editorials, newspaper articles, essays, reviews, and critiques.
PO 3. Locate specific information by using organizational features (e.g., table of

contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)

PO 4. Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs and/or timelines for a research document or other assigned tasks. (Connected to Research Strand in Writing)

PO 5. Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. (Connected to Research Strand in Writing)

PO 7. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.

PO 8. Support conclusions drawn from ideas and concepts in expository text.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

(Grade 9)

PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.

PO 3. Identify the objective(s) of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents).

(Grade 10)

PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.

PO 3. Analyze the effectiveness of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents) to achieve its stated purpose(s).

Language Arts:
Writing
Strand 1: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

(High School)

Concept 1: Prewriting

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

*PO 1. Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, **graphic organizers**, record of writing ideas and discussion, printed material or other sources).*

PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.

PO 3. Determine the intended audience of a writing piece.

PO 4. Establish a **controlling idea** appropriate to the type of writing.

*PO 5 Use organizational strategies (e.g., outline, chart, table, graph, **Venn Diagram, web, story map, plot pyramid**) to plan writing.*

PO 7. Use **time-management strategies**, when appropriate, to produce a writing product within a set time period.

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

PO 1. Use a **prewriting plan** to develop the main idea(s) with supporting details.

PO 2. Sequence ideas into a cohesive, meaningful order.

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)

*PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (*See Strand 2)

PO 2. Add details to the draft to more effectively accomplish the purpose.

PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.

PO 4. Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.

*PO 6. Use a variety of sentence structures (i.e., **simple**, **compound**, **complex)** to improve sentence fluency in the draft.*

*PO 7. Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to refine the draft.*

PO 8. Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)

PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.

*PO 3. Apply **proofreading marks** to indicate errors in conventions.*

*PO 4. Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to edit the draft.*

Concept 5: Publishing

Publishing involves formatting and presenting a final product for the intended audience

PO 1. Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, or submitting to a publication).

PO 2. Include such techniques as principles of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.

PO 3. Write legibly.

Strand 2: Writing Elements
This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.
(High School)

Concept 1: Ideas and Content
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

PO 1. Maintain a clear, narrow focus to support the topic.
PO 2. Write with an identifiable purpose and for a specific audience.
PO 3. Provide sufficient, relevant and carefully selected details for support.
PO 4. Demonstrate a thorough, balanced explanation of the topic.
PO 5. Include ideas and details that show original perspective and insights.

Concept 2: Organization
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

*PO 1. Use a structure that fits the type of writing (e.g., letter format, **narrative**, play, essay).*
PO 2. Include a strong beginning or introduction that draws in the reader.
PO 3. Place details appropriately to support the main idea.
PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas).

Concept 3: Voice
Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.
PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.
*PO 3. Choose appropriate voice (e.g., formal, informal, **academic discourse)** for the application.*
PO 4. Use engaging and expressive language that shows a commitment to the topic.
PO 5. Use language appropriate to purpose, topic, and audience

Concept 4: Word Choice
Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message.
PO 2. Use vocabulary that is original, varied, and natural.
PO 3. Use words that evoke clear images.

*PO 6. Create an ending that provides a sense of **resolution** or closure.*

Concept 5: Sentence Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

PO 1. Use a variety of sentence structures (**simple, compound, complex, and compound-complex**) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.

PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.

PO 3. Demonstrate a flow that is natural and powerful when read aloud

Concept 6: Conventions

Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks

(High School)

PO 1. Use capitals correctly for:

a. ***proper nouns:***
   - *holidays*
   - *place/regional names*
   - *languages*
   - *historical events*
   - *organizations*
   - *academic courses (e.g., algebra/Algebra I)*
   - *product names*

b. *words used as names (e.g., Grandpa, Aunt Lyn)*

c. *literary titles (i.e., book, story, poem, play, song)*

d. *titles*

e. *abbreviations*

f. ***proper adjectives** (e.g., German shepherd, Chinese restaurant)*

PO 2. Use commas to correctly punctuate:

a. items in a series

b. greetings and closings of letters

c. introductory words, phrases and clauses

d. ***direct address***

e. ***interruptors***

f. ***compound sentences***

g. ***appositives***

h. ***dialogue***

PO 3. Use quotation marks to punctuate:

a. dialogue

b. titles

c. *exact words from sources*

PO 5. Use colons to punctuate business letter salutations and sentences introducing lists.

PO 9. Spell words correctly.

PO 10. Use paragraph breaks to reinforce the organizational structure, including **dialogue**.

PO 11. Demonstrate control of grammar and usage in writing:
- a. parts of speech
- b. verb forms and tenses
- c. subject/verb agreement
- d. pronoun/antecedent agreement
- e. parallel structure
- f. comparative and superlative degrees of adjectives
- g. modifier placement
- h. **homonyms**

Strand 3: Writing Applications
Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.
(High School)
Concept 3: Functional
Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

PO 1. Write a business letter that:
- a. presents information purposefully and succinctly to meet the needs of the intended audience
- b. follows a conventional business letter format (e.g., block, modified block, email)

PO 2. Address an envelope for correspondence that includes:
- a. *an appropriate return address*
- b. *an appropriate recipient address*

Language Arts:
Standard 3: Listening and Speaking
Students effectively listen and speak in situations, which serve different purposes and involve a variety of audiences.

Proficiency (Grades 9 and 10)
3LS-P4. Conduct an interview, taking appropriate notes and summarizing the information learned

Social Studies Standards:
Strand 3: Civics/Government
Concept 4: Rights, Responsibilities, and Roles of Citizenship
The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

(High School)
PO 4. Demonstrate the skills and knowledge needed to accomplish public

purposes (e.g., group problem solving, public speaking, petitioning and protesting)

Technology Education Standards:
Standard 1: Fundamental Operations And Concepts
Students understand the operations and function of technology systems and are proficient in the use of technology.
(Proficiency Grades 9-12)
1T-P1. Use the appropriate technology device to complete a task
See: Mathematics (3M-P1 and P3, 4M-P2)*

PO 1. Given a task, select the appropriate technology device(s) (e.g., reporting a news story using digital and video camera and online editing to publish on the Web; gathering data using scientific probes and graphing calculators)

Standard 3: Technology Productivity Tools
Students use technology tools to enhance learning, to increase productivity and creativity, and to construct technology-enhanced models, prepare publications and produce other creative works.
(Proficiency Grades 9-12)
3T-P1. Communicate to a variety of audiences using professional level technology tools
See: Mathematics (2M-P2), Science (5SC-P3-4) and Social Studies (4SS-P2, PO1-2)

PO 1. Create documents using professional format (e.g., résumé, letter of application, electronic portfolio, research paper)

Standard 4: Technology Communications Tools
Building on productivity tools, students will collaborate, publish, and interact with peers, experts and other audiences using telecommunications and media.
(Proficiency Grades 9-12)
4T-P2. Manage and communicate personal and professional information utilizing technology tools and resources *See: Language Arts (W-P2-6) and Workplace Skills (7WP-P1, 1WP-P3)*

PO 1. Plan and present a product appropriate to the task

Workplace Skills:
Standard 1
Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
1WP-P1. Exhibit interviewing skills (e.g., responding effectively to questions; using language that conveys maturity, sensitivity and respect; dressing appropriately; and using appropriate body language)

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

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

PO 1. Respond appropriately to verbal messages

PO 2. Respond appropriately to nonverbal message

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

PO 1. Formulate a clear message using acceptable format

PO 2. Respond appropriately to listener feedback

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

PO 1. Apply group interaction skills (verbal and nonverbal)

PO 2. Adapt style and tone to audience and occasion (verbal and nonverbal)

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

PO 1. Identify basic record keeping skills

PO 2. Select method of record keeping

PO 3. Maintain a complete and accurate system

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

PO 1. Select style and format

PO 2. Establish clear purpose for a specific audience

PO 3. Use correct grammar, spelling and punctuation

PO 4. Create an acceptable document

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

PO 1. Identify major points from written materials

PO 2. Summarize major points clearly and concisely

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

PO 1. Judge the accuracy, appropriateness, style and plausibility of reports, proposals, and/or theories

PO 3. Develop accurate and appropriate documents that synthesize the information using accurate grammar, mechanics, and vocabulary

Standard 3

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

Proficiency (Grades 9-12)

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

PO 1. Identify the problem

PO 2. Select needed data

PO 3. Analyze data

PO 4. Develop a plan within the context of the workplace to solve problem

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

PO 1. Identify available resources
PO 2. Allocate resources

3WP-P3. Design and justify solutions by tracking and evaluating the results
PO 1. Design justifiable solution
PO 2. Monitor results
PO 3. Evaluate results

3WP-P4. Demonstrate the ability to adapt new information to changing situations and requirements
PO 1. Demonstrate the ability to apply new information to changing situations and requirements

3WP-P5. Combine ideas or information in new ways, make connections between seemingly unrelated ideas and reshape goals in ways that reveal new possibilities to solve problems
PO 1. Integrate existing ideas and information in new ways to solve a problem

3WP-P6. Develop an inventory record keeping system to maintain data and information in a systematic fashion
PO 1. Determine record keeping needs based on the nature of data
PO 2. Develop an appropriate record keeping system

Standard 4
Students work individually and collaboratively within team settings to accomplish objectives.
Proficiency (Grades 9-12)

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

4WP-P2. Understand group dynamics
PO 1. Identify personal qualities
PO 2. Demonstrate an understanding of group dynamics
PO 3. Work well with others

4WP-P4. Monitor individual performance and team effectiveness
PO 1.Conduct periodic checks of individual team member's contributions and the team's progress in obtaining goals

4WP-P5. Provide constructive feedback
PO 1. Define feedback criteria
PO 2. Give constructive feedback to team participants that strengthens individual and group performance

4WP-P6. Assume leadership roles in team settings to accomplish tasks
PO 1. Communicate thoughts and ideas to clarify roles and responsibilities
PO 2. Delegate tasks and responsibilities effectively
PO 3. Motivate team to accomplish tasks
PO 4. Evaluate team effectiveness

4WP-P7. Demonstrate punctuality, trustworthiness, civility and initiative on school projects
PO 1. Complete school projects on time, with integrity, while displaying conduct befitting a citizen of the class

4WP-P9. Work and communicate with diverse clients, customers and community to

satisfy their expectations

PO 1. Identify/define expectations of clients, customers and community

PO 2. Develop a plan to meet those expectations

Standard 5

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

Proficiency (Grades 9-12)

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

PO 1. Assess career interests, aptitudes and abilities

PO 2. Develop a career pathway plan

PO 3. Evaluate and revise plan, as needed

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

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

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

PO 1. Define ethics and effective workplace behaviors

PO 2. Use appropriate behaviors (time management, communications, interpersonal skills, life balance) that display success in life

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

Distinction (Grades 9-12)

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

Standard 7

Students demonstrate technological literacy for productivity in the workplace.

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

Proficiency (Grades 9-12)

PO 1. Identify available technological tools

PO 2. Employ appropriate tools to organize, send, and receive information

Standard 8

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

Proficiency (Grades 9-12)

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

PO 1. Develop a written personal/professional plan

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

PO 1. Develop written strategies for personal and career satisfaction

Distinction (Grades 9-12)

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

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

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.K 1 Identify your interests, likes, and dislikes.
- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.R 1 Assess how your interests and preferences are reflected in your career goals.
- PS1.K 2 Identify your abilities, strengths, skills, and talents.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.R 2 Assess the impact of your abilities, strengths, skills, and talents on your career development.
- PS1.K 3 Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- PS1.A 3 Give examples of when you demonstrated positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- PS1.R 3 Assess the impact of your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty) on your career development.
- PS1.K 4 Identify your work values/needs.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.R 4 Assess how your work values/needs are reflected in your career goals.
- PS1.K 5 Describe aspects of your self-concept.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.R 1 Evaluate your use of effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.

PS2.K 7 Identify sources of outside pressure that affect you.
PS2.A 7 Demonstrate the ability to handle outside pressure on you.
PS2.A 8 Demonstrate that you accept responsibility for your behavior.
PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
PS2.K11 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.

Goal PS3: Integrate personal growth and change into your career development.

PS3.K 1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.
PS3.K 3 Recognize that your motivations and aspirations are likely to change with time and circumstances.
PS3.K 4 Recognize that external events often cause life changes.
PS3.A 4 Give examples of external events that have caused life changes for you.
PS3.K 5 Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
PS4.A 1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.
PS4.R 1 Assess the impact of your life roles on career goals.
PS4.K 3 Describe the concept of lifestyle.
PS4.A 3 Give examples of decisions, factors, and circumstances that affect your current lifestyle.
PS4.R 3 Analyze how specific lifestyle changes would affect the attainment of your career goals.
PS4.K 4 Recognize that your life roles and your lifestyle are connected.
PS4.A 4 Show how your life roles and your lifestyle are connected.
PS4.R 4 Assess how changes in your life roles would affect your lifestyle.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
ED1.A 1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals.
ED1.R 1 Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals.
ED1.K 2 Identify strategies for improving educational achievement and performance.
ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

ED1.K 5 Describe the importance of having a plan to improve educational achievement and performance.
ED1.A 5 Show that you have a plan to improve educational achievement and performance.
ED1.R 5 Evaluate the results of your plan for improving educational achievement and performance.
ED1.K 6 Describe how personal attitudes and behaviors can impact educational achievement and performance.
ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.
ED1.R 6 Assess how well your attitudes and behaviors promote educational achievement and performance.
ED1.K 7 Recognize that your educational achievement and performance can lead to many workplace options.
ED1.A 7 Show how your educational achievement and performance can expand your workplace options.
ED1.R 7 Assess how well your educational achievement and performance will transfer to the workplace.
ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.
ED1.A 8 Show how the ability to acquire and use information has affected your educational achievement and performance.
ED1.R 8 Assess your ability to acquire and use information in order to improve educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.K 1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.
ED2.A 1 Show how lifelong learning is helping you function effectively in a diverse and changing economy.
ED2.A 3 Demonstrate that you are an independent learner.
ED2.K 4 Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).
ED2.A 4 Demonstrate the knowledge and skills necessary for transition from one learning level to the next (e.g., middle to high school, high school to postsecondary).
ED2.R 4 Analyze how your knowledge and skills affect your transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).
ED2.K 5 Identify types of ongoing learning experiences available to you (e.g., two- and four-year colleges, technical schools, apprenticeships, the military on-line courses, and on-the-job training).
ED2.A 5 Show how you are preparing to participate in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training).
ED2.R 5 Assess how participation in ongoing learning experiences (e.g., two-

and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training) affects your personal and career goals.

ED2.K 6 Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).

ED2.K 7 Describe informal learning experiences that contribute to lifelong learning.

ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

CM1.K 1 Recognize that career planning to attain your career goals is a lifelong process.

CM1.A 1 Give examples of how you use career-planning strategies to attain your career goals.

CM1.R 1 Assess how well your career planning strategies facilitate reaching your career goals.

CM1.K 2 Describe how to develop a career plan (e.g., steps and content).

CM1.A 2 Develop a career plan to meet your career goals.

CM1.R 2 Analyze your career plan and make adjustments to reflect ongoing career management needs.

CM1.K 3 Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).

CM1.A 3 Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).

CM1.K 4 Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

CM1.A 4 Demonstrate career management skills and personal traits (e.g., resiliency, self efficacy, ability to identify trends and changes, and flexibility).

CM1.R 4 Evaluate your career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

CM1.K 5 Recognize that changes in you and the world of work can affect your career plans.

CM1.A 5 Give examples of how changes in you and the world of work have caused you to adjust your career plans.

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.A 4 Show how exploring options affected a decision you made.

CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.A 5 Show how personal priorities, culture, beliefs, and work values are

reflected in your decisions.

CM2.K 6 Describe how education, work, and family experiences might impact your decisions.

CM2.K 8 Recognize that chance can play a role in decision-making.

CM2.K 9 Recognize that decision-making often involves compromise.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.K 1 Describe the importance of career information to your career planning.

CM3.A 1 Show how career information has been important in your plans and how it can be used in future plans.

CM3.K 2 Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.

CM3.A 2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.

CM3.K 4 Identify several ways to classify occupations.

CM3.A 4 Give examples of how occupational classification systems can be used in career planning.

CM3.K 5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

CM3.A 5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.R 1 Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.

CM4.K 3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.R 3 Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.K 4 Recognize that many skills are transferable from one occupation to another.

CM4.A 4 Show how your skills are transferable from one occupation to another.

CM4.A 7 Demonstrate skills that show how you can market yourself in the workplace.

Goal CM5: Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.K 2 Identify economic conditions that affect your career plans.

CM5.K 3 Identify employment trends that affect your career plans.

K – Knowledge Application
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION HIGH SCHOOL STANDARDS

ACADEMIC DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

- Improve academic self-concept
- Acquire skills for improving learning
- Achieve school success

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

- Improve learning
- Plan to achieve goals

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

- Relate school to life experiences

CAREER DEVELOPMENT

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop career awareness
- Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

- Acquire career information
- Identify career goals

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

- Acquire knowledge to achieve career goals
- Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

- Acquire self-knowledge
- Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

- Self-knowledge applications

Standard C: Students will understand safety and survival skills.

- Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:
- Reading
- Listening
- Speaking

Thinking Skills:
- Creative Thinking
- Decision Making
- Seeing Things in the Mind's Eye
- Knowing How to Learn

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

FIVE COMPETENCIES

Resources:
- Human Resources

Interpersonal:
- Participates as Member of a Team
- Works With Diversity

Information:
- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

Systems:
- Understands Systems

THE BE REAL GAME: UNIT III, SESSION 5

Unit III: Exploring the Future
Session Five: The Brainstorm Spin Game
Summary: Students review the vocabulary and concepts used in Unit Three by playing the Brainstorm Spin Game.

ARIZONA ACADEMIC STANDARDS•

Language Arts:
Reading
Strand 1: Reading Process
Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.
Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.

(Grade 9)
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).
(Grade 10)
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).

Social Studies Standards:
Strand 3: Civics/Government
Concept 4: Rights, Responsibilities, and Roles of Citizenship
The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

(High School)
PO 3. Examine the basic political, social responsibilities of citizenship:
a. connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington's Farewell Speech), volunteerism

• *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

b. obligations of upholding the Constitution
c. obeying the law, serving on juries, paying taxes, voting, and military service
d. analyzing public issues, policy making, and evaluating candidates

PO 4. Demonstrate the skills and knowledge needed to accomplish public purposes (e.g., group problem solving, public speaking, petitioning and protesting)

Strand 5: Economics
Concept 1: Foundations of Economics
The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

(High School)

PO 1. Analyze the implications of scarcity:
a. limited resources and unlimited human wants influence choice at individual, national, and international levels
b. factors of production (e.g., natural, human, and capital resources, entrepreneurship, and technology)
c. marginal analysis by producers, consumers, savers, and investors

PO 3. Describe the characteristics of the mixed-market economy of the United States:
a. property rights
b. profit motive
c. consumer sovereignty
d. competition
e. role of the government
f. rational self-interest
g. invisible hand

Concept 5: Personal Finance
Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

(High School)

PO 1. Explain how education, career choices, and family obligations affect future income.

Workplace Skills:
Standard 1
Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
1WP-P4. Participate in conversation, discussion and/or group presentations using verbal and nonverbal communication with appropriate style and tone for audience and occasion

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

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

PO 3. Maintain a complete and accurate system

Standard 4
Students work individually and collaboratively within team settings to accomplish objectives.
Proficiency (Grades 9-12)
4WP-P1. Demonstrate ability to work with others from diverse backgrounds, including identifying individual interests, aptitudes and skills; teach others new skills
4WP-P2. Understand group dynamics
PO 1. Identify personal qualities
PO 2. Demonstrate an understanding of group dynamics
PO 3. Work well with others
4WP-P4. Monitor individual performance and team effectiveness
PO 1. Conduct periodic checks of individual team member's contributions and the team's progress in obtaining goals
4WP-P5. Provide constructive feedback
PO 1. Define feedback criteria
PO 2. Give constructive feedback to team participants that strengthens individual and group performance
4WP-P6. Assume leadership roles in team settings to accomplish tasks
PO 1. Communicate thoughts and ideas to clarify roles and responsibilities
PO 3. Motivate team to accomplish tasks
PO 4. Evaluate team effectiveness
4WP-P7. Demonstrate punctuality, trustworthiness, civility and initiative on school projects
PO 1. Complete school projects on time, with integrity, while displaying conduct befitting a citizen of the class

Standard 5
Students will demonstrate a set of marketable skills that enhance career options.
Proficiency (Grades 9-12)
5WP-P3. Exhibit work ethics and behaviors essential for success in all areas of life
PO 1. Define ethics and effective workplace behaviors
PO 2. Use appropriate behaviors (time management, communications, interpersonal skills, life balance) that display success in life

Standard 7
Students demonstrate technological literacy for productivity in the workplace.
Proficiency (Grades 9-12)
7WP-P2. Analyze the impact of technological changes on tasks, people and society
PO 1. Define technology as it relates to tasks, people, society, and careers
PO 2. Analyze the impact

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.K 3 Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in
- PS2.K 9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
- PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.K11 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.

Goal PS3: Integrate personal growth and change into your career development.

- PS3.K 1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.
- PS3.K 3 Recognize that your motivations and aspirations are likely to change with time and circumstances.
- PS3.K 4 Recognize that external events often cause life changes.
- PS3.R 4 Assess your strategies for managing life changes caused by external events.
- PS3.K 5 Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure,

community, learner, family, and work roles).
PS4.K 4 Recognize that your life roles and your lifestyle are connected.
PS4.A 4 Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN
Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.
ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
ED1.A 1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals.
ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.
ED1.A 5 Show that you have a plan to improve educational achievement and performance.
ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.
ED1.K 7 Recognize that your educational achievement and performance can lead to many workplace options.
ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.
Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.
ED2.K 1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.
ED2.A 3 Demonstrate that you are an independent learner.
ED2.A 4 Demonstrate the knowledge and skills necessary for transition from one learning level to the next (e.g., middle to high school, high school to postsecondary).
ED2.A 7 Demonstrate participation in informal learning experiences..

CAREER MANAGEMENT DOMAIN
Goal CM1: Create and manage a career plan that meets your career goals.
CM1.K 1 Recognize that career planning to attain your career goals is a lifelong process.
CM1.A 3 Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).
CM1.A 4 Demonstrate career management skills and personal traits (e.g., resiliency, self efficacy, ability to identify trends and changes, and flexibility).
Goal CM2: Use a process of decision-making as one component of career development.
CM2.A 2 Demonstrate the use of a decision-making model.
CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.
CM2.A 4 Show how exploring options affected a decision you made.
Goal CM3: Use accurate, current, and unbiased career information during career

planning and management.

CM3.A 1 Show how career information has been important in your plans and how it can be used in future plans.

CM3.K 2 Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.

CM3.A 2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.K 2 Identify job seeking skills such as the ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.A 2 Demonstrate the following job seeking skills: the ability to write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.R 2 Evaluate your ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.K 3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.R 3 Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.K 4 Recognize that many skills are transferable from one occupation to another.

CM4.A 7 Demonstrate skills that show how you can market yourself in the workplace.

K – Knowledge Application
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION HIGH SCHOOL STANDARDS

ACADEMIC DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Improve academic self-concept
Acquire skills for improving learning
Achieve school success

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college

Improve learning
Plan to achieve goals

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

Relate school to life experiences

CAREER DEVELOPMENT

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Develop career awareness
Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Acquire career information
Identify career goals

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

Acquire knowledge to achieve career goals
Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Acquire self-knowledge
Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Self-knowledge applications

Standard C: Students will understand safety and survival skills.

Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:
- Reading
- Listening
- Speaking

Thinking Skills:
- Creative Thinking
- Decision Making
- Seeing Things in the Mind's Eye
- Reasoning

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

FIVE COMPETENCIES

Resources:
- Time
- Human Resources

Interpersonal:
- Participates as Member of a Team
- Exercises Leadership
- Works With Diversity

Information:
- Acquires and Evaluates Information
- Organizes and Maintains Information

Systems:
- Understands Systems

THE BE REAL GAME: UNIT III, SESSION 6

Unit III: Exploring the Future
Session Six: A New Beginning
Summary: Facilitators, students, parents/guardians, and/or mentors come together and share the accomplishments that the students have achieved in participating in *The Be Real Game* program.

ARIZONA ACADEMIC STANDARDS•

Language Arts:
Standard 3: Listening and Speaking
Students effectively listen and speak in situations, which serve different purposes and involve a variety of audiences.

Proficiency (Grades 9 and 10)
3LS-P1. Deliver a polished speech that is organized and well suited to the audience and
that uses resource materials to clarify and defend positions
3LS-P2. Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience
Distinction (Grades 9 and 10)
3LS-D1. Use clear and concise language when presenting analytical responses to literature, conveying technical information, and explaining complex concepts and procedures
3LS-D3. Communicate information expressively, informatively and analytically through a variety of media to audiences inside or outside of school

Social Studies Standards:
Strand 3: Civics/Government
Concept 4: Rights, Responsibilities, and Roles of Citizenship
The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

(High School)
PO 4. Demonstrate the skills and knowledge needed to accomplish public purposes (e.g., group problem solving, public speaking, petitioning and

• *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

protesting)

Concept 5: Personal Finance
Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

(High School)

PO 1. Explain how education, career choices, and family obligations affect future income

PO 3. Determine short- and long-term financial goals and plans, including income, spending, saving, and investing.

Workplace Skills:
Standard 1
Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
Proficiency (Grades 9-12)
1WP-P1. Exhibit interviewing skills (e.g., responding effectively to questions; using language that conveys maturity, sensitivity and respect; dressing appropriately; and using appropriate body language)

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

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

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

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

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

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

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

Standard 4
Students work individually and collaboratively within team settings to accomplish objectives.
Proficiency (Grades 9-12)
4WP-P1. Demonstrate ability to work with others from diverse backgrounds, including identifying individual interests, aptitudes and skills; teach others new skills
4WP-P2. Understand group dynamics

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

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

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

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

PO 1. Identify/define expectations of clients, customers and community

PO 2. Develop a plan to meet those expectations

PO 3. Implement plan

PO 4. Evaluate plan

Standard 5

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

Proficiency (Grades 9-12)

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

PO 1. Define ethics and effective workplace behaviors

PO 2. Use appropriate behaviors (time management, communications, interpersonal skills, life balance) that display success in life

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.
- PS1.K 7 Recognize that situations, attitudes, and the behaviors of others affect your self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.A 5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.K 7 Identify sources of outside pressure that affect you.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.K 9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
- PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
- PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.K11 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.K 4 Recognize that your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.

ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.A 3 Demonstrate that you are an independent learner.

ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.A 4 Show how exploring options affected a decision you made.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.A 7 Demonstrate skills that show how you can market yourself in the workplace.

K – Knowledge Application
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R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION HIGH SCHOOL STANDARDS

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Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
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Achieve school success
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
Plan to achieve goals
Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.
Relate school to life experiences

CAREER DEVELOPMENT
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
Develop career awareness
Develop employment readiness
Standard B: Students will employ strategies to achieve future career success and satisfaction.
Acquire career information
Identify career goals
Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.
Acquire knowledge to achieve career goals
Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
Acquire self-knowledge
Acquire interpersonal skills
Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
Self-knowledge applications
Standard C: Students will understand safety and survival skills.
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SCANS EMPLOYABILITY SKILLS

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- Decision Making
- Seeing Things in the Mind's Eye
- Knowing How to Learn

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

FIVE COMPETENCIES

Resources:
- Human Resources

Interpersonal:
- Participates as Member of a Team
- Works With Diversity

Information:
- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

Systems:
- Understands Systems

ARIZONA ACADEMIC STANDARDS

Coding for Articulated Standards

R00-S0C0

R 00 - S0 C0

Subject (Reading)	Grade level	Strand	Concept

Examples of standards' codes:

Reading: R09-S2C2 (Grade 9, Strand 2, Concept 2)
Writing: W09-S1C3 (Grade 9, Strand 1, Concept 3)
Mathematics: MHS-S5C1 (High School, Strand 5, Concept 1)
Science: SCHS-S1C1 (High School, Strand 1, Concept 1)
Social Studies: SS05-S1C1 (Grade 5, Strand 1, Concept 1)

Grade level codes:

All grades through Grade 8:
Grade 3 03
Grade 4 04
Grade 5 05
Grade 6 06
Grade 7 07
Grade 8 08
Grade 9 09
Grade 10 10
Grade 11 11
Grade 12 12

Mathematics: High School (one level) HS
Science: High School (one level) HS
Social Studies: High School (one level) HS

Performance Objective: PO

This may be included in the code by adding the Performance Objective number. Performance Objectives (PO) may be identified for one or more grade levels. They will have the same number but represent different grade levels.

Example: R09-S1C1-<u>01</u>.

Additional Standards:

1T-E1

1	T -	E	1
Standard	Subject (Technology)	Level	Concept

Examples of standards' codes:

Listening and Speaking: 3LS – F2 (Foundations, Concept 2)
Viewing and Presenting: 4LS – E1 (Essentials, Concept 1)
Arts Education – Visual Arts: 2AV-E3 (Essentials, Concept 3)
Arts Education – Theatre Arts: 3AV-P1 (Proficiency, Concept 1)
Technology Education: 1T – E2 (Essentials, Concept 2)
Workplace Skills: 2WP – D4 (Distinction, Concept 4)

Grades 1-3 (Foundations)
Grades 4-8 (Essentials)
High School (Proficiency)
High School Honors Honors (Distinction)

Performance Objective: PO
This may be included in the code by adding the Performance Objective number.

Example: 3WP-P5-01.

For additional information:
Arizona Department of Education
Arizona Academic Standards
http://www.ade.az.gov/standards/contentstandards.asp

READING STANDARD

Introduction

Reading is a complex skill that involves learning language and using it effectively in the active process of constructing meaning embedded in text. It requires students to fluently decode the words on a page, understand the vocabulary of the writer, and use strategies to build comprehension of the text. It is a vital form of communication in the 21st century and a critical skill for students of this "information age" as they learn to synthesize a vast array of texts. The Reading Standard Articulated by Grade Level will provide a clear delineation of what students need to know and be able to do at each grade level. This allows teachers to better plan instructional goals for students at any grade.

Rationale

Requirements in the *No Child Left Behind Act of 2001* (NCLB) and the standard practice of conducting periodic review of the state academic standards prompted the decision by the Arizona Department of Education to refine and articulate the academic standards for mathematics and reading by grade level. This refinement and articulation project was started in July 2002, and was completed in March 2003.

For complete information on the Reading Standard:
http://www.ade.az.gov/standards/language-arts/articulated.asp

Strand One: Reading Process

Recent research has established the major components of effective reading instruction. They are identified in the six concepts of this strand, each supported with specific performance objectives. While different skills will be emphasized at different stages of a student's reading development, all components are needed and used by fluent readers as they interact with text.

Concept 4: Vocabulary
Readers who develop a rich and varied repertoire of word meanings have a greater capacity for understanding the text they read. Reading vocabulary refers specifically to words readers recognize or use in print. Students learn vocabulary by direct instruction, and also indirectly through experiences in listening to read alouds and in reading on their own.

Concept 5: Fluency
Fluency is the ability to read a text with automaticity, accuracy, and expression to support comprehension. Fluency is a critical bridge between decoding and comprehension. Once a reader is able to access the printed words with confidence, he or she can better concentrate on reading for understanding.

Concept 6: Comprehension
Understanding the meaning embedded in text is the fundamental reason for reading. Good readers establish a purpose for reading and actively monitor their comprehension to accomplish their goal. They adjust the speed of their reading to accommodate challenging text, resolve comprehension problems while they're reading, and check for understanding when they are

finished. Good readers consciously use comprehension strategies to make sense of what they have read.

Strand 2: Comprehending Literary Text

This strand focuses on comprehension of fiction, including literature, poetry, and drama, and their historical and cultural contexts.

Concept 1: Elements of Literature
Comprehension elements in this concept address higher level thinking skills. This concept addresses the structure and elements of text such as plot, characters and theme, but also analyze, interpret, conclude and draw inferences. In this strand, students are expected to identify, analyze and interpret a variety of genres, relating them to their own experience and knowledge.

Concept 2: Historical and Cultural Aspects of Literature
This concept recognizes that comprehension of literary text is enhanced by an informed awareness of global issues and cultures. Literature that crosses cultural and national boundaries offers an excellent experience for students to broaden their horizons and understanding. Learning about the historical impact of an issue or incident allows today's students to make connections to the past and understand the present.

Stand 3: Comprehending Informational Text

The comprehension skills particular to informational text can be taught across all content areas. Students need the opportunity to learn and practice these skills with the reading material they are required to read in various subject areas. It is important that students have the opportunity to read and understand real world text in order to apply these skills to their personal or workplace tasks.

Concept 1: Expository Text
Expository text, such as encyclopedias, articles, textbooks and reference sources, provides organized information and explanations. Students need to be able to use, interpret, and analyze expository text to locate information for school or personal use.

Concept 2: Functional Text.
Functional text, such as maps, schedules, forms and workplace manuals conveys information. Students need to be able to use, interpret, and analyze functional text in order to perform everyday practical tasks.

Concept 3: Persuasive Text
Persuasive text, such as in editorial essays, reviews or critiques is written to sway or impress the reader. Students need to carefully read and analyze persuasive text in order to determine that the information in the text is accurate and unbiased.

WRITING STANDARD

Introduction

The purpose of the Writing Standard Articulated by Grade Level is to equip students with the skills and knowledge needed to participate in society as literate citizens. The ability to communicate effectively in writing will be essential to their success in their communities and careers. Students may realize personal fulfillment and enjoyment as they learn to become proficient writers and continue as writers throughout their lives. Writing is a complex skill that involves learning language and using it effectively to convey meaning through text. This standard recognizes that students' abilities in writing develop from their earliest stages with phonetic spelling; to limited understanding of a certain genre; to the ability to produce conventional, coherent, unified documents. Their ideas are expressed in various forms, such as notes, lists, letters, journal writing, stories, web postings, instant messaging, essays, and reports. Effective writing may be evaluated by examining the use of ideas, organization, voice, word choice, sentence fluency, and conventions.

Rationale

Requirements in the No Child Left Behind Act of 2001 (NCLB) and the standard practice of conducting periodic review of the state academic standards prompted the decision by the Arizona Department of Education to refine and articulate the academic standards for mathematics, reading, writing, and science by grade level. This refinement and articulation project was started in December 2003, and was completed in June 2004.

For more information on the Writing Standard:
http://www.ade.az.gov/standards/language-arts/writing/articulated.asp

Strand One: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

Concept 2: Drafting
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

Concept 3: Revising
Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)

Concept 4: Editing
Editing includes proofreading and correcting the draft for conventions.

Concept 5: Publishing
Publishing includes formatting and presenting a final product for the intended audience.

Strand 2: Writing Elements

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

Concept 2: Organization
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

Concept 3: Voice
Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

Concept 4: Word Choice
Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

Concept 5: Sentence Fluency
Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

Concept 6: Conventions
Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills,

and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive
Expressive writing includes **personal narratives**, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

Concept 2: Expository
Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience.

Concept 3: Functional
Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

Concept 4: Persuasive
Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

Concept 5: Literary Response
Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

Concept 6: Research
Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product

MATHEMATICS STANDARD

Introduction

Mathematics is a highly interconnected discipline. The need to understand and use a variety of mathematical strategies in multiple contextual situations has never been greater. Utilization of mathematics continues to increase in all aspects of everyday life, as a part of cultural heritage, the workplace, and in the scientific and technical communities. Today's changing world will offer enhanced opportunities and options for those who thoroughly understand mathematics. The Mathematics Standard Articulated By Grade Level describes a connected body of mathematical understandings and competencies that provide a foundation for all students. They define the understanding, conceptual knowledge, and skills that students are to acquire. Communication, problem solving, reasoning and proof, connections and representation are the process standards as described in the *Principles and Standards for School Mathematics* from the National Council of Teachers of Mathematics (NCTM). These process standards are interwoven within all the content strands of the Arizona Mathematics Standard. The process standards emphasize ways to acquire and use the content knowledge. Mathematics education should enable students to fulfill personal ambitions and career goals in an informational age. In the NCTM *Principles and Standards* document it asks us to "*Imagine a classroom, a school, or a school district where all students have access to high-quality, engaging mathematics instruction. There are ambitious expectations for all, with accommodations for those who need it".1* The Arizona Mathematics Standard Articulated by Grade Level is intended to facilitate this vision.

Rationale

Requirements in the *No Child Left Behind Act of 2001* (NCLB) and the need to do a periodic review of the state academic standards prompted the decision by the Arizona Department of Education to refine and articulate the academic standards for mathematics and reading by grade level. This refinement and articulation project was started in July 2002, and was completed in March 2003. Due to the nature of the content, some performance objectives are repeated in subsequent grade levels. However, the intent is that the complexity, depth, and difficulty of the performance objective content must increase from one grade level to the next.

For more information on the Mathematic Standard:
http://www.ade.az.gov/standards/math/articulated.asp

Strand One: Number Sense and Operations

Number Sense is the understanding of numbers and how they relate to each other and how they are used in specific context or real-world application. It includes an awareness of the different ways in which numbers are used, such as, counting, measuring, labeling, and locating. It includes an awareness of the different types of numbers, such as, whole numbers, integers, fractions, and decimals and the relationships between them, and when each is most useful. Number sense includes an understanding of the size of numbers, so that students should be able to recognize that the volume of their room is closer to 1,000 than 10,000 cubic feet. Students develop a sense of what numbers are: to use numbers and number relationships, to acquire basic facts, to solve a wide variety of real-world problems, and to estimate to determine the reasonableness of results.

Concept 1: Number Sense
Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.

Concept 2: Numerical Operations
Understand and apply numerical operations and their relationship to one another.

Concept 3: Estimation
Use estimation strategies reasonably and fluently.

Strand 2: Data Analysis, Probability, and Discrete Math

This strand requires students to use data collection, data analysis, statistics, probability, systematic listing and counting, and the study of graphs. This prepares the student for the study of discrete functions, fractals and chaos, and to make valid inferences, decisions, and arguments. Discrete mathematics is a branch of mathematics that is widely used in business and industry. Combinatorics is the mathematics of systematic counting. Vertex-edge graphs are used to model and solve problems involving paths, networks, and relationships among a finite number of objects.

Concept 1: Data Analysis (Statistics)
Understand and apply data collection, organization, and representation to analyze and sort data. This is considered to be the analysis and interpretation of numerical data in terms of samples and populations.

Concept 2: Probability
Understand and apply the basic concepts of probability. This is the field of mathematics that deals with the likelihood that an event will occur expressed as the ratio of the number of favorable outcomes in the set of outcomes divided by the total number of possible outcomes.

Concept 3: Discrete Mathematics (Systematic Listing & Counting)
Understand and demonstrate the systematic listing and counting of possible outcomes. This field of mathematics is generally referred to as Combinatorics.

Concept 4: Discrete Mathematics (Vertex-Edge Graphs)
Understand and apply the concepts vertex-edge graphs and networks. This field ties in graph theory with practical problems.

Strand 3: Patterns, Algebra, and Functions

Patterns occur everywhere in nature. Algebraic methods are used to explore, model and describe patterns, relationships, and functions involving numbers, shapes, iteration, recursion, and graphs within a variety of real-world problem solving situations. Iteration and recursion are used to model sequential, step-by-step change. Algebra emphasizes relationships among quantities, including functions, ways of representing mathematical relationships, and the analysis of change.

Concept 1: Patterns
Identify patterns and apply pattern recognition to reason mathematically. Students begin with simple repetitive patterns of many iterations. This is the beginning of recursive thinking. Later, students can study sequences that can best be defined and computed using recursion

Concept 2: Functions & Relationships
Describe and model functions and their relationships. For example, distribution and communication networks, laws of physics, population models, and statistical results can all be represented in the symbolic language of algebra.

Concept 3: Algebraic Representations
Represent and analyze mathematical situations and structures using algebraic representations. Algebraic representation is about abstract structures and about using the principles of those structures in solving problems expressed with symbols.

Concept 4: Analysis of Change
Analyze change in a variable over time and in various contexts such as, qualitative change, quantitative change, and the idea that slope represents the constant rate of change in linear functions, and functions that have non-constant rates of change.

Strand 4: Geometry and Measurement

Geometry is a natural place for the development of students' reasoning, higher thinking, and justification skills, culminating in work with proofs. Geometric modeling and spatial reasoning offer ways to interpret and describe physical environments and can be important tools in problem solving. Students use geometric methods, properties and relationships, transformations, and coordinate geometry as a means to recognize, draw, describe, connect, analyze, and measure shapes and representations in the physical world. Measurement is the assignment of a numerical value to an attribute of an object, such as the length of a pencil. At more-sophisticated levels, measurement involves assigning a number to a characteristic of a situation, as is done by the consumer price index. Understanding what a measurable attribute is and becoming familiar with the units and processes that are used in measuring attributes, is a major emphasis in this strand.

Concept 1: Geometric Properties
Analyze the attributes and properties of two- and three-dimensional shapes and develop mathematical arguments about their relationships (in conjunction with strand 5, concept 2).

Concept 2: Transformation of Shapes
Apply spatial reasoning to create transformations and use symmetry to analyze mathematical situations.

Concept 3: Coordinate Geometry
Specify and describe spatial relationships using coordinate geometry and other representational systems.

Concept 4: Measurement - Units of Measure - Geometric Objects

Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.

Strand 5: Structure and Logic

This strand is unique to the Arizona Mathematics Standard and might be considered an extension of problem solving. Students draw from the content of the other four strands to devise algorithms and analyze algorithmic thinking. Strand One and Strand Three provide the conceptual and computational basis for these algorithms. Logical reasoning and proof draws its substance from the study of geometry, patterns, and analysis to connect remaining strands. Students use algorithms, algorithmic thinking, and logical reasoning, both inductive and deductive, as they make conjectures and test the validity of arguments and proofs. They evaluate situations, select problem solving strategies, draw logical conclusions, develop and describe solutions and recognize their applications.

Concept 1: Algorithms and Algorithmic Thinking
Use reasoning to solve mathematical problems in contextual situations. Determine step-by-step series of instructions to explain mathematical processes.

Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof
Evaluate situations, select problem solving strategies, draw logical conclusions, develop and describe solutions, and recognize and describe their applications. Develop mathematical arguments based on induction and deduction, and distinguish between valid and invalid arguments.

SCIENCE STANDARD

Introduction

Students are naturally curious about the world and their place in it. Sustaining this curiosity and giving it a scientific foundation must be a high priority in Arizona schools. Application of scientific thinking enables Arizona students to strengthen skills that people use every day: solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and valuing lifelong learning. Science education is much more than merely learning content. It is the active process of investigation and the critical review of evidence related to the world around us, both visible and invisible. Science is a dynamic process of gathering and evaluating information, looking for patterns, and then devising and testing possible explanations. Active engagement in scientific investigation leads students to think critically and to develop reasoning skills that allow them to become independent, lifelong learners. Science methods and thought processes have application well beyond the bounds of science and support learning goals in all subject areas. The Arizona Science Standard Articulated by Grade Level has been written for ALL students. The science standard is set with the expectation that science instruction occurs at all grade levels – beginning in early grades with simple exploration, progressing to increasingly organized and sophisticated science investigations in higher grades. Underlying all of the science standard strands are the five unifying concepts as identified in the National Science Education Standards (1995):

- Systems, Order, and Organization
- Evidence, Models, and Explanation
- Constancy, Change, and Measurement
- Evolution and Equilibrium
- Form and Function

This conceptual framework provides students with productive and insightful ways of considering and integrating a range of basic ideas that explain the natural world. Because the understanding and abilities associated with major conceptual and procedural schemes need to be developed over an entire education, the unifying concepts and processes transcend disciplinary boundaries. These unifying concepts can be introduced in early grades and developed appropriately through the elementary grades and high school. Students should be explicitly shown how each of these unifying concepts apply to and connect life, physical, and earth and space sciences. These science content areas can be taught in conjunction with each other, as well as with other subject areas in an interdisciplinary approach. The unifying concepts in science education help focus instruction and provide a link to other disciplines.

Rationale

Requirements in the *No Child Left Behind Act of 2001* (NCLB) and the need for periodic review of the state academic standards prompted the decision by the Arizona Department of Education (ADE) to refine and articulate the academic standard for science by grade level. This refinement and articulation project was started in April 2003, and was completed in May 2004.

For more information:
http://www.ade.az.gov/standards/science/articulated.asp

Strand 1: Inquiry Process

"Science as inquiry is basic to science education and a controlling principle in the continuing organization and selection of students' activities. Students at all grade levels and in every domain of science should have the opportunity to use scientific inquiry and develop the ability to think and act in ways associated with inquiry…" (National Science Education Standards, 1995). Inquiry Process establishes the basis for students' learning in science. Students use scientific processes: questioning, planning and conducting investigations, using appropriate tools and techniques to gather data, thinking critically and logically about relationships between evidence and explanations, and communicating results.

Concept 1: HS Observations, Questions, and Hypotheses
Formulate predictions, questions, or hypotheses based on observations. Evaluate appropriate resources.

Concept 2: HS Scientific Testing (Investigating and Modeling)
Design and conduct controlled investigations.

Concept 3: HS Analysis, Conclusions, and Refinements
Evaluate experimental design, analyze data to explain results and to propose further investigations. Design models.

Concept 4: HS Communication
Communicate results of investigations.

Strand 2: History and Nature of Science

"*Knowledge of the nature of science is central to the understanding of the scientific enterprise.*" (National Assessment of Educational Progress, 2000) Scientific investigation grows from the contributions of many people. History and Nature of Science emphasizes the importance of the inclusion of historical perspectives and the advances that each new development brings to technology and human knowledge. This strand focuses on the human aspects of science and the role that scientists play in the development of various cultures.

Concept 1: HS History of Science as a Human Endeavor
Identify individual, cultural, and technological contributions to scientific knowledge.

Concept 2: HS Nature of Scientific Knowledge
Understand how scientists evaluate and extend scientific knowledge.

Strand 3: Science in Personal and Social Perspectives

Science in Personal and Social Perspectives emphasizes developing the ability to design a solution to a problem, to understand the relationship between science and technology, and the

ways people are involved in both. Students understand the impact of science and technology on human activity and the environment. This strand affords students the opportunity to understand their place in the world – as living creatures, consumers, decision makers, problem solvers, managers, and planners.

Concept 1: HS Changes in Environments
Describe the interactions between human populations, natural hazards, and the environment.

Concept 2: HS Science and Technology in Society
Develop viable solutions to a need or problem.

Concept 3: HS Human Population Characteristics
Analyze factors that affect human populations.

Strand 4: Life Science

"The fundamental goal of life sciences is to attempt to understand and explain the nature of life." (NAEP 2000) Life Science expands students' biological understanding of life by focusing on the characteristics of living things, the diversity of life, and how organisms and populations change over time in terms of biological adaptation and genetics. This understanding includes the relationship of structures to their functions and life cycles, interrelationships of matter and energy in living organisms, and the interactions of living organisms with their environment.

Concept 1: HS The Cell
Understand the role of the cell and cellular processes.

Concept 2: HS Molecular Basis of Heredity
Understand the molecular basis of heredity and resulting genetic diversity.

Concept 3: HS Interdependence of Organisms
Analyze the relationships among various organisms and their environment.

Concept 4: HS Biological Evolution
Understand the scientific principles and processes involved in biological evolution.

Concept 5: HS Matter, Energy, and Organization in Living Systems (Including Human Systems)
Understand the organization of living systems, and the role of energy within those systems.

Strand 5: Physical Science

"The physical science component … should probe the following major topics: matter and its transformations, energy and its transformations, and the motion of things." (NAEP 2000) Physical Science affords students the opportunity to increase their understanding of the characteristics of objects and materials they encounter daily. Students gain an understanding of

the nature of matter and energy including their forms, the changes they undergo, and their interactions. By studying objects and the forces that act upon them, students develop an understanding of the fundamental laws of motion, knowledge of the various ways energy is stored in a system, and the processes by which energy is transferred between systems and surroundings.

Concept 1: HS Structure and Properties of Matter
Understand physical, chemical, and atomic properties of matter.

Concept 2: HS Motions and Forces
Analyze relationships between forces and motion.

Concept 3: HS Conservation of Energy and Increase in Disorder
Understand ways that energy is conserved, stored, and transferred.

Concept 4: HS Chemical Reactions
Investigate relationships between reactants and products in chemical reactions.

Concept 5: HS Interactions of Energy and Matter
Understand the interactions of energy and matter.

Strand 6: Earth and Space Science

"*Earth science is the study of the planets, Earth's composition, processes, environments and history, focusing on the solid Earth, and its interaction with air and water*." (NAEP 2000) Earth and Space Science provides the foundation for students to develop an understanding of the Earth, its history, composition, and formative processes, and an understanding of the solar system and the universe. Students study the regularities of the interrelated systems of the natural world. In doing so, they develop understandings of the basic laws, theories, and models that explain the world (NSES, 1995). By studying the Earth from both a historical and current time frame, students can make informed decisions about issues affecting the planet on which they live

Concept 1: Structure of the Earth
Describe the composition and interactions between the structure of the Earth and its atmosphere.

Concept 2: Earth's Processes and Systems
Understand the processes acting on the Earth and their interaction with the earth systems.

Concept 3: Earth in the Solar System
Understand the relationships of the Earth and other objects in the solar system.

SOCIAL STUDIES STANDARD

Introduction

To maintain the Union that supports our freedoms, we must rely on the knowledge, skills, and character of its citizens and those they elect to public office. Critical to the preservation and improvement of America's republican form of government is the study of our founding principles, namely those detailed in the United States Constitution, the Declaration of Independence, and *The Federalist Papers*. The standard includes the study of rich and diverse contributions that people of many backgrounds have made to American life and institutions while emphasizing our shared heritage. Well-informed citizens understand our political, cultural and economic interaction with the rest of the world. The standard presents academic content and skills in the four interrelated disciplines of history, geography, civics/government, and economics that are essential to an understanding of our human experience, past and present.

Rationale

Requirements in the *No Child Left Behind Act of 2001* (NCLB) and the practice of periodic review of the state academic standards prompted the decision by the Arizona Department of Education to refine and articulate the academic standards for mathematics, reading, writing, and science by grade level. An articulation of the social studies standard was included in the process in order to provide consistency across content areas. The skills and content of social studies are not only a critical component of a comprehensive curriculum they also support student success in other areas. The Social Studies Standard was revised and written in articulated grade-specific performance objectives in 2004 – 2005.

For more information on the Social Studies Standard:
http://www.ade.state.az.us/standards/sstudies/surveys/

Strand 1 – American History

A study of American history is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

Concept 1: Research Skills for History
Historical Research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively, students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events.

Concept 2: Early Civilizations
The geographic, political, economic, and cultural characteristics of early civilizations made significant contributions to the later development of the United States. This forms the basis of knowledge for further study of history.

Concept 3: Exploration and Colonization
The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the United States. Understanding the formation and early growth of the United States is fundamental to appreciating the unique nature of our country.

Concept 4: Revolution and New Nation
The development of American constitutional democracy grew from political, cultural and economic issues, ideas, and events. Examination of the philosophical and historic foundations of the United States is critical for citizens to be able to continue to uphold the founding principles of our nation.

Concept 5: Westward Expansion
Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the United States. Tracing the impact of expansion into the West provides insight into the changing character of the United States.

Concept 6: Civil War and Reconstruction
Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures. The complex issues of this period continue to affect the daily life and development of the United States.

Concept 7: Emergence of the Modern United States

Economic, social, and cultural changes transformed the United States into a world power. Examination of the changing role and influence of the United States as it matured into a world power gives insight into our role in the world today.

Concept 8: Great Depression and World War II
Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of United States citizens. The continuing importance of these issues requires that students fully understand their complex nature and how they still affect us today.

Concept 9: Post World War II United States
Postwar tensions led to social change in the United States and to a heightened focus on foreign policy. Civil Rights struggles, changing social expectations, global tensions, and economic growth defined the modern United States. Those issues continue to change and reshape our nation.

Concept 10: Contemporary United States
Current events and issues continue to shape our nation and our involvement in the global community. Our role in the world demands informed citizens who know and value the perspective historical knowledge provides.

Strand 2 – World History

A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.

Concept 1: Research Skills for History
Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively, students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events.

Concept 2: Early Civilizations
The geographic, political, economic, and cultural characteristics of early civilizations significantly influenced the development of later civilizations. An understanding of the earliest contributions to society is vital to understanding the rest of the world and our place in it.

Concept 3: World in Transition
People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity, cooperation and competition. Examination of these civilizations provides understanding of their enduring contributions to the modern world.

Concept 4: Renaissance and Reformation
The rise of individualism challenged traditional Western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements. The ideas born in this era continue to form a basis for political and social thought.

Concept 5: Encounters and Exchange
Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies worldwide, transforming and creating nations. The expansion of the existing nations of the world led to the exchange of ideas, goods, and cultures that formed a foundation for the modern age.

Concept 6: Age of Revolution
Intensified internal conflicts led to the radical overthrow of traditional governments and created new political, economic, and intellectual systems. During this time new nations, including the United States, were born and changes in thought and technology contributed to creating a new type of national identity.

Concept 7: Age of Imperialism
Industrialized nations exerted political, economic, and social control over less developed areas of the world. The exercise of imperial power led to world tensions that erupted in war and tumultuous change.

Concept 8: World at War
Global events, economic issues, and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change. The changes in the concentration of political power led to changes in the world that continue today.

Concept 9: Contemporary World
The nations of the contemporary world are shaped by their cultural and political past. Current events, developments, and issues continue to shape the global community.

Strand 3 - Civics/Government

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

Concept 1: Foundations of Government
United States democracy is based on the principles and ideals that are embodied by symbols, people and documents. An understanding of these principles and ideals are vital for citizens to participate fully in the democratic process.

Concept 2: Structure of Government
The United States structure of government is characterized by the separation and balance of powers. Participation as an informed citizen requires fundamental knowledge of how our government is structured and the safeguards that are in place to ensure the integrity of the democratic process.

Concept 3: Functions of Government
Laws and policies are developed to govern, protect, and promote the well-being of the people. Our ever-evolving government sets policies and creates laws to achieve these goals.

Concept 4: Rights, Responsibilities, and Roles of Citizenship
The rights, responsibilities, and practices of United States citizenship are founded in the Constitution and the nation's history. Fully informed citizens are better able to protect the rights and privileges guaranteed to the citizens of our nation.

Concept 5: Government Systems of the World
Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

Strand 4 – Geography

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth's places and regions and how people of different cultural backgrounds interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students' understanding of history, civics, and economics.

Concept 1: The World in Spatial Terms
The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments. Mastery of these tools enables students to better understand information and make decisions that affect the future.

Concept 2: Places and Regions
Places and regions have distinct physical and cultural characteristics. These concepts are a foundation for many economic, political, and social decisions made throughout the world.

Concept 3: Physical Systems
Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems**.** These processes affect the distribution of resources and economic development. Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a summary of skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.

Concept 4: Human Systems
Human cultures, their nature, and distribution affect societies and the Earth. The world is increasingly interconnected and these concepts allow full understanding of major issues facing us.

Concept 5: Environment and Society
Human and environmental interactions are interdependent. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

Concept 6: Geographic Applications
Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past and the present, and to plan for the future. The use of geographic analysis is elemental in solving problems and making good decisions.

Strand 5 – Economics

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to
understand the complex relationships among economic, political, and cultural systems.

Concept 1: Foundations of Economics
The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of good and services. Both personal and national decisions are best made with a firm understanding of these principles.

Concept 2: Microeconomics
Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies. Understanding this allows individuals to make informed decisions and participate in the economic life of the nation.

Concept 3: Macroeconomics
Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being. Understanding of these principles allows the student to recognize the cause and effect of national economic policy.

Concept 4: Global Economics
Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world. Since the United States is economically interconnected with the whole world, an understanding of these principles promotes a stronger economy.

Concept 5: Personal Finance
Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors, and effective participants in society.

ARTS EDUCATION STANDARDS[1]

Rationale

Dance, music, theatre and visual arts are everywhere in our lives, adding depth and dimension to the environment we live in and shaping our experiences, often so deeply or subtly that we are unaware of their presence. In any civilization, the arts are inseparable from the very meaning of the term "education." To be truly educated, one must have knowledge and skills in Creating Art, Art in Context and Art As Inquiry. In addition to specialized instruction in the arts, the knowledge and skills will be further enhanced by integration of the arts across the other curricular areas. Building mastery at each of the readiness, foundations, essentials, proficiency and distinction levels is the overriding principal of a rigorous arts education. As students continue to use a wide range of subject matter, symbols, images and expressions, they grow more sophisticated in their knowledge and use of the arts to investigate, communicate, reason and evaluate the merits of their work. As a result of developing these capabilities, students can arrive at their own knowledge, beliefs and values for making personal and artistic decisions and be better prepared to live and work in a constantly changing, expanding society.

All students will achieve the essentials level (see standards section of this document) in the four arts disciplines (music, visual arts, theatre and dance) and attain the proficiency level in at least one art form on or before graduation. All levels are built upon previous levels. Since students will achieve the proficiency level at different ages or rates, schools will provide curriculum to allow students who go beyond proficiency to study at the distinction level.

Education in the arts benefits students by:

- cultivating the whole child by building multiple literacies (e.g., developing intuition, reasoning, imagination and dexterity) into unique forms of expression and communication
- initiating them into a variety of ways of perceiving and thinking that will help them see and grasp life in new ways
- teaching the analyzation of nonverbal communication and the making of informed judgments
- enhancing understanding of themselves and others
- acquiring the tools and knowledge to take charge of their own learning—assessing where they have been, where they are and where they want to go
- promoting the processes of thinking, creating and evaluating
- developing attributes of self-discipline and personal responsibility, reinforcing the joy of learning and self-esteem, and fostering the thinking skills and creativity valued in the workplace
- demonstrating the direct connection between study, hard work and high levels of achievement
- giving them knowledge of potential career pathways or involvement in the arts
- encouraging experimentation with and utilization of current technology
- fostering a lifelong appreciation for and support of the arts
- An education in the arts also benefits society and the workplace because students gain powerful skills for:
- understanding human experiences, both past and present

[1] For the Real Game Series, only Visual and Theatre Arts Standards are provided. Music and Dance Standards are not relevant to Unit/Session activities.

- learning to adapt to and respect others' ways of thinking, working and expressing themselves
- learning artistic modes of analyzing different situations, which brings an array of expressive, analytical and developmental tools to everyday experiences
- encouraging experimentation with, and utilization of, new electronic media and global networks to give them marketable workplace skills
- understanding the influences of the arts to create and reflect cultures
- understanding the impact of design on virtually all we use in daily life, and in the interdependence of work in the arts with the broader worlds of ideas and action
- learning adaptability and flexibility to meet the needs of a complex and competitive society
- learning the importance of teamwork and cooperation
- making decisions in situations where there are no standard answers
- bringing their own contributions to the nation's storehouse of culture
- communicating their thoughts and feelings in a variety of modes, giving them a vastly more powerful repertoire of self-expression
- carrying our individual and collective images and ideas from one generation to another
- recognizing the essential role the arts have in sustaining the viability of cultures

Whenever possible and within the limits and needs of individual districts, students need direct contact with objects, professional artists and performers through partnerships with state and local resources (e.g., museums, symphonies, artists in residence, traveling exhibits, theatre companies, art centers, dance companies).

Inservice and support to teachers, parents and students will be an ongoing process as innovative and integrated approaches for learning are developed within the four arts disciplines and across the other subject areas. Success will be realized when all students have equal access to all the arts.

The Arts Standards Integration Statement

Because the Arizona Department of Education has an expectation that the content areas will be integrated across the curriculum, this document provides suggested integration links for each discipline and its related standard. Arizona's Arts Standards address competence in the arts disciplines first of all. That competence provides a firm foundation for connecting arts-related concepts and facts across the art forms, and from them to the sciences and humanities. A key factor in this approach to learning is the need for students to acquire enough prior knowledge and experience in one discipline to make applications in another.

Integration means identifying concepts shared among two or more content areas and including performance objectives for each discipline in the instructional model. All subject matter disciplines are comprised of concepts. A concept is an idea which applies to multiple content areas but which may represent the idea in different ways when used within each individual content area. Concepts can be very concrete or they can be representative of abstract ideas.

Learning is an integrative process. In a balanced curriculum, opportunities for students to use what is learned in one discipline to clarify or enhance an idea, concept, or skill in another occur almost daily. As learners work across the disciplines, there are many opportunities to discover

relationships that lead to the process of forming ideas and concepts. This way of learning provides an intellectual stimulation involving thinking, feeling, and doing behaviors that enable students to be more flexible and inventive in their approaches to problem solving processes. All teachers, regardless of discipline, are encouraged to find links between their subjects and the area of the arts.

Integration links which appear in Arizona's Arts Standards follow the performance objectives (POs) within the standards. The links identify other disciplines and the concepts they share with the arts. These references suggest a few examples of the many ways creative teachers will make connections between content areas.

For more information on the Arts Education Standards:
http://www.ade.state.az.us/standards/arts/default.asp

VISUAL ARTS

Standard 1: Creating Art
Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

STANDARD 2: Art In Context
Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

Standard 3: Art As Inquiry
Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

THEATRE

Standard 1: Creating Art
Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

Standard 2: Art In Context
Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

Standard 3: Art As Inquiry
Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

TECHNOLOGY EDUCATION STANDARDS

Rationale

Technology encompasses the tools and strategies for solving problems, using information, increasing productivity and enhancing personal growth. The word *technology* summons an image of a variety of tools ranging from shovels to gene splitters. When asked to develop the original Technology Standards, adopted in 1997, the Committee did so without the benefit of seeing the integration of various technologies into other curricular standards. Over the past four years, significant advances in technology have occurred. These changes have caused many national organizations to review what students need to know and be able to do in relation to technology. Therefore, when asked to review the current standards, the Revision Committee examined national standards (National Educational Technology Standards, Information Power, Information Technology in Education and Technology for All Americans), along with current Arizona standards. The Revision Committee also analyzed current research on technology skills important to business and industry. The Revision Committee reviewed technology that is currently integrated into other content area standards with the vision that as other standards are revised, technology will be seamlessly integrated.

The goal is to help students live, learn and work successfully and responsibly in an increasingly complex, technology-driven society. These Technology Standards are designed to provide foundational skills and processes that students need in order to work productively and creatively in their studies, at work and at home. Research on the transfer of learning strongly supports the position that instruction and educational activities should closely parallel the final desired behavior. It is essential that technology instruction be an integral part of a student's educational experience. Education's role is to help students meet the challenge of the future. Arizona must encourage, assist and provide all students with the required tools and instruction to enable them to acquire knowledge, develop skills and apply these tools successfully in our world.

The following definition of technology is supported in this document:

Technology is the application of tools to solve problems that extend human potential for the benefit of society

For more information on the Technology Education Standards:
http://www.ade.state.az.us/standards/technology/default.asp

Standard 1: Fundamental Operations And Concepts
Students understand the operations and function of technology systems and are proficient in the use of technology.

Standard 2: Social, Ethical and Human Issues
Students understand the social, ethical and human issues related to using technology in their daily lives and demonstrate responsible use of technology systems, information and software.

Standard 3: Technology Productivity Tools
Students use technology tools to enhance learning, to increase productivity and creativity and to construct technology-enhanced models, prepare publications and produce other creative works.

Standard 4: Technology Communications Tools
Building on productivity tools, students will collaborate, publish, and interact with peers, experts and other audiences using telecommunications and media.

Standard 5: Technology Research Tools
Students utilize technology-based research tools to locate and collect information pertinent to the task, as well as evaluate and analyze information from a variety of sources.

Standard 6: Technology as a Tool for Problem Solving and Decision-Making
Students use technology to make and support decisions in the process of solving real world problems.

WORKPLACE SKILLS STANDARDS

Rationale

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

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

For more information on the Workplace Skills Standards:
http://www.ade.state.az.us/standards/workplace/default.asp

Standard 1
Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.

Standard 2
Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

Standard 3
Students apply critical and creative thinking skills to make decisions and solve workplace problems.

Standard 4
Students work individually and collaboratively within team settings to accomplish objectives.

Standard 5
Students demonstrate a set of marketable skills which enhance career options.

Standard 6
Students illustrate how social, organizational and technological systems function.

Standard 7
Students demonstrate technological literacy for productivity in the workplace.

Standard 8
Students apply principles of resource management and develop skills that promote personal and professional well-being.

ARIZONA LANGUAGE ARTS: READING STANDARDS

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts Demonstrate understanding of print concepts.	
Grade 9	Grade 10
(Grades 1-3)	(Grades 1-3)

Concept 2:Phonemic Awareness Identify and manipulate the sounds of speech.	
Grade 9	Grade 10
(Grades 1-3)	(Grades 1-3)

Concept 3: Phonics Decode words, using knowledge of phonics, syllabication, and word parts.	
Grade 9	Grade 10
(Grades 1-3)	(Grades 1-3)

Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.	
Grade 9	Grade 10
PO 1. Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon). PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect). PO 3. Distinguish between the denotative and connotative meanings of words. PO 4. Identify the meaning of metaphors based	*PO 1. Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).* *PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).* PO 3. Determine how the meaning of the text is affected by the writer's word choice (e.g., literal vs. figurative language, idioms, adages).

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on common literary allusions. PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.	*PO 4. Identify the meaning of metaphors based on common literary allusions.* PO 5. Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.

Concept 5: Fluency Read fluently.	
Grade 9	Grade 10
PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	*PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).*

Concept 6: Comprehension Strategies Employ strategies to comprehend text.	
Grade 9	Grade 10
PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words). PO 2. Generate clarifying questions in order to comprehend text. PO 3. Use graphic organizers in order to clarify the meaning of the text. PO 4. Connect information and events in text to experience and to related text and sources. PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.	*PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).* *PO 2. Generate clarifying questions in order to comprehend text.* *PO 3. Use graphic organizers in order to clarify the meaning of the text.* *PO 4. Connect information and events in text to experience and to related text and sources.* *PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.*

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

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Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structures and elements of literature.	
Grade 9	Grade 10
PO 1. Describe the author's use of literary elements: theme (moral, lesson, meaning, message, view or comment on life), point of view (e.g., first vs. third, limited vs. omniscient), characterization (qualities, motives, actions, thoughts, dialogue, development, interactions), setting (time of day or year, historical period, place, situation), and plot (exposition, conflict, rising action, climax, falling action, and resolution). PO 2. Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection. PO 3. Compare (and contrast) works within a literary genre that deal with similar themes (e.g., compare-short stories, novels, short stories, poems). PO 4. Compare interactions among major characters and minor characters in literary text with emphasis upon how the plot is revealed through action of the dialog.	PO 1. Analyze the author's use of literary elements: theme (moral, lesson, meaning, message, view or comment on life), point of view (e.g., first vs. third, limited vs. omniscient), characterization (qualities, motives, actions, thoughts, dialogue, development, interactions), setting (time of day or year, historical period, place, situation), and plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution). PO 2. Analyze the author's use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection. PO 3. Compare (and contrast) the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem, short story). PO 4. Identify how an author's choice of words and imagery sets the tone and advances the work's theme.

Concept 2: Historical and Cultural Aspects of Literature Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.	
Grade 9	Grade 10
PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature. PO 2. Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).	*PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.* *PO 2. Compare (and contrast) classic works of literature that deal with similar topics and problems* *(e.g., individual and society, meaning of friendship, freedom, responsibility).*

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PO 3. Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.	*PO 3. Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.*

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

Concept 1: Expository Text Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	
Grade 9	Grade 10
PO 1. Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text. PO 2. Distinguish facts from opinions in expository selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text. PO 3. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing) PO 4. Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs, and/or timelines. (Connected to Research Strand in Writing) PO 5. Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. (Connected to Research Strand in Writing)	*PO 1. Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.* PO 2. Distinguish supported inferences from unsupported inferences in expository selections such as editorials, newspaper articles, essays, reviews, and critiques. *PO 3. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)* *PO 4. Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs and/or timelines for a research document or other assigned tasks. (Connected to Research Strand in Writing)* *PO 5. Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. (Connected to Research Strand in Writing)*

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PO 6. Use knowledge of modes of expository writing (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text. PO 7. Explain how one excerpt relates and contributes to the reading selection (e.g., sentence to paragraph, paragraph to selection). PO 8. Support conclusions drawn from ideas and concepts in expository text.	*PO 6. Use knowledge of modes of expository writing (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.* PO 7. Make relevant inferences by synthesizing concepts and ideas from a single reading selection. *PO 8. Support conclusions drawn from ideas and concepts in expository text.*

Concept 2: Functional Text Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	
Grade 9	Grade 10
PO 1 Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem. PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions. PO 3. Identify the objective(s) of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents).	*PO 1. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.* *PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.* PO 3. Analyze the effectiveness of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents) to achieve its stated purpose(s).

Concept 3: Persuasive Text Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.	
Grade 9	Grade 10
PO 1. Identify the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text. PO 2. Evaluate the appropriateness of an author's word choice for an intended audience.	PO 1. Describe the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text. PO 2. Describe how persuasive techniques (e.g., repetition, sentence variety,

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PO 3. Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.	understatement, overstatement) contribute to the power of persuasive text. *PO 3. Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.*

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ARIZONA LANGUAGE ARTS: WRITING STANDARDS

Strand 1: Writing Process
Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

High School

PO 1. Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, ***graphic organizers****, record of writing ideas and discussion, printed material or other sources).*

PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.

PO 3. Determine the intended audience of a writing piece.

PO 4. Establish a **controlling idea** appropriate to the type of writing.

PO 5 Use organizational strategies (e.g., outline, chart, table, graph, ***Venn Diagram, web, story map, plot pyramid****) to plan writing.*

PO 6. Maintain a record (e.g., list, journal, folder, notebook) of writing ideas.

PO 7. Use ***time-management strategies****, when appropriate, to produce a writing product within a set time period.*

Concept 2: Drafting
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

High School

PO 1. Use a ***prewriting plan*** *to develop the main idea(s) with supporting details.*

PO 2. Sequence ideas into a cohesive, meaningful order.

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Concept 3: Revising Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)
High School
*PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (*See Strand 2) *PO 2. Add details to the draft to more effectively accomplish the purpose.* *PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.* *PO 4. Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.* *PO 5. Add **transitional words** and phrases to the draft in order to clarify meaning or enhance the writing style.* *PO 6. Use a variety of sentence structures (i.e., **simple**, **compound**, **complex)** to improve sentence fluency in the draft.* *PO 7. Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to refine the draft.* PO 8. Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.

Concept 4: Editing Editing includes proofreading and correcting the draft for conventions.
High School
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2) *PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.* *PO 3. Apply **proofreading marks** to indicate errors in conventions.* *PO 4. Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to edit the*

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draft.

Concept 5: Publishing
Publishing involves formatting and presenting a final product for the intended audience.

High School

PO 1. Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, or submitting to a publication).

PO 2. Include such techniques as principles of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.

PO 3. Write legibly.

Strand 2: Writing Elements
This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

High School

PO 1. Maintain a clear, narrow focus to support the topic.

PO 2. Write with an identifiable purpose and for a specific audience.

PO 3. Provide sufficient, relevant and carefully selected details for support.

PO 4. Demonstrate a thorough, balanced explanation of the topic.

PO 5. Include ideas and details that show original perspective and insights.

Concept 2: Organization
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

High School

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*PO 1. Use a structure that fits the type of writing (e.g., letter format, **narrative**, play, essay).*

PO 2. Include a strong beginning or introduction that draws in the reader.

PO 3. Place details appropriately to support the main idea.

PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas).

PO 5. Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose. (See R09-S3C1-06, R10-S3C1-06)

*PO 6. Create an ending that provides a sense of **resolution** or closure.*

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

High School

PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.

PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.

*PO 3. Choose appropriate voice (e.g., formal, informal, **academic discourse)** for the application.*

PO 4. Use engaging and expressive language that shows a commitment to the topic.

PO 5. Use language appropriate to purpose, topic, and audience.

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

High School

PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message.

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PO 2. Use vocabulary that is original, varied, and natural.

PO 3. Use words that evoke clear images.

PO 4. Use **literal** and **figurative language** intentionally when appropriate. (See R09-S2C1-02, R10-S2C1-02, R11-S2C1-02, R12-S2C1-02)

PO 5. Use **clichés** only when appropriate to purpose.

Concept 5: Sentence Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

High School

PO 1. Use a variety of sentence structures (**simple, compound, complex, and compound-complex**) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.

PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.

PO 3. Demonstrate a flow that is natural and powerful when read aloud.

Concept 6: Conventions

Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

High School

PO 1. Use capitals correctly for:

a. ***proper nouns:***
   - *holidays*
   - *place/regional names*
   - *languages*
   - *historical events*
   - *organizations*
   - *academic courses (e.g., algebra/Algebra I)*
   - *product names*

b. *words used as names (e.g., Grandpa, Aunt Lyn)*

c. *literary titles (i.e., book, story, poem, play, song)*

d. *titles*

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e. *abbreviations*
f. ***proper adjectives*** *(e.g., German shepherd, Chinese restaurant)*

PO 2. Use commas to correctly punctuate:
a. items in a series
b. greetings and closings of letters
c. introductory words, phrases and clauses
d. ***direct address***
e. ***interruptors***
f. ***compound sentences***
g. ***appositives***
h. ***dialogue***

PO 3. Use quotation marks to punctuate:
a. dialogue
b. titles
c. *exact words from sources*

PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).

PO 5. Use colons to punctuate business letter salutations and sentences introducing lists.

PO 6. Use semicolons to punctuate **compound** and **compound-complex sentences** when appropriate.

PO 7. Use apostrophes to punctuate:
a. contractions
b. singular possessives
c. plural possessives

PO 8. Use hyphens, dashes, parentheses, ellipses and brackets correctly.

PO 9. Spell words correctly.

PO 10. Use paragraph breaks to reinforce the organizational structure, including **dialogue**.

PO 11. Demonstrate control of grammar and usage in writing:
a. parts of speech
b. verb forms and tenses

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c. subject/verb agreement
d. pronoun/antecedent agreement
e. parallel structure
f. comparative and superlative degrees of adjectives
g. modifier placement
h. **homonyms**

PO 12. Use appropriate format, according to type of writing, to cite sources (i.e., Chicago, APA, MLA, UPI, any other recognized **style manual**).

Strand 3: Writing Applications
Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive
Expressive writing includes **personal narratives**, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

Grade 9	Grade 10
PO 1. Write a **personal narrative** that: a. describes a sequence of events, focusing on one incident experienced by the author b. sets scenes and incidents in specific times and places c. describes with specific details the sights, sounds, and smells of the scenes d. uses **figurative language** (e.g., **simile**, **metaphor**, **personification**) Example: Write an autobiographical account of a time when you had to make an important decision.	PO 1. Write a **reflective personal narrative** that: a. describes a sequence of events, communicating the significance of the events to the audience b. sets scenes and incidents in specific times and places c. describes with specific details the sights, sounds, and smells of the scenes d. describes with specific details the actions, movements, gestures, and feelings of the characters e. uses **interior monologue** f. uses **figurative language** (e.g., **simile**, **metaphor**, **personification**) Example: Select a quotation that is particularly meaningful to you. Explain the significance of the quotation to your life.

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Concept 2: Expository Expository writing includes non-fiction writing that describes, explains, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience.	
Grade 9	Grade 10
PO 1. Write an explanatory, multi-paragraph essay that: a. includes background information to establish the **thesis** (**hypothesis**, essential question), as appropriate b. states a t**hesis** (**hypothesis**, essential question) with a narrow focus c. includes **evidence** in support of a **thesis** (**hypothesis**, essential question) in the form of details, facts, examples, or reasons d. communicates information and ideas from **primary** and/or **secondary sources** accurately and coherently, as appropriate e. attributes sources of information as appropriate f. includes a topic sentence for each body paragraph g. includes relevant factors and variables that need to be considered h. includes visual aids to organize and record information on charts, data tables, maps, and graphs, as appropriate i. includes an effective conclusion Example: Write a report of a science experiment that was conducted in class, describing both the process and the scientific conclusions.	PO 1. *Write an explanatory, multi-paragraph essay that*: a. *includes background information to establish the **thesis** (**hypothesis**, essential question), as appropriate* b. *states a t**hesis** (**hypothesis**, essential question) with a narrow focus* c. *includes **evidence** in support of a **thesis** (**hypothesis**, essential question) in the form of details, facts, examples, or reasons* d. *communicates information and ideas from **primary** and/or **secondary sources** accurately and coherently, as appropriate* e. *attributes sources of information, as appropriate* f. *includes a topic sentence for each body paragraph* g. *includes relevant factors and variables that need to be considered* h. *includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate* i. *includes an effective conclusion* Example: Discuss three reasons why the bombing of Hiroshima was a controversial act.

Concept 3: Functional Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.	
Grade 9	Grade 10
PO 1. Write a business letter that: a. presents information purposefully and succinctly to meet the needs of the intended audience	PO 1. Write a business letter and/or memo that: a. presents information purposefully and succinctly to meet the needs of the intended audience

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b. follows a conventional business letter format (e.g., block, modified block, email) Example: Write a letter of complaint expressing a consumer problem you've experienced. *PO 2. Address an envelope for correspondence that includes:* a. *an appropriate return address* b. *an appropriate recipient address*	b. follows a conventional format (e.g., block, modified block, memo, email) Example: Write a letter requesting an informational interview with a person in a career area that interests you. *PO 2. Address an envelope for correspondence that includes:* a. *an appropriate return address* b. *an appropriate recipient address*

Concept 4: Persuasive Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.	
Grade 9	Grade 10
PO 1. Write a persuasive composition (e.g., business letter, essay) that: a. states a position or claim b. presents detailed **evidence**, examples, and reasoning to support effective arguments and emotional appeals c. attributes sources of information when appropriate d. structures ideas e. addresses the reader's concerns Example: Write a letter to the principal to persuade him/her to support your views on some educational policy (e.g., open campus, cheating, year-round school, scheduling) (See R09-S3C3)	*PO 1. Write a persuasive composition (e.g., business letter, essay, letter to the editor) that:* a. *states a position or claim* b. *presents detailed **evidence**, examples, and reasoning to support effective arguments and emotional appeals* c. *attributes sources of information when appropriate* d. *structures ideas* e. *addresses the reader's concerns* Example: Write a letter to a television network to persuade the network to keep a program on the air despite low ratings. (See R10-S3C3)

Concept 5: Literary Response Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.	
Grade 9	Grade 10
PO 1. Write a literary analysis that: a. describes the author's use of **literary elements** (i.e., **theme**, **point of view**,	PO 1. *Write a literary analysis that:* a. analyzes the author's use of **literary elements** (i.e., **theme**, **point of view**,

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characterization, **setting**, **plot**) b. explains different elements of **figurative language**, (i.e., **simile**, **metaphor**, **personification**, **hyperbole**, **symbolism**, **allusion**, and **imagery**) in a literary selection c. compares works within a literary **genre** that deal with similar **themes** (e.g., compare two short stories or two poems) Example: Write an essay about different characters in "The Necklace" by Guy de Maupassant explaining how each serves to move forward the plot. (See R09-S2C1)	**characterization**, **setting**, **plot**) b. analyzes different elements of **figurative language** (i.e., **simile**, **metaphor**, **personification**, **hyperbole**, **symbolism**, **allusion**, **and imagery**) in a literary selection c. compares the illustration of the same **theme** in two different literary **genres**, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story) d. identifies how an author's choice of words and i**magery** sets the **tone** and advances the work's **theme** Example: Write an essay explaining Gwendolyn Brook's use of word choice in "We Real Cool" to communicate its theme. (See R10-S2C1)

Concept 6: Research Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.	
Grade 9	Grade 10
PO 1. Write an essay that: a. incorporates **evidence** in support of a **thesis** or claim b. integrates information from two or more pieces of research information c. integrates direct quotes d. cites sources Example: Write an essay about water conservation in the desert. (See R09-S3C1-03 -04, -05; R10-S3C1-03 -04, -05)	PO 1. Write a research report that: a. incorporates **evidence** in support of a **thesis** or claim b. integrates information from two or more pieces of primary and/or secondary research information c. makes distinctions between the relative value and significance of specific data, facts, and ideas d. integrates direct quotes e. uses **internal citations** f. includes a works cited, bibliography, or reference page Example: Write a report on the Globe Theatre explaining its significance in the development of Shakespeare's works

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex writing.
The bulleted (lettered) items within a performance objective indicate specific content to be taught.
Words shown in bold print are referenced in the Writing Standards glossary.

ARIZONA LANGUAGE ARTS STANDARDS 3 & 4

Standard 3: Listening and Speaking
Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.

(Proficiency Grades 9-12)
3LS-P1. Deliver a polished speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions

3LS-P2. Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience

3LS-P3. Deliver oral interpretations of literary or original works

3LS-P4. Conduct an interview, taking appropriate notes and summarizing the information learned

3LS-P5. Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons and analogies

(Distinction – Honors)
Students know and are able to do all of the above and the following:
3LS-D1. Use clear and concise language when presenting analytical responses to literature, conveying technical information, and explaining complex concepts and procedures

3LS-D2. Deliver creative and dramatic interpretations of literary or original works

3LS-D3. Communicate information expressively, informatively and analytically through a variety of media to audiences inside or outside of school

3LS-D4. Evaluate and improve personal communication skills

Standard 4: Viewing and Presenting
Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.

(Proficiency Grades 9-12)
4VP-P1. Analyze and evaluate visual media for language, subject matter and visual techniques used to influence attitudes, decision making and cultural perceptions

4VP-P2. Plan, organize, develop, produce and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media

4VP-P3. Analyze and evaluate the impact of visual media on the intended audience

(Distinction – Honors)
Students know and are able to do all of the above and the following:

4VP-D1. Conduct research to evaluate the impact of language, subject matter and visual techniques used by the media

4VP-D2. Expand abilities in developing multimedia presentations

4VP-D3. Research ethical issues related to the laws, rules and regulations for the use of media

ARIZONA MATHEMATICS STANDARDS

Strand 1: Number Sense And Operations

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

Concept 1: Number Sense Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.
High School
PO 1. Classify real numbers as members of one or more subsets: natural, whole, integers, rational, or irrational numbers. PO 2. Identify properties of the real number system: commutative, associative, distributive, identity, inverse, and closure. PO 3. Distinguish between finite and infinite sets of numbers.

Concept 2: Numerical Operations Understand and apply numerical operations and their relationship to one another.
High School
PO 1. Select the grade-level appropriate operation to solve word problems. PO 2. Solve word problems using grade-level appropriate operations and numbers. PO 3. Simplify numerical expressions including signed numbers and absolute values. PO 4. Apply subscripts to represent ordinal position. PO 5. Use grade-level appropriate mathematical terminology. PO 6. Compute using scientific notation. PO 7. Simplify numerical expressions using the order of operations.

Concept 3: Estimation Use estimation strategies reasonably and fluently.
High School
PO 1. Solve grade-level appropriate problems using estimation. PO 2. Determine if a solution to a problem is reasonable.

PO 3. Determine rational approximations of irrational numbers.

Strand 2: Data Analysis, Probability, and Discrete Mathematics

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

Concept 1: Data Analysis (Statistics) Understand and apply data collection, organization and representation to analyze and sort data.
High School
PO 1. Formulate questions to collect data in contextual situations. PO 2. Organize collected data into an appropriate graphical representation. PO 3. Display data as lists, tables, matrices, and plots. PO 4. Construct equivalent displays of the same data. PO 5. Identify graphic misrepresen-tations and distortions of sets of data. PO 6. Identify which of the measures of central tendency is most appropriate in a given situation. PO 7. Make reasonable predictions based upon linear patterns in data sets or scatter plots. PO 8. Make reasonable predictions for a set of data, based on patterns. PO 9. Draw inferences from charts, tables, graphs, plots, or data sets. PO 10. Apply the concepts of mean, median, mode, range, and quartiles to summarize data sets. PO 11. Evaluate the reasonable-ness of conclusions drawn from data analysis. PO 12. Recognize and explain the impact of interpreting data (making inferences or drawing conclusions) from a biased sample. PO 13. Draw a line of best fit for a scatter plot. PO 14. Determine whether displayed data has positive, negative, or no correlation. PO 15. Identify a normal distribution. PO 16. Identify differences between sampling and census.

PO 17. Identify differences between biased and unbiased samples.

Concept 2: Probability Understand and apply the basic concepts of probability.
High School
PO 1. Find the probability that a specific event will occur, with or without replacement. PO 2. Determine simple probabilities related to geometric figures. PO 3. Predict the outcome of a grade-level appropriate probability experiment. PO 4. Record the data from performing a grade-level appropriate probability experiment. PO 5. Compare the outcome of an experiment to predictions made prior to performing the experiment. PO 6. Distinguish between independent and dependent events. PO 7. Compare the results of two repetitions of the same grade-level appropriate probability experiment.

Concept 3: Discrete Mathematics – Systematic Listing and Counting Understand and demonstrate the systematic listing and counting of possible outcomes.
High School
PO 1. Determine the number of possible outcomes for a contextual event using a chart, a tree diagram, or the counting principle. PO 2. Determine when to use combinations versus permutations in counting objects. PO 3. Use combinations or permutations to solve contextual problems.

Concept 4: Vertex-Edge Graphs Understand and apply vertex-edge graphs.
High School
No Performance Objectives defined at this level.

Strand 3: Patterns, Algebra, and Functions

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

Concept 1: Patterns Identify patterns and apply pattern recognition to reason mathematically.
High School
PO 1. Communicate a grade-level appropriate iterative or recursive pattern, using symbols or numbers. PO 2. Find the nth term of an iterative or recursive pattern. PO 3. Evaluate problems using basic recursion formulas.

Concept 2: Functions and Relationships Describe and model functions and their relationships.
High School
PO 1. Determine if a relationship is a function, given a graph, table, or set of ordered pairs. PO 2. Describe a contextual situation that is depicted by a given graph. PO 4. Sketch a graph that models a given contextual situation. PO 5. Determine domain and range for a function. PO 6. Determine the solution to a contextual maximum / minimum problem, given the graphical representation. PO 7. Express the relationship between two variables using tables/ matrices, equations, or graphs. PO 8. Interpret the relationship between data suggested by tables/ matrices, equations, or graphs. PO 9. Determine from two linear equations whether the lines are parallel, perpendicular, coincident, or intersecting but not perpendicular.

Concept 3: Algebraic Representations Represent and analyze mathematical situations and structures using algebraic representations.
High School
PO 1. Evaluate algebraic expressions, including absolute value and square roots. PO 2. Simplify algebraic expressions. PO 3. Multiply and divide monomial expressions with integral exponents. PO 4. Translate a written expression or sentence into a mathematical expression or sentence. PO 5. Translate a sentence written in context into an algebraic equation involving multiple operations. PO 6. Write a linear equation for a table of values.

PO 7. Write a linear algebraic sentence that represents a data set that models a contextual situation.

PO 8. Solve linear (first degree) equations in one variable (may include absolute value).

PO 9. Solve linear inequalities in one variable.

PO 10. Write an equation of the line given: two points on the line, the slope and a point on the line, or the graph of the line.

PO 11. Solve an algebraic proportion.

PO 12. Solve systems of linear equations in two variables (integral coefficients and rational solutions).

PO 13. Add, subtract, and perform scalar multiplication with matrices.

PO 14. Calculate powers and roots of real numbers, both rational and irrational, using technology when appropriate.

PO 15. Simplify square roots and cube roots with monomial radicands (including those with variables) that are perfect squares or perfect cubes.

PO 16. Solve square root radical equations involving only one radical.

PO 17. Solve quadratic equations.

PO 18. Identify the sine, cosine, and tangent ratios of the acute angles of a right triangle

Concept 4: Analysis of Change Analyze change in a variable over time and in various contexts.
High School
PO 1. Determine slope, x-, and y-intercepts of a linear equation. PO 2. Solve formulas for specified variables

Strand 4: Geometry and Measurement

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

Concept 1: Geometric Properties Analyze the attributes and properties of 2- and 3- dimensional shapes and develop mathematical arguments about their relationships.
High School
PO 1. Identify the attributes of special triangles (isosceles, equilateral, right). PO 2. Identify the hierarchy of quadrilaterals. PO 3. Make a net to represent a 3-dimensional object. PO 4. Make a 3-dimensional model from a net. PO 5. Draw 2-dimensional and 3-dimensional figures with appropriate labels. PO 6. Solve problems related to complementary, supplementary, or congruent angle concepts. PO 7. Solve problems by applying the relationship between circles, angles, and intercepted arcs. PO 8. Solve problems by applying the relationship between radii, diameters, chords, tangents, or secants. PO 9. Solve problems using the triangle inequality property. PO 10. Solve problems using special case right triangles. PO 11. Determine when triangles are congruent by applying SSS, ASA, AAS, or SAS. PO 12. Determine when triangles are similar by applying SAS, SSS, or AA similarity postulates. PO 13. Construct a triangle congruent to a given triangle. PO 14. Solve contextual situations using angle and side length relationships

Concept 2: Transformation of Shapes Apply spatial reasoning to create transformations and use symmetry to analyze mathematical situations.
High School
PO 1. Sketch the planar figure that is the result of two or more transformations. PO 2. Identify the properties of the planar figure that is the result of two or more transformations. PO 3. Determine the new coordinates of a point when a single transformation is performed on a planar geometric figure. PO 4. Determine whether a given pair of figures on a coordinate plane represents a translation, reflection, rotation, or dilation.

PO 5. Classify transformations based on whether they produce congruent or similar figures.

PO 6. Determine the effects of a single transformation on linear or area measurements of a planar geometric figure.

Concept 3: Coordinate Geometry
Specify and describe spatial relationships using coordinate geometry and other representational systems.

High School

PO 1. Graph a quadratic equation with lead coefficient equal to one.

PO 2. Graph a linear equation in two variables.

PO 3. Graph a linear inequality in two variables.

PO 4. Determine the solution to a system of equations in two variables from a given graph.

PO 5. Determine the midpoint between two points in a coordinate system.

PO 6. Determine changes in the graph of a linear function when constants and coefficients in its equation are varied.

PO 7. Determine the distance between two points in the coordinate system.

Concept 4: Measurement - Units of Measure
- Geometric Objects
Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.

High School

PO 1. Calculate the area of geometric shapes composed of two or more geometric figures.

PO 2. Calculate the volumes of 3-dimensional geometric figures.

PO 3. Calculate the surface areas of 3-dimensional geometric figures.

PO 4. Compare perimeter, area, or volume of figures when dimensions are changed.

PO 5. Find the length of a circular arc.

PO 6. Find the area of a sector of a circle.

PO 7. Solve for missing measures in a pyramid.(i.e., slant height, triangles. height)

PO 8. Find the sum of the interior and exterior angles of a polygon.

PO 9. Solve scale factor problems using ratios

Strand 5: Structure and Logic

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

Concept 1: Algorithms and Algorithmic Thinking Use reasoning to solve mathematical problems in contextual situations.
High School
PO 1. Determine whether a given procedure for simplifying an expression is valid. PO 2. Determine whether a given procedure for solving an equation is valid. PO 3. Determine whether a given procedure for solving a linear inequality is valid. PO 4. Select an algorithm that explains a particular mathematical process. PO 5. Determine the purpose of a simple mathematical algorithm. PO 6. Determine whether given simple mathematical algorithms are equivalent.

Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof Evaluate situations, select problem-solving strategies, draw logical conclusions, develop and describe solutions and recognize their applications.
High School
PO 1. Draw a simple valid conclusion from a given if…then statement and a minor premise. PO 2. List related if… then statements in logical order. PO 3. Write an appropriate conjecture given a certain set of circumstances. PO 4. Analyze assertions related to a contextual situation by using principles of logic. PO 5. Identify a valid conjecture using inductive reasoning. PO 6. Distinguish valid arguments from invalid arguments. PO 7. Create inductive and deductive arguments concerning geometric ideas and relationships, such as congruence, similarity, and the Pythagorean relationship. PO 8. Critique inductive and deductive arguments concerning geometric ideas and relationships, such as congruence, similarity, and the Pythagorean relationship.

PO 9. Identify a counterexample for a given conjecture.

PO 10. Construct a counterexample to show that a given conjecture is false.

PO 11. State the inverse, converse, or contrapositive of a given statement.

PO 12. Determine if the inverse, converse, or contrapositive of a given statement is true or false.

PO 13. Construct a simple formal or informal deductive proof.

PO 14. Verify characteristics of a given geometric figure using coordinate formulas such as distance, mid-point, and slope to confirm parallelism, perpendicularity, and congruency .

ARIZONA SCIENCE STANDARDS

The Arizona high school science standard was designed to support the instruction and assessment of students. Science instruction should involve students actively using scientific processes to understand course content and make connections to real life and related areas of study. The goal in the development of the standard was to assure that the six strands and five unifying concepts are interwoven into a fabric of science that represents the true nature of science. Students have the opportunity to develop both the skills and content knowledge necessary to be scientifically literate members of the community.

Strands 1, 2, and 3 (Inquiry Process, History and Nature of Science, and Science in Personal and Social Perspective) contain the processes and connections desired of Arizona students and must, therefore, be reflected in all science courses. These strands are designed to be explicitly taught *and* embedded *within* each of the content Strands 4, 5, and 6, and are not intended to be taught in isolation. The processes, skills, and content of the first three strands are designed to "umbrella" and complement the content of Life Science, Physical Science, and Earth and Space Science.

At the high school level, Strands 4, 5, and 6 (Life Science, Physical Science, and Earth and Space Science) contain content area knowledge and skills that are, by nature, course specific. These strands were written to provide frameworks for complete courses in Life, Physics, Chemistry, and Earth and Space sciences.

The high school science Arizona Instrument to Measure Standards (AIMS) will be administered as an end of course test. For each course tested, all performance objectives in Strands 1, 2 and 3 may be included on the assessment. Depending on the course tested, performance objectives from Strand 4, 5, or 6, will be measured. For example, an end of course AIMS for high school biology could include performance objectives from Strands 1, 2, 3, and 4. A blueprint of the Science AIMS will be available following test development.

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Strand 1: Inquiry Process

Inquiry Process establishes the basis for students' learning in science. Students use scientific processes: questioning, planning and conducting investigations, using appropriate tools and techniques to gather data, thinking critically and logically about relationships between evidence and explanations, and communicating results.

Concept 1: Observations, Questions, and Hypotheses Formulate predictions, questions, or hypotheses based on observations. Evaluate appropriate resources.
PO 1. Evaluate scientific information for relevance to a given problem. (See R09-S3C1, R10-S3C1, R11-S3C1, and R12-S3C1) PO 2. Develop questions from observations that transition into testable hypotheses. PO 3. Formulate a testable hypothesis. PO 4. Predict the outcome of an investigation based on prior evidence, probability, and/or modeling (not guessing or inferring).
Concept 2: Scientific Testing (Investigating and Modeling) Design and conduct controlled investigations.
PO 1. Demonstrate safe and ethical procedures (e.g., use and care of technology, materials, organisms) and behavior in all science inquiry. PO 2. Identify the resources needed to conduct an investigation. PO 3. Design an appropriate protocol (written plan of action) for testing a hypothesis: Identify dependent and independent variables in a controlled investigation. Determine an appropriate method for data collection (e.g., using balances, thermometers, microscopes, spectrophotometer, using qualitative changes). Determine an appropriate method for recording data (e.g., notes, sketches, photographs, videos, journals (logs), charts, computers/calculators). PO 4. Conduct a scientific investigation that is based on a research design. PO 5. Record observations, notes, sketches, questions, and ideas using tools such as journals, charts, graphs, and computers.
Concept 3: Analysis, Conclusions, and Refinements Evaluate experimental design, analyze data to explain results and propose further investigations. Design models
PO 1. Interpret data that show a variety of possible relationships between variables, including: positive relationship negative relationship no relationship PO 2. Evaluate whether investigational data support or do not support the proposed hypothesis. PO 3. Critique reports of scientific studies (e.g., published papers, student reports). PO 4. Evaluate the design of an investigation to identify possible sources of procedural error, including: sample size trials controls

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analyses PO 5. Design models (conceptual or physical) of the following to represent "real world" scenarios: carbon cycle water cycle phase change collisions PO 6. Use descriptive statistics to analyze data, including: mean frequency range (See MHS-S2C1-10) PO 7. Propose further investigations based on the findings of a conducted investigation.
Concept 4: Communication Communicate results of investigations.
PO 1. For a specific investigation, choose an appropriate method for communicating the results. (See W09-S3C2-01 and W10-S3C3-01) PO 2. Produce graphs that communicate data. (See MHS-S2C1-02) PO 3. Communicate results clearly and logically. PO 4. Support conclusions with logical scientific arguments.

Strand 2: History and Nature of Science

Scientific investigation grows from the contributions of many people. History and Nature of Science emphasizes the importance of the inclusion of historical perspectives and the advances that each new development brings to technology and human knowledge. This strand focuses on the human aspects of science and the role that scientists play in the development of various cultures.

Concept 1: History of Science as a Human Endeavor Identify individual, cultural, and technological contributions to scientific knowledge.
PO 1. Describe how human curiosity and needs have influenced science, impacting the quality of life worldwide. *PO 2. Describe how diverse people and/or cultures, past and present, have made important contributions to scientific innovations.* PO 3. Analyze how specific changes in science have affected society. PO 4. Analyze how specific cultural and/or societal issues promote or hinder scientific advancements.
Concept 2: Nature of Scientific Knowledge Understand how science is a process for generating knowledge.
PO 1. Specify the requirements of a valid, scientific explanation (theory), including that it be: logical subject to peer review public

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respectful of rules of evidence PO 2. Explain the process by which accepted ideas are challenged or extended by scientific innovation. PO 3. Distinguish between pure and applied science. PO 4. Describe how scientists continue to investigate and critically analyze aspects of theories.

Strand 3: Science in Personal and Social Perspectives

Science in Personal and Social Perspectives emphasizes developing the ability to design a solution to a problem, to understand the relationship between science and technology, and the ways people are involved in both. Students understand the impact of science and technology on human activity and the environment. This strand affords students the opportunity to understand their place in the world – as living creatures, consumers, decision makers, problem solvers, managers, and planners.

Concept 1: Changes in Environments Describe the interactions between human populations, natural hazards, and the environment.
PO 1. Evaluate how the processes of natural ecosystems affect, and are affected by, humans. PO 2. Describe the environmental effects of the following natural and/or human-caused hazards: flooding drought earthquakes fires pollution extreme weather PO 3. Assess how human activities (e.g., clear cutting, water management, tree thinning) can affect the potential for hazards. PO 4. Evaluate the following factors that affect the quality of the environment: urban development smoke volcanic dust PO 5. Evaluate the effectiveness of conservation practices and preservation techniques on environmental quality and biodiversity.
Concept 2: Science and Technology in Society Develop viable solutions to a need or problem.
PO 1. Analyze the costs, benefits, and risks of various ways of dealing with the following needs or problems: various forms of alternative energy storage of nuclear waste abandoned mines greenhouse gases hazardous wastes PO 2. Recognize the importance of basing arguments on a thorough understanding of the core concepts and principles of science and technology.

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PO 3. Support a position on a science or technology issue. PO 4. Analyze the use of renewable and nonrenewable resources in Arizona: water land soil minerals air PO 5. Evaluate methods used to manage natural resources (e.g., reintroduction of wildlife, fire ecology).
Concept 3: Human Population Characteristics Analyze factors that affect human populations.
PO 1. Analyze social factors that limit the growth of a human population, including: affluence education access to health care cultural influences PO 2. Describe biotic (living) and abiotic (nonliving) factors that affect human populations. PO 3. Predict the effect of a change in a specific factor on a human population.

Strand 4: Life Science

Life Science expands students' biological understanding of life by focusing on the characteristics of living things, the diversity of life, and how organisms and populations change over time in terms of biological adaptation and genetics. This understanding includes the relationship of structures to their functions and life cycles, interrelationships of matter and energy in living organisms, and the interactions of living organisms with their environment.

Concept 1: The Cell Understand the role of the cell and cellular processes.
PO 1. Describe the role of energy in cellular growth, development, and repair. PO 2. Compare the form and function of prokaryotic and eukaryotic cells and their cellular components. PO 3. Explain the importance of water to cells. PO 4. Analyze mechanisms of transport of materials (e.g., water, ions, macromolecules) into and out of cells: passive transport active transport PO 5. Describe the purposes and processes of cellular reproduction.
Concept 2: Molecular Basis of Heredity Understand the molecular basis of heredity and resulting genetic diversity
PO 1. Analyze the relationships among nucleic acids (DNA, RNA), genes, and chromosomes. PO 2. Describe the molecular basis of heredity, in viruses and living things, including DNA replication and protein synthesis.

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PO 3. Explain how genotypic variation occurs and results in phenotypic diversity. PO 4. Describe how meiosis and fertilization maintain genetic variation.
Concept 3: Interdependence of Organisms Analyze the relationships among various organisms and their environment.
PO 1. Identify the relationships among organisms within populations, communities, ecosystems, and biomes. PO 2. Describe how organisms are influenced by a particular combination of biotic (living) and abiotic (nonliving) factors in an environment. PO 3. Assess how the size and the rate of growth of a population are determined by birth rate, death rate, immigration, emigration, and carrying capacity of the environment.
Concept 4: Biological Evolution Understand the scientific principles and processes involved in biological evolution.
PO 1. Identify the following components of natural selection, which can lead to speciation: potential for a species to increase its numbers genetic variability and inheritance of offspring due to mutation and recombination of genes finite supply of resources required for life selection by the environment of those offspring better able to survive and produce offspring PO 2. Explain how genotypic and phenotypic variation can result in adaptations that influence an organism's success in an environment. PO 3. Describe how the continuing operation of natural selection underlies a population's ability to adapt to changes in the environment and leads to biodiversity and the origin of new species. PO 4. Predict how a change in an environmental factor (e.g., rainfall, habitat loss, non-native species) can affect the number and diversity of species in an ecosystem. PO 5. Analyze how patterns in the fossil record, nuclear chemistry, geology, molecular biology, and geographical distribution give support to the theory of organic evolution through natural selection over billions of years and the resulting present day biodiversity. PO 6. Analyze, using a biological classification system (i.e., cladistics, phylogeny, morphology, DNA analysis), the degree of relatedness among various species.
Concept 5: Matter, Energy, and Organization in Living Systems (Including Human Systems) Understand the organization of living systems, and the role of energy within those systems.
PO 1. Compare the processes of photosynthesis and cellular respiration in terms of energy flow, reactants, and products. PO 2. Describe the role of organic and inorganic chemicals (e.g., carbohydrates, proteins, lipids, nucleic acids, water, ATP) important to living things. PO 3. Diagram the following biogeochemical cycles in an ecosystem: water carbon nitrogen PO 4. Diagram the energy flow in an ecosystem through a food chain. PO 5. Describe the levels of organization of living things from cells, through tissues, organs, organ systems, organisms, populations, and communities to ecosystems.

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Strand 5: Physical Science

Physical Science affords students the opportunity to increase their understanding of the characteristics of objects and materials they encounter daily. Students gain an understanding of the nature of matter and energy, including their forms, the changes they undergo, and their interactions. By studying objects and the forces that act upon them, students develop an understanding of the fundamental laws of motion, knowledge of the various ways energy is stored in a system, and the processes by which energy is transferred between systems and surroundings.

Concept 1: Structure and Properties of Matter Understand physical, chemical, and atomic properties of matter.
PO 1. Describe substances based on their physical properties. PO 2. Describe substances based on their chemical properties. PO 3. Predict properties of elements and compounds using trends of the periodic table (e.g., metals, non-metals, bonding – ionic/covalent). PO 4. Separate mixtures of substances based on their physical properties. PO 5. Describe the properties of electric charge and the conservation of electric charge. PO 6. Describe the following features and components of the atom: protons neutrons electrons mass number and type of particles structure organization PO 7. Describe the historical development of models of the atom. PO 8. Explain the details of atomic structure (e.g., electron configuration, energy levels, isotopes).
Concept 2: Motions and Forces Analyze relationships between forces and motion.
PO 1. Determine the rate of change of a quantity (e.g., rate of erosion, rate of reaction, rate of growth, velocity). PO 2. Analyze the relationships among position, velocity, acceleration, and time: graphically mathematically PO 3. Explain how Newton's 1st Law applies to objects at rest or moving at constant velocity. PO 4. Using Newton's 2nd Law of Motion, analyze the relationships among the net force acting on a body, the mass of the body, and the resulting acceleration: graphically mathematically PO 5. Use Newton's 3rd Law to explain forces as interactions between bodies (e.g., a table pushing up on a vase that is pushing down on it; an athlete pushing on a basketball as the ball pushes back on her).

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PO 6. Analyze the two-dimensional motion of objects by using vectors and their components. PO 7. Give an example that shows the independence of the horizontal and vertical components of projectile motion. PO 8. Analyze the general relationships among force, acceleration, and motion for an object undergoing uniform circular motion. PO 9. Represent the force conditions required to maintain static equilibrium. PO 10. Describe the nature and magnitude of frictional forces. PO 11. Using the Law of Universal Gravitation, predict how the gravitational force will change when the distance between two masses changes or the mass of one of them changes. PO 12. Using Coulomb's Law, predict how the electrical force will change when the distance between two point charges changes or the charge of one of them changes. PO 13. Analyze the impulse required to produce a change in momentum. PO 14. Quantify interactions between objects to show that the total momentum is conserved in both collision and recoil situations.
Concept 3: Conservation of Energy and Increase in Disorder Understand ways that energy is conserved, stored, and transferred.
PO 1. Describe the following ways in which energy is stored in a system: mechanical electrical chemical nuclear PO 2. Describe various ways in which energy is transferred from one system to another (e.g., mechanical contact, thermal conduction, electromagnetic radiation.) PO 3. Recognize that energy is conserved in a closed system. PO 4. Calculate quantitative relationships associated with the conservation of energy. PO 5. Analyze the relationship between energy transfer and disorder in the universe (2nd Law of Thermodynamics). PO 6. Distinguish between heat and temperature. PO 7. Explain how molecular motion is related to temperature and phase changes.
Concept 4: Chemical Reactions Investigate relationships between reactants and products in chemical reactions.
PO 1. Apply the law of conservation of matter to changes in a system. PO 2. Identify the indicators of chemical change, including formation of a precipitate, evolution of a gas, color change, absorption or release of heat energy. PO 3. Represent a chemical reaction by using a balanced equation. PO 4. Distinguish among the types of bonds (i.e., ionic, covalent, metallic, hydrogen bonding). PO 5. Describe the mole concept and its relationship to Avogadro's number. PO 6. Solve problems involving such quantities as moles, mass, molecules, volume of a gas, and molarity using the mole concept and Avogadro's number. PO 7. Predict the properties (e.g., melting point, boiling point, conductivity) of substances based upon bond type. PO 8. Quantify the relationships between reactants and products in chemical reactions (e.g., stoichiometry, equilibrium, energy transfers). PO 9. Predict the products of a chemical reaction using types of reactions (e.g., synthesis,

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decomposition, replacement, combustion). PO 10. Explain the energy transfers within chemical reactions using the law of conservation of energy. PO 11. Predict the effect of various factors (e.g., temperature, concentration, pressure, catalyst) on the equilibrium state and on the rates of chemical reaction. PO 12. Compare the nature, behavior, concentration, and strengths of acids and bases. PO 13. Determine the transfer of electrons in oxidation/reduction reactions.
Concept 5: Interactions of Energy and Matter Understand the interactions of energy and matter.
PO 1. Describe various ways in which matter and energy interact (e.g., photosynthesis, phase change). PO 2. Describe the following characteristics of waves: wavelength frequency period amplitude PO 3. Quantify the relationships among the frequency, wavelength, and the speed of light. PO 4. Describe the basic assumptions of kinetic molecular theory. PO 5. Apply kinetic molecular theory to the behavior of matter (e.g., gas laws). PO 6. Analyze calorimetric measurements in simple systems and the energy involved in changes of state. PO 7. Explain the relationship between the wavelength of light absorbed or released by an atom or molecule and the transfer of a discrete amount of energy. PO 8. Describe the relationship among electric potential, current, and resistance in an ohmic system. PO 9. Quantify the relationships among electric potential, current, and resistance in an ohmic system.

Strand 6: Earth and Space Science

Earth and Space Science provides the foundation for students to develop an understanding of the Earth, its history, composition, and formative processes, and an understanding of the solar system and the universe. Students study the regularities of the interrelated systems of the natural world. In doing so, they develop understandings of the basic laws, theories, and models that explain the world (NSES, 1995). By studying the Earth from both a historical and current time frame, students can make informed decisions about issues affecting the planet on which they live.

Concept 1: Geochemical Cycles Analyze the interactions between the Earth's structures, atmosphere, and geochemical cycles.
PO 1. Identify ways materials are cycled within the Earth system (i.e., carbon cycle, water cycle, rock cycle). PO 2. Demonstrate how dynamic processes such as weathering, erosion, sedimentation, metamorphism, and orogenesis relate to redistribution of materials within the Earth system.

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- The bulleted items within a performance objective indicate specific content to be taught.

PO 3. Explain how the rock cycle is related to plate tectonics. PO 4. Demonstrate how the hydrosphere links the biosphere, lithosphere, cryosphere, and atmosphere. PO 5. Describe factors that impact current and future water quantity and quality including surface, ground, and local water issues. PO 6. Analyze methods of reclamation and conservation of water. PO 7. Explain how the geochemical processes are responsible for the concentration of economically valuable minerals and ores in Arizona and worldwide.
Concept 2: Energy in the Earth System (Both Internal and External) Understand the relationships between the Earth's land masses, oceans, and atmosphere.
PO 1. Describe the flow of energy to and from the Earth. PO 2. Explain the mechanisms of heat transfer (convection, conduction, radiation) among the atmosphere, land masses, and oceans. PO 3. Distinguish between weather and climate. **Internal Energy:** PO 4. Demonstrate the relationship between the Earth's internal convective heat flow and plate tectonics. PO 5. Demonstrate the relationships among earthquakes, volcanoes, mountain ranges, mid-oceanic ridges, deep sea trenches, and tectonic plates. PO 6. Distinguish among seismic S, P, and surface waves. PO 7. Analyze the seismic evidence (S and P waves) used to determine the structure of the Earth. PO 8. Describe how radioactive decay maintains the Earth's internal temperature. **External Energy:** PO 9. Explain the effect of heat transfer on climate and weather. PO 10. Demonstrate the effect of the Earth's rotation (i.e., Coriolis effect) on the movement of water and air. PO 11. Describe the origin, life cycle, and behavior of weather systems (i.e., air mass, front, high and low systems, pressure gradients). PO 12. Describe the conditions that cause severe weather (e.g., hurricanes, tornadoes, thunderstorms). PO 13. Propose appropriate safety measures that can be taken in preparation for severe weather. PO 14. Analyze how weather is influenced by both natural and artificial Earth features (e.g., mountain ranges, bodies of water, cities, air pollution). PO 15. List the factors that determine climate (e.g., altitude, latitude, water bodies, precipitation, prevailing winds, topography). PO 16. Explain the causes and/or effects of climate changes over long periods of time (e.g., glaciation, desertification, solar activity, greenhouse effect). PO 17. Investigate the effects of acid rain, smoke, volcanic dust, urban development, and greenhouse gases, on climate change over various periods of time.
Concept 3: Origin and Evolution of the Earth System Analyze the factors used to explain the history and evolution of the Earth.
Earth Origin/System: PO 1. Describe the scientific theory of the origin of the solar system (solar nebular hypothesis).

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PO 2. Describe the characteristics, location, and motions of the various kinds of objects in our solar system, including the Sun, planets, satellites, comets, meteors, and asteroids. PO 3. Explain the phases of the Moon, eclipses (lunar and solar), and the interaction of the Sun, Moon, and Earth (tidal effect). **Earth History/Evolution:** PO 4. Interpret a geologic time scale. PO 5. Distinguish between relative and absolute geologic dating techniques. PO 6. Investigate scientific theories of how life originated on Earth (high temperature, low oxygen, clay catalyst model). PO 7. Describe how life on Earth has influenced the evolution of the Earth's systems. PO 8. Sequence major events in the Earth's evolution (e.g., mass extinctions, glacial episodes) using relative and absolute dating data. PO 9. Analyze patterns in the fossil record related to the theory of organic evolution.
Concept 4: Origin and Evolution of the Universe Analyze the factors used to explain the origin and evolution of the universe.
PO 1. Describe the Big Bang Theory as an explanation for the origin of the universe. PO 2. Describe the fusion process that takes place in stars. PO 3. Analyze the evolution of various types of stars using the Hertzsprung-Russell (HR) diagram. PO 4. Compare the evolution (life cycles) of stars of different masses (low and high mass). PO 5. Explain the formation of the light elements in stars and the heavier elements (what astronomers call "metals") in supernova explosions. PO 6. Explain the evolution and life cycles of galaxies.

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- The bulleted items within a performance objective indicate specific content to be taught.

ARIZONA SOCIAL STUDIES STANDARDS

Strand 1: American History

A study of American History is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

Concept 1: Research Skills for History
Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

PO 1. Interpret historical data displayed in graphs, tables, charts, and geologic time scales.

PO 2. Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).

PO 3. *Formulate questions that can be answered by historical study and research.*

PO 4. Construct graphs, tables, timelines, charts and narratives to interpret historical data.

PO 5. Evaluate primary and secondary sources for:
a. authors' main points
b. purpose and perspective
c. facts vs. opinions
d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)
e. credibility and validity

PO 6. Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.

PO 7. Compare present events with past events:
a. cause and effect
b. change over time
c. different points of view

Concept 2: Early Civilizations Pre 1500
The geographic, political, economic and cultural characteristics of early civilizations made significant contributions to the later development of the United States.

PO 1. Describe Prehistoric Cultures of the North American continent:

a. Paleo-Indians (i.e., Clovis, Folsom, Plano) b. Moundbuilders (i.e., Adena, Hopewell, Mississippian) c. Southwes tern (i.e., Mogollon, Hohokam, Anasazi [Ancestral Pueblos])
Concept 3: Exploration and Colonization 1500s – 1700s The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.
PO 1. Review the reciprocal impact of resulting from early European contact with exploration on indigenous peoples: religious (e.g., conversion attempts) economic (e.g., land disputes, trade) social (e.g., spread of disease, partnerships) food (e.g., corn) government (e.g Iroquois Confederacy, matriarchal leadership, democratic influence) PO 2. Describe the reasons for colonization of America (e.g., religious freedom, desire for land, economic opportunity, and a new life) PO 3. Compare the characteristics of the New England, Middle, and Southern colonies: a. Colonial governments, geographic influences, resources and economic systems b. religious beliefs and social patterns PO 4. Describe the impact of key individuals who were important to the colonization of America (e.g., John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop).
Concept 4: Revolution and New Nation 1700s – 1820 The development of American constitutional democracy grew from political, cultural and economic issues, ideas and event.
PO 1. Assess the economic, political and social reasons for the American Revolution: British attempts to tax and regulate colonial trade as a result of the French and Indian War b. colonists' reaction to British policy ideas expressed in the Declaration of Independence PO 2. Analyze the effects of European involvement of the American Revolution on the outcome of the war. PO 3. Describe the significance of major events in the Revolutionary War: a. Lexington and Concord b. Bunker Hill c. Saratoga d. writing and ratification of the Declaration of Independence e. Yorktown how PO 4. Analyze how the new national government was created: Albany Plan of Union influenced by the Iroquois Confederation Articles of Confederation Constitutional Convention struggles over ratification of the Constitution creation of the Bill of Rights

PO 5. Examine the significance of the following the formation of a new nation:
presidency of George Washington
economic policies of Alexander Hamilton
creation of political parties under Thomas Jefferson and Alexander Hamilton
establishment of the Supreme Court as a equal third branch of government under John Marshal (e.g., Marbury vs .Madison)

PO 6. Examine the experiences and perspectives of the following groups in the new nation:
a. property owners
b. African Americans
c. women
d. Native Americans
e. indentured servants

Concept 5: Westward Expansion 1800 – 1860
Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.

PO 1. Trace the growth of the American nation during the period of western expansion:
a. Northwest Territory
b. Louisiana Territory
c. Florida
d. Texas
e. Oregon
f. Mexican Cession
g. Gadsden Purchase
h. Alaska

PO 2. Analyze how the following events affected political transformation of the developing nation:
a. Jefferson's Presidency
b. War of 1812
c. Jackson's Presidency

PO 3. Identify how economic incentives and geography influenced early American explorations:
explorers (e.g., Lewis and Clark, Pike, Fremont)
fur traders
miners
missionaries (Father Kino, Circuit Riders)

PO4. Describe the impact of European-American expansion on native peoples.

PO 5. Describe the impact of the following aspects of the Industrial Revolution on the United States:
transportation improvements (railroads, canals, steamboats)
factory system
manufacturing

urbanization inventions (e.g. telegraph, cotton gin interchangeable parts)
Concept 6: Civil War and Reconstruction 1850 – 1877 Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.
PO 1. Explain the economic, social, and political causes of the Civil War: economic and social differences between the North, South, and West balance of power in the Senate (e.g., Missouri and 1850 Compromises) extension of slavery into the territories (e.g., Dred Scott Decision, the Kansas-Nebraska Act) role of abolitionists (e.g Frederick Douglass and John Brown) debate over popular sovereignty and states rights Presidential election of 1860 PO 2. Analyze aspects of the Civil War: changes in technology importance of resources turning points military and civilian leaders effect of the Emancipation Proclamation effect on the civilian population PO 3. Analyze immediate and long term effects of Reconstruction in post Civil War America: various plans for reconstruction of the South Lincoln's assassination Johnson's impeachment Thirteenth, Fourteenth and Fifteenth Amendments resistance to end of Reconstruction (e.g.,Crow laws, KKK, and Compromise of 1877)
Concept 7: Emergence of the Modern United States 1875 – 1929 Economic, social, and cultural changes transformed the U.S. into a world power.
PO 1. Analyze how the following aspects of industrialization transformed the American economy beginning in the late 19th century: mass production monopolies and trusts (e.g., Robber Barons, Taft- Hartley Act) economic philosophies (e.g., laissez faire, Social Darwinism, free silver) labor movement (e.g., Bisbee Deportation) trade PO 2. Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries : Civil Rights issues (e.g., Womens' Suffrage Movement, Dawes Act, Indian Schools, lynching Plessey v. Ferguson) changing patterns in Immigration (e.g., Ellis Island, Angel Island, Chinese Exclusion Act, Immigration Act of 1924) urbanization and social reform (e.g., health care, housing, food & nutrition) mass media (e.g., political cartoons, muckrakers, yellow journalism, radio)

consumerism (e.g., advertising, standard living, consumer credit) Roaring Twenties (e.g., Harlem Renaissance, leisure time, jazz) PO 3. Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries: Indian Wars (e.g., Little Bighorn, Wounded Knee) Imperialism (e.g., Spanish American War; annexation of Hawaii) Progressive Movement (Sixteenth through Nineteenth Amendments, child labor) Teddy Roosevelt (conservationism, Panama Canal, national parks, trust busting) corruption (Tammany Hall, spoils system) World War I (League of Nations, Isolationism) Red Scare/Socialism Populism PO 4. Analyze the effect of direct democracy (initiative, referendum, recall) on Arizona statehood.
Concept 8: Great Depression and World War II 1929 – 1945 Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.
PO 1. Discuss the consequences of the Great Depression. economic causes of the Depression (e.g., economic policies of 1920s, investment patterns and stock market crash) Dust Bowl (e.g., environmental. internal migration) effects on society (e.g., fragmentation of families, Hoovervilles, unemployment, business failure, breadlines) changes in expectations of government (e.g., New Deal programs) PO 2. Describe the impact of American involvement in World War II: movement away from isolationism economic recovery from the Great Depression home front transformations (i.e., Japanese, Italian internment camps, POW camps, women and the workforce) war mobilization (Native American Code Talkers, minority participation in military units, media portrayal) turning points (e.g., Pearl Harbor, D-Day, Hiroshima/Nagasaki)
Concept 9: Postwar United States 1945 – 1970s Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.
PO 1. Analyze aspects of America's post World War foreign policy: international activism (e.g., Marshal Plan, United Nations, NATO) Cold War (e.g., domino theory, containment, Korea, Vietnam) Arms Race (e.g., Cuba Missile Crisis, SALT) United States as a superpower (e.g., political intervention humanitarian efforts) PO 2. Describe aspects of American post-World War II domestic policy: McCarthyism Civil Rights (e.g Birmingham, 1964 Civil Rights Act, Voting Act, Constitutional Amendments)

Supreme Court Decisions (e.g., the Warren and Burge Courts) Executive Power (i.e. War Powers Act, Watergate) social reforms Great Society and War on Poverty Space Race and technological developments PO 3. Describe aspects of World War II American society: postwar prosperity (e.g., growth of suburbs, baby boom, GI Bill) popular culture (e.g., conformity v. counter-culture, mass-media) protest movements (e.g., anti-war, women's rights, civil rights, farm workers, César Chavez) assassinations (e.g., John F. Kennedy, Martin Luther King, Jr., Robert F. Kennedy, Malcolm X) immigration pattern change (e.g., shift to Latin America and Asia)
Concept 10: Contemporary United States 1970s – Present Current events and issues continue to shape our nation and our involvement in the global community.
PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). *PO 2. Identify the connection between curren*t *and historical event issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).* PO 3. Describe how key political, social, environmental and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States (e.g., Watergate, OPEC/oil crisis, Central American wars/Iran-Conflict, End of Cold War, first Gulf War, September 11).

Strand 2: World History

A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.

Concept 1: Research Skills for History Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 1: American History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.
PO 1. Interpret historical data displayed in graphs, tables, charts, and geologic time scales. PO 2. Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g.,

geologic time).

PO 3. *Formulate questions that can be answered by historical study and research.*

PO 4. Construct graphs, tables, timelines, charts and narratives to interpret historical data.

PO 5. Evaluate primary and secondary sources for:
a. authors' main points
b. purpose and perspective
c. facts vs. opinions
d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)
e. credibility and validity

PO 6. Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.

PO 7. Compare present events with past events:
a. cause and effect
b. change over time
c. different points of view

Concept 2: Early Civilizations
The geographic, political, economic and cultural characteristics of early civilizations significantly influenced the development of later civilizations.

PO 1. Describe early human history (e.g., prehistoric peoples, early river civilizations, beginnings of agriculture and settled communities).

PO 2. Analyze the development and historical significance of Hinduism, Judaism, Buddhism, Christianity and Islam.

PO 3. Analyze the enduring Greek and Roman contributions and their impact on later civilization:
a. development of concepts of government and citizenship, (e.g., democracy, republics, codification of law, and development of empire)
b. scientific and cultural advancements (e.g., network of roads, aqueducts, art and architecture, literature and theater, mathematics, and philosophy)

PO 4. Analyze the enduring Chinese contributions and their impact on other civilizations:
a. development of concepts of government and citizenship (e.g., Confucianism, empire)
b. scientific and cultural advancements (e.g., Silk Route, art and architecture, mathematics, philosophy)

Concept 3: World in Transition
People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity and competition.

PO 1. Contrast the fall of Rome with the development of the Byzantine and Arab Empires (e.g., religion, culture, language, governmental structure).

PO 2. Compare feudalism in Europe and Japan and its connection with religious and cultural institutions. PO 3. Compare the development of empires throughout the world (e.g., Roman, Han, Mali, Incan/Inkan, Ottoman). PO 4. Describe the interaction of European and Asian civilizations from the 12th to the 16th centuries: a. Crusades b. commerce and the Silk Road c. impact on culture d. plague
Concept 4: Renaissance and Reformation The rise of individualism challenged traditional western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements.
PO 1. Analyze the results of Renaissance thoughts and theories: a. rediscovery of Greek and Roman ideas b. humanism and its emphasis on individual potential and achievements c. scientific approach to the natural world d. Middle Eastern contributions (e.g., mathematics, science) e. innovations in the arts and sciences. PO 2. Explain how the ideas of the Protestant Reformation and the Catholic Reformation affected society (e.g., secular authority, individualism, migration, literacy and vernacular, the arts).
Concept 5: Encounters and Exchange Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.
PO 1. Describe the religious, economic, social, and political interactions among civilizations that resulted from early exploration: a. reasons for European exploration b. impact of expansion and colonization on Europe c. impact of expansion and colonization on Africa, the Americas, and Asia d. role of disease in conquest e. role of trade f. navigational technology g. impact and ramifications of slavery and international slave trade. h. contrasting motivations and methods for colonization
Concept 6: Age of Revolution Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.
PO 1. Contrast the development of representative, limited government in England with the development and continuation of absolute monarchies in other European nations: a. absolute monarchies (e.g., Louis XIV, Peter the Great, Philip II) b. the Magna Carta, the English Bill of Rights, and parliamentary government c. ideas of John Locke

PO 2. Explain how new ideas (i.e., Heliocentrism, Scientific Method, Newton's Laws) changed the way people understood the world:

PO 3. Explain how Enlightenment ideas influenced political thought and social change.
a. Deism
b. role of women
c. political thought
d. social change

PO 4. Analyze the developments of the French Revolution and rule of Napoleon:
a. Reign of Terror
b. rise of Napoleon
c. spread of nationalism in Europe
d. defeat of Napoleon and Congress of Vienna

PO 5. Analyze the spread of nationalism in Europe as a result of the French Revolution and rule of Napoleon.

PO 6. Explain the revolutionary and independence movements in Latin America (e.g., Mexico, Haiti, South America).

PO 7. Analyze the social, political, and economic development and impact of the Industrial Revolution:
a. origins in England's textile and mining industries
b. urban growth and the social impact of industrialization
c. unequal spread of industrialization to other countries
d. political and economic theories (nationalism, anarchism, capitalism, socialism)

Concept 7: Age of Imperialism
Industrialized nations exerted political, economic, and social control over less developed areas of the world.

PO 1. Explain the rationale (e.g., need for raw materials, domination of markets, advent of national competition, spread of European culture/religion) for imperialism. (e.g., raw materials, domination of markets, national competition, spread of European culture/religion).

PO 2. Trace the development of the British Empire around the world (e.g., America, Southeast Asia, South Pacific, India, Africa, the Suez).

PO 3. Describe the division of the world into empires and spheres of influence during the 18th and 19th centuries (e.g., British, French, Dutch, Spanish, American, Belgian).

PO 4. Analyze the effects of European and American colonialism on their colonies (e.g., artificially drawn boundaries, one-crop economies, creation of economic dependence, population relocation, cultural suppression).

PO 5. Analyze the responses to imperialism by people under colonial rule at the end of the 19th century (e.g., Boxer Rebellion, Sepoy Rebellion, Opium Wars, Zulu Wars).

PO 6. Explain Japanese responses to European/American imperialism from a closed door policy to adoption of Euro-American ideas.

Concept 8: World at War
Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.

PO 1. Examine the causes of World War I.
a. rise of nationalism in Europe
b. unification of Germany and Otto Von Bismarck's leadership
c. rise of ethnic and ideological conflicts - the Balkans, Austria-Hungary, and the decline of the Ottoman Empire

PO 2. Analyze the impact of the changing nature of warfare in World War I:
a. trench warfare
b. mechanization of war – machine gun, gasoline, submarine, tanks, chemical
c. American involvement

PO 3. Explain the end of World War I and its aftermath:
a. Russian Revolution
b. Treaty of Versailles
c. end of empires (e.g. Austro-Hungarian, Ottoman, Russian)
d. continuation of colonial systems (e.g., French Indochina, India, Philippines)

PO 4. Examine the period between World War I and World War II:
a. rise of fascism and dictatorships
b. postwar economic problems
c. new alliances
d. growth of the Japanese empire
e. challenges to the world order

PO 5. Analyze aspects of World War II:
a. political ideologies (e.g., Totalitarianism and Democracy)
b. military strategies (e.g., air warfare, atomic bomb, Russian front, concentration camps)
c. treatment of civilian populations
d. Holocaust

PO 6. Examine genocide as a manifestation of extreme nationalism in the 20th century (e.g., Armenia, Holocaust, Cambodia, Bosnia, Rwanda, Kosovo and Sudan).

PO 7. Analyze the political, economic and cultural impact of the Cold War:
a. superpowers – Soviet Union, United States and China
b. division of Europe
c. developing world
d. Korean and Vietnam Wars

PO 8. Compare independence movements of emerging nations (e.g., Africa, Asia, Middle East, Latin America).

Concept 9: Contemporary World
The nations of the contemporary world are shaped by their cultural and political past. Current events, developments and issues continue to shape the global community.

PO 1. Explain the fall of the Soviet Union and its impact on the world.

PO 2. Explain the roots of terrorism:
a. background and motives
b. religious conflict (e.g., Northern Ireland, Chechnya, Southwestern Philippines, southern Thailand, Kashmir)
c. background of modern Middle East conflicts (e.g., Israeli – Palestinian conflict, Persian Gulf conflicts, Afghanistan)
d. economic and political inequities and cultural insensitivities

PO 3. Describe the development of political and economic interdependence during the second half of the twentieth century:
a. economics, global wage inequalities
e. technology
b. multinational corporations
c. growth of international governmental organizations (e.g., World Trade Organization)
d. growth of non-governmental organizations (e.g., Red Cross, Red Crescent)

PO 4. Examine environmental issues from a global perspective (e.g. pollution, population pressures, global warming, scarcity of resources).

PO 5. Connect current events with historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)

Strand 3: Civics/Government

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

Concept 1: Foundations of Government
The United States democracy is based on principles and ideals that are embodied by symbols,

people and documents.
PO 1. Examine the foundations of democratic representative government. a. Greek direct democracy. b. Roman republic PO 2. Trace the English roots of American democracy: a. Magna Carta b. English Bill of Rights c. Representative government –Parliament, colonial assemblies, town meetings PO 3. Describe the philosophical roots of American Democracy: a. moral and ethical ideals from Judeo-Christian tradition b. John Locke and social contract c. Charles de Montesquieu and separation of powers PO 4. Examine the fundamental principles in the Declaration of Independence (e.g., equality, natural rights of man, rule of law).
Concept 2: Structure of Government The United States structure of government is characterized by the separation and balance of powers.
PO 1. Analyze why the failures of the Articles of Confederation demonstrated the need for the Constitution (e.g., weak central government and no ability to tax). PO 2. Analyze the creation of United States Constitution: a. representative government (e.g., the Great Compromise, the Three-Fifths Compromise) b. Federalism c. Separation of Powers/Checks and Balances d. Judicial Review e. Amendment Process PO 3. Examine the United States federal system of government: a. powers of the national government b. powers of the state governments c. powers of the people PO 4. Describe the steps leading to the adoption of the Constitution: a. Federalist and Anti-Federalist positions (e.g., The Federalist Papers) b. Bill of Rights c. ratification PO 5. Analyze the structure, powers, and roles of the legislative branch of the United States government (e.g., Article I of the Constitution, political parties, lawmaking process, special interest groups). a. specific powers delegated in Article I of the Constitution b. role of competing factions (e.g., political parties) c. lawmaking process

d. different roles of Senate and House
e. election process (i.e., redistricting [including gerrymandering], voter registration, primaries)
f. influence of staff, lobbyists, special interest groups and political action committees (PACs)

PO 6. Analyze the structure, powers, and roles of the executive branch of the United States government:
a. specific powers delegated in Article II of the Constitution
b. roles and duties of the president
c. development and function of the executive branch, including the cabinet and federal bureaucracy
d. election of the president through the nomination process, national conventions, and electoral college

PO 7. Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions:
a. specific powers delegated by the Constitution in Article III
b. judicial review developed in *Marbury* v. *Madison and McCullogh v. Maryland and Gibbons v. Ogden*
c. dual court system of state and federal courts

PO 8. Analyze the structure, power, and organization of Arizona's government as expressed in the Arizona Constitution:
a. direct democracy by initiative, referendum, and recall processes
b. election process (i.e., redistricting [including gerrymandering and clean elections], voter registration, primaries)
c. Arizona's legislature (i.e., structure, how a bill becomes law)
d. five major executive officers and their roles (i.e., Governor, Secretary of State, Treasurer, Attorney General, Superintendent of Public Instruction)
e. Arizona's courts (e.g., appointment of judges, elections to retain positions)

PO 9. Analyze the forms, structure, powers and roles of local government:
a. county government, elected officials (e.g. board of supervisors, sheriff, attorney)
b. city government, officials (e.g. mayor, council, city manager)
c. issues of large urban area governments (e.g., transportation, zoning growth management and funding, urban planning, water and sanitation, pollution, annexation)
d. special districts, governance funding and purpose (e.g., school, sanitation, water, fire, library, community college)

PO 10. Examine the sovereignty of tribal governments and their relationship to state and federal governments (e.g., jurisdiction, land use, water and mineral rights, gaming pacts).

PO 11. Identify other forms of government under U.S. federal auspices (e.g., protectorates, territories, federal districts)

Concept 3: Functions of Government
Laws and policies are developed to govern, protect, and promote the well-being of the people.

PO 1. Analyze the functions of government as defined in the Preamble to the Constitution.

PO 2. Examine how the Constitution guarantees due process of law through Constitutional mandates and Amendments.
a. Constitutional mandates (e.g., the right of habeas corpus, no bill of attainder, and the prohibition of ex post facto laws)
b. Fourth, Fifth, Sixth, Seventh and Eighth Amendments
c. protection provided by the Fourteenth Amendment

PO 3. Examine various sources of government funding:
a. federal - income tax, duties , excise taxes, corporate tax
b. state - income tax, sales tax
c. local - property tax, sales tax

PO 4. Describe the regulatory functions of government (e.g., consumer protection, environment, health, labor, transportation and communication).

PO 5. Describe the factors and processes that determine major domestic policies (e.g., social security, education, health care, parks, environmental protection).

Concept 4: Rights, Responsibilities, and Roles of Citizenship
The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

PO 1. Analyze basic individual rights and freedoms guaranteed by Amendments and laws.:
a. freedom of religion, speech, press, assembly and petition in the First Amendment
b. right to bear arms in the Second Amendment
c. Ninth Amendment and guarantee of people's unspecified rights
d. civil rights in the Thirteenth and Fourteenth Amendments
e. voting rights in the Fifteenth, Nineteenth, Twenty-third, Twenty fourth, and Twenty-sixth Amendments; Native American citizenship and voting rights (Arizona, 1948); Voting Rights Act of 1965
f. conflicts which occur between rights (e.g., the tensions between the right to a fair trial and freedom of the press, and between majority rule and individual rights)
g. right to work laws

PO 2. Define citizenship according to the Fourteenth Amendment (e.g., natural born, naturalized).

PO 3. Examine the basic political, social responsibilities of citizenship:
a. connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington's Farewell Speech), volunteerism
b. obligations of upholding the Constitution
c. obeying the law, serving on juries, paying taxes, voting, and military service
d. analyzing public issues, policy making, and evaluating candidates

PO 4. Demonstrate the skills and knowledge needed to accomplish public purposes (e.g., group problem solving, public speaking, petitioning and protesting)

PO 5. Describe the role and influence of political parties, interest groups, and mass media:

a. political perspectives (e.g., liberalism, conservatism, progressivism, libertarianism) b. influence of interest groups, lobbyists, and PAC's on elections, the political process and policy making c. influence of the mass media on elections, the political process and policy making
Concept 5: Government Systems of the World Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.
PO 1. Compare the United States system of politics and government to other systems of the world (e.g., monarchies, dictatorship, theocracy, oligarchy, parliamentary, unitary, proportional elections). PO 2. Describe factors that influence United States foreign policy (e.g., trade, political tensions, sanctions, terrorism). PO 3. Describe world governmental and non-governmental organizations (e.g., the United Nations and its agencies, NATO, the European Union, the International Red Cross).

Strand 4: Geography

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth's places and regions and how people of different cultural backgrounds interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students' understanding of history, civics, and economics.

Concept 1: The World in Spatial Terms The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.
PO 1. Construct maps using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, and situation). PO 2. Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS] and Landsat). PO 3. Use appropriate maps and other graphic representations to analyze geographic problems and changes over time. PO 4. Use an atlas to access information.
Concept 2: Places and Regions Places and regions have distinct physical and cultural characteristics.
PO 1. Identify the characteristics that define a region: a. physical processes –(i.e., climate, terrain, resources) b. human processes - (i.e., religion, political organization, economy, demographics)

PO 2. Describe the factors that contribute to the variations between developing and developed regions (e.g., demographics, political systems, economic systems, resources, and culture).

PO 3. Examine geographic issues in places and world regions (e.g., drought in Sahel, migration patterns, desertification of Aral Sea, spread of religions such as Islam, conflicts in Northern Ireland/Ireland, Jerusalem, Tibet).

PO 4. Analyze why various groups view places, and regions differently (e.g., political, religious, economic, demographic, and historical).

PO 5. Examine how the geographic characteristics of a place affect the economics and culture (e.g., changing regional economy of the sunbelt, location with respect of natural hazards, location of Panama Canal, Air Force Bases in Arizona).

PO 6. Analyze how a region changes over time (e.g., U.S./Mexico border, Europe from World War I to the development of European Union, change from pre- to post-colonialism in Africa, Hong Kong).

PO 7. Analyze sides of scientific debates over how human activities modify a region (e.g., global warming, ozone decline, earthquakes, tsunamis).

Concept 3: Physical Systems
Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development. Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a summary of skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.

(Concept 3 High School Performance Objectives are a summary of Science Strands' skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.)
PO 1. Analyze how weather and climate influence the natural character of a place (e.g., the effect of heat transfer, Earth's rotation, and severe weather systems). Connect with: Science Strand 6 Concepts 1, 2, 4

PO 2. Analyze different points of view on the use of renewable and non-renewable resources in Arizona. Connect with: Science Strand 3 Concept 2

PO 3. Analyze how earth's internal changes (e.g., earthquakes, volcanic activity, folding, faulting) and external changes (e.g., geochemical water and carbon cycles, erosion, deposition) influence the character of places. Connect with: Science Strand 6 Concepts 1, 2

PO 4. Analyze how hydrology influences the natural character of a place (e.g., quality, reclamation, conservation).

Concept 4: Human Systems
Human cultures, their nature, and distribution affect societies and the Earth.

PO 1. Interpret population growth and demographics (e.g., birth and death rates, population

growth rates, doubling time and life expectancy, carrying capacity).

PO 2. Analyze push/pull factors that contribute to human migration

PO 3. Analyze the effects of migration on places of origin and destination (i.e., along the U.S. – Mexican border)

PO 4. Analyze issues of globalization (e.g., widespread use of English, the role of the global media, resistance to "cultural imperialism" trade, outsourcing).

PO 5. Analyze the development, growth and changing nature of cities (e.g., urban sprawl, suburbs, city revitalization).

PO 6. Analyze factors (e.g., social, biotic, abiotic) that affect human populations.

PO 7. Predict the effect of a change in a specific factor (e.g., social, biotic, abiotic) on a human population.

PO 8. Explain how ideas, customs, and innovations are spread through cultural diffusion (e.g., religion, language, political philosophy, technological advances, higher education, economic principles).

Concept 5: Environment and Society
Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

PO 1. Analyze how the Earth's natural systems affect humans. (e.g., Gulf Stream permitting habitation of northern Europe, periodic droughts, river civilizations).

PO 2. Analyze how natural hazards impact humans (e.g., differences in disaster preparation between differently in developed and developing nations. world, why people continue to build in disaster-prone places).

PO 3. Analyze how changes in the natural environment can increase or diminish its capacity to support human activity (e.g., major droughts, warm and cold periods, volcanic eruptions, El Niño events, pollution).

PO 4. Analyze the environmental effects of human use of technology on the environment (e.g. irrigation, deforestation, overgrazing, global warming, atmospheric and climate changes, energy production costs and benefits, water management).

PO 5. Analyze how humans impact the diversity and productivity of ecosystems (e.g., invading non-native plants and animals) e.g., invading plants such as tamarisk in southwestern rivers, invading animals such as rabbit in Australia, wild burros in the west, diseases devastate monoculture plantation economies).

PO 6. Analyze policies and programs for resource use and management (e.g., the trade-off between environmental quality and economic growth in the twentieth century). PO 7. Predict how a change in an environmental factor can affect an ecosystem (e.g., extinction of species, volcanic eruptions).
Concept 6: Geographic Applications Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.
PO 1. Analyze how geographic knowledge, skills, and perspectives are used to solve contemporary problems (e.g., use of Geographic Information Systems in urban planning, reapportionment of political units, locating businesses). PO 2. Analyze how changing perceptions of places and environments affect the choices of people and institutions (e.g., where individuals choose to live and work, Israeli settlements, role of military bases, Viking colonization and naming of Iceland). PO 3. Analyze how geography influences historical events and movements (e.g., Trail of Tears, Cuban missile crisis, location of terrorist camps, pursuit of Pancho Villa, Mao's long march, Hannibal crossing the Alps, Silk Road).

Strand 5: Economics

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

Concept 1: Foundations of Economics The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.
PO 1. Analyze the implications of scarcity: a. limited resources and unlimited human wants influence choice at individual, national, and international levels b. factors of production (e.g., natural, human, and capital resources, entrepreneurship, and technology) c. marginal analysis by producers, consumers, savers, and investors PO 2. Analyze production possibilities curves to describe opportunity costs and trade-offs.

PO 3. Describe the characteristics of the mixed-market economy of the United States:
a. property rights
b. profit motive
c. consumer sovereignty
d. competition
e. role of the government
f. rational self-interest
g. invisible hand

PO 4. Evaluate the economic implications of current events from a variety of sources (e.g., magazine articles, newspaper articles, radio, television reports, editorials, Internet sites).

PO 5. Interpret economic information using charts, tables, graphs, equations and diagrams.

Concept 2: Microeconomics
Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

PO 1. Describe how the interdependence of both households and firms is affected by trade, exchange, money, and banking:
a. why voluntary exchange occurs only when all participating parties expect to gain from the exchange
b. role and interdependence of households, firms, and government in the circular flow model of economic activity
c. role of entrepreneurs in a market economy and how profit is an incentive that leads entrepreneurs to accept risks of business failure
d. financial institutions and securities markets
importance of rule of law in a market economy for enforcement of contracts

PO 2. Describe how markets function:
laws of supply and demand
how a market price is determined
graphs that demonstrate changes in supply and demand
how price ceilings and floors cause shortages or surpluses
comparison of monopolistic and competitive behaviors of production and the role of cost

Concept 3: Macroeconomics
Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being.

PO 1. Determine how inflation, unemployment, and gross domestic product statistics are used in policy decisions.

PO 2. Explain the effects of inflation and deflation on different groups (e.g., borrowers v. lenders, fixed income/cost of living adjustments).

PO 3. Describe the economic and non-economic consequences of unemployment.

PO 4. Analyze fiscal policy and its effects on inflation, unemployment, and economic growth.

PO 5. Describe the functions of the Federal Reserve System and its influence on the economy (e.g., banking regulation and supervision, financial services, monetary policy).

PO 6. Explain the effects of monetary policy on unemployment, inflation, and economic growth.

PO 7. Determine how investment in factories, machinery, new technology, and the health, education, and training of people can raise future standards of living.

Concept 4: Global Economics
Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.

PO 1. Analyze the similarities and differences among economic systems
a. characteristics of market, command, and mixed economic systems, including roles of production, distribution, and consumption of goods and services
b. benefits and costs of market and command economies
c. characteristics of a mixed-market economy of the United States, including such concepts as private ownership, profit motive, consumer sovereignty, competition, and government regulation.
d. role of private property in conserving scarce resources and providing incentives in a market economy

PO 2. Describe the effects of international trade on the United States and other nations:
a. how people and nations gain through trade
b. how the law of comparative advantage leads to specialization and trade
c. effects of protectionism, including tariffs and quotas on international trade and on a nation's standard of living
d. how exchange rates work and how they affect international trade
e. how the concepts of balance of trade and balance of payments are used to measure international trade
f. factors that influence the major world patterns of economic activity including the differing costs of production between developed and developing countries.
g. economic connections among different regions, including changing alignments in world trade partners identify the effects of trade agreements (e.g., North American Free Trade Agreement

Concept 5: Personal Finance
Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

PO 1. Explain how education, career choices, and family obligations affect future income

PO 2. Analyze how advertising influences consumer choices.

PO 3. Determine short- and long-term financial goals and plans, including income, spending, saving, and investing.

PO 4. Compare the advantages and disadvantages of using various forms of credit and the determinants of credit history.

PO 5. Explain the risk, return, and liquidity of short- and long-term saving and investment vehicles.

PO 6. Identify investment options, (e.g., stocks, bonds, mutual funds) available to individuals and households.

ARIZONA ARTS STANDARDS

Visual Arts: Proficiency (Grades 9-12)

Standard 1: Creating Art
Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

1AV-P1. Create works of art that apply media, techniques and processes with controlled skill, craftsmanship, confidence, understanding and sensitivity
PO 1. Apply media, techniques and processes with controlled skill in artwork PO 2. Create artwork demonstrating skill and craftsmanship and a sensitivity to the media PO 3. Assess progression of skill, craftsmanship, confidence, understanding and sensitivity through an established criteria in own artwork *Possible links to: Mathematics – measurements; Science - properties of materials; Technology - use of technical equipment*
1AV-P2. Demonstrate extensive knowledge of skills and techniques in at least one visual art form
PO 1. Explain the skills and techniques necessary to complete an artwork in one visual art form PO 2. Demonstrate proficiency of various techniques within the chosen visual art form PO 3. Produce a body of artwork demonstrating an extensive knowledge of skills and techniques in a particular visual art form Possible links to: Language Arts - artist statements; Technology - use of tools and materials
1AV-P3. Reflect on and articulate reasons for artistic decisions
PO 1. State reasons for making artistic decisions PO 2. Evaluate the success or areas for improvement seen in the artwork PO 3. Justify the evaluation of the artwork *Possible links to: Language Arts - oral or written presentation; Social Studies – cultural/historic influences; Technology - use of appropriate programs*
1AV-P4. Sustain a portfolio of created work demonstrating the progression of knowledge and skills
PO 1. Develop a portfolio that reflects a progression of work related to a specific criteria of knowledge and skills PO 2. Analyze the knowledge and skills illustrated in the portfolio PO 3. Evaluate the success of the portfolio based on the identified knowledge and skills *Possible links to: Language Arts - writing skills; Science - scientific innovations; Technology - media used to sustain portfolio*

Standard 2: Art In Context
Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

2AV-P1. Analyze and interpret how elements of time and place influence the visual characteristics, content, purpose and message of works of art

PO 1. Determine the factors responsible for influencing works of art PO 2. Analyze the ways in which a work of art expresses a point of view of the time and place in which it was created *Possible links to: Language Arts - articulation, reading to research time and place;* *Social Studies - time and place influence; Technology - tools and materials used;* *Workplace Skills - infer and evaluate content*
2AV-P2. Describe the function and meaning of specific art objects within varied cultures, times and places
PO 1. Research a specific art object for its function and meaning within the culture chosen PO 2. Compare and contrast the function or meaning of similar art images/objects of various cultures and times PO 3. Compare images used today, from various times and cultures, for purposes and meanings other than originally intended *Possible links to: Language Arts – articulation; Social Studies - context issues;* *Technology - media and tools used, research using electronic media*
2AV-P3. Analyze and interpret how technological and scientific advances in the visual arts and other disciplines (e.g., humanities, science, mathematics) influence the creation of work
PO 1. Classify technological and scientific advancements within a given time period PO 2. Identify artworks relevant to those technological and scientific advancements PO 3. Debate the significance of the advancements as they influence the creation of works PO 4. Predict possible influences of future advancements in technology and science on the creation of artwork PO 5. Defend their hypothesis based on current and historical trends within art *Possible links to: Language Arts – articulation; Mathematics - statistics and data;* *Science - advances in Science; Social Studies - historical references;* *Technology - advances in technology, use as research tool*
2AV-P4. Identify and evaluate the role of the visual arts and artists in business, industry, technology and the community
PO 1. Identify the roles of artists in business, industry, technology and the community PO 2. Evaluate the roles of artists in business, industry, technology and the community PO 3. Identify the roles of the visual arts in business, industry, technology and the community PO 4. Evaluate the roles of the visual arts in business, industry, technology and the community *Possible links to: Language Arts - articulation, read research; Social Studies - art in politics; Workplace Skills - career awareness*
2AV-P5. Analyze contemporary art issues and influences on own work and that of others
PO 1. Identify contemporary issues that exist in art (e.g., through schools, museums, galleries, internet access and art critics) PO 2. Recognize influences of contemporary art issues in their collected body of artworks PO 3. Articulate the influences of contemporary art issues in their collected body of work *Possible links to: Language Arts - articulation, research; Social Studies - art in contemporary politics, censorship issues; Workplace Skills - career awareness*

Standard 3: Art As Inquiry

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

3AV-P1. Identify and critique the reasons for the success or need for improvement in a progression of their own works

PO 1. Identify the reasons for success in one's own artwork PO 2. Justify the reasons for success in one's own artwork PO 3. Evaluate the need for improvement in one's own artwork PO 4. Synthesize the information into a progression of one's own works *Possible links to: Language Arts – articulation; Workplace Skills - analyze complex problems*
3AV-P2. Compare and explain the power of the visual arts to communicate universal concepts (e.g., love, birth, death, truth, fear) throughout time and across cultures
PO 1. Identify the characteristics of the visual arts to communicate universal concepts throughout time and across cultures PO 2. Use the characteristics of universal concepts to explain a particular artwork PO 3. Compare the power of the visual arts to communicate universal concepts *Possible links to: Language Arts – articulation/universal concepts; Mathematics - data analysis; Other arts - universal concepts in other art forms; Science - scientific processes; Social Studies - historical references; Technology - communication*
3AV-P3. Identify intentions of those creating artworks, compare the implications of the various purposes, and justify analysis of purposes in particular works
PO 1. Identify and analyze an artist's intentions in an artwork PO 2. Justify the analysis of the artist's intention PO 3. Compare the implications of the intent of various artworks *Possible links to: Language Arts - articulation, interpretation; Social Studies - social, political, economic implications; Technology - communication, research tools*
3AV-P4. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines and subject areas to create and analyze artworks
PO 1. Identify connections (material, technologies, media, and processes) in the visual arts with other arts disciplines and subject areas PO 2. Analyze artworks to determine connections (material, technologies, media, and processes) between disciplines PO 3. Analyze the use of material, technologies, media, and processes among other disciplines in the creation of works of art Possible links to: All content areas
3AV-P5. Analyze and interpret the effectiveness of contemporary artistic expressions in at least one visual art form, school, or style
PO 1. Interpret the artistic expressions in at least one contemporary visual art form, school/movement, or style (e.g., art form, painting; school/movement, Abstract Expressionism; style, action painting [Jackson Pollock], color field painting [Rothko]) PO 2. Analyze the effectiveness of contemporary artistic expressions in at least one visual art form, school/movement, or style *Possible links to: Language Arts – articulation; Mathematics - data analysis, charts, graphs; Social Studies - historical context of social, political, economic, geographic influences; Technology - communication, research tools*

Theatre: Proficiency (Grades 9-12)

Standard 1: Creating Art
Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

1AT-P1. Construct original scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience
PO 1. Construct an original or adapted dramatic piece or monologue, scene, or short play that develops character, human interaction, conflict and resolution PO 2. Use collaboration among playwright, actors, director and designers to develop and rewrite the text *Possible links to: Language Arts - writing, formatting, reading strategies;* *Workplace Skills - problem solving, collaboration*
1AT-P2. Compare and demonstrate various acting techniques and methods, individually or in an ensemble, to create and sustain characters that communicate with audiences
PO 1. Compare, in writing, various acting techniques and methods (e.g., classical style, Commedia del Arte, Constantin Stanslavski, Stanford Meisner, Viola Spolin, Dorothy Heathcoate) PO 2. Demonstrate at least two acting techniques and/or methods PO 3. Use imaginative movement, gesture, and vocalization to communicate subtext PO 4. Use character analysis to create believable characters in at least two different acting styles *Possible links to: Dance – movement; Language Arts - writing skills; Social Studies - history*
1AT-P3. Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements and develop designs that use visual and aural elements to convey environments that clearly support the text Possible links to: Language Arts - writing skills; Social Studies - history, cultural similarities and differences
1AT-P4. Apply technical knowledge and skills to safely create functional scenery, properties, lighting, sound, costumes, and makeup
PO 1. Follow established safety regulations PO 2. Use technical and design knowledge, keeping in mind budgetary considerations, to design, construct, or operate scenery; design, mount, or control lighting; select, record, and control sound; select, design, construct, or alter costumes; design, apply make-up *Possible links to: Technology - use of equipment, read/follow directions;* *Workplace Skills - problem solving, marketable skills, technical vocabulary*
1AT-P5. Lead small groups in researching and planning a scene and rehearsing the scene for performance
PO 1. Analyze text for physical, social, and psychological dimensions of the characters PO 2. Research and conceptualize a scene or play (as director and designer) PO 3. Direct a scene or play (e.g., blocking, staging, characterization) PO 4. Use rehearsal techniques (e.g., memorization, pacing, polishing work) to prepare for a presentation *Possible links to: Workplace skills - leadership skills, group dynamics*
1AT-P6. Develop and sustain a portfolio of created work demonstrating the progression of knowledge and skills
PO 1. Organize the components of a portfolio including résumé, head shot, letters of recommendation, and samples of designs PO 2. Use self assessment skills to demonstrate improvement *Possible links to: Workplace Skills - organization, marketable skills*

Standard 2: Art In Context
Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

2AT-P1. Research and use cultural, historical, and symbolic clues to develop an interpretation of and to make visual and sound production choices for an improvisation or scripted scene; justify these choices
PO 1. Research historical context of a script as a basis for interpretation and design PO 2. Research pertinent cultural, social and political conditions as a basis for interpretation and design PO 3. Explain the relationship between stage configuration, script requirements, and acting styles in different historical periods PO 4. Design/choose appropriate visual and sound elements for an improvisation/scripted scene
2AT-P2. Compare how similar themes are treated in drama of different genres and styles from various cultural and historical periods; illustrate with classroom performances and discuss how theatre can reveal universal concepts
PO 1. Research and explain different theatrical approaches to themes as a basis for production concepts PO 2. Perform scripted scenes or improvisations from at least two different genres/styles (e.g., historical: Greek, Noh, Elizabethan, Commedia del Arte, Ritual Drama; genre: tragedy, farce, melodrama, realism, absurdism)
2AT-P3. Identify and compare the lives, works and influences of representative theatre artists in several cultures and historical periods
PO 1. Identify representative theatre artists in several cultures and historical periods (e.g., playwrights: Aristophanes, William Shakespeare, Henrik Ibsen, David Henry Hwang; actors: Thespis, Marcel Marceau, Sarah Bernhardt, Sidney Poitier; directors: Julie Taymore, Steven Spielberg; designers: Ming Cho Lee, Ben Nye) PO 2. Compare the lives, works, and influences of representative theatre artists Possible links to: Foreign Language - culture, language
2AT-P4. Analyze the effects of their own cultural experiences on their dramatic work; explain how culture affects the content and production values of theatre, television and films created by others
PO 1. Identify one's own cultural experiences PO 2. Use understanding of personal culture to analyze its effect on one's own dramatic work PO 3. Analyze the influence of at least two other cultures on the content and production values of theatre, television, and film Possible links to: Foreign Language – culture
2AT-P5. Analyze and interpret how technological and scientific advances in theatre and other disciplines (e.g., humanities, science, mathematics) influence the creation of work

PO 1. Identify the effect technological and scientific advances (e.g., electricity, wireless microphones, the computer) have had on design and production in theatre and other disciplines PO 2. Evaluate the technical aspects of a production as determined by spectacle demands/ needs of script PO 3. Incorporate the use of technological advances in theatre and other disciplines in creating theatre *Possible links to: Science - scientific advances; Social Studies – history; Technology – analysis*

Standard 3: Art As Inquiry

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

3AT-P1. Construct social meanings from classroom and formal productions from a variety of cultural and historical periods, and relate to current personal, national and international issues
PO 1. Explain the relationship between a production's concept and current personal, national and/or international issues PO 2. Compare a production's concept with its original historical and cultural context PO 3. Analyze theatre's capacity for societal and personal self-examination and change PO 4. Compare the theatre arts (e.g., theatre, film, television) to the society which created them
3AT-P2. Develop criteria for analyzing and evaluating script, acting, design, and direction based on artistic choices in traditional theatre, film and new art forms
PO 1. Develop appropriate criteria for artistic analysis and evaluation of script, acting, design, and direction PO 2. Use personally developed criteria to evaluate the overall quality of a production *Possible links to: Workplace Skills - critical thinking*
3AT-P3. Analyze, critique, and refine the whole and the parts of dramatic performances taking into account the context, and constructively suggest alternative artistic choices
PO 1. Analyze, in context, the separate elements (e.g., acting, costuming, lighting, directing) of a dramatic performance PO 2. Critique the impact of each of these elements on the production as a whole PO 3. Suggest and justify alternative artistic choices and predict their effects on the production
3AT-P4. Compare the materials, technologies, media, and processes of theatre with those of other arts disciplines and subject areas to create and analyze artworks
PO 1. Compare and contrast theatre materials, media, technologies, and processes with other art forms PO 2. Create a performance or design that integrates typical theatre techniques with the techniques of at least one other arts discipline

ARIZONA TECHNOLOGY EDUCATION STANDARDS

Standard 1: Fundamental Operations And Concepts Students understand the operations and function of technology systems and are proficient in the use of technology.
(Proficiency Grades 9-12)
1T-P1. Use the appropriate technology device to complete a task See: Mathematics (3M-P1 and P3, 4M-P2)* PO 1. Given a task, select the appropriate technology device(s) (e.g., reporting a news story using digital and video camera and online editing to publish on the Web; gathering data using scientific probes and graphing calculators)
1T-P2. Make informed choices among technology systems, resources and services *See: Arts {Music} (1AM-P10) and Language Arts (VP-P)* PO 1. Create criteria to compare and contrast technology systems, resources and services (e.g., which Internet service provider, music system, Web browser or graphics package meets criteria)
(Distinction - Honors) Students know and are able to do all of the above and the following:
1T-D1. Manage a complex technology system such as a local area network, video distribution of a school, or lighting for a production *See: Arts {Theatre} (1AT-D4, D8-9)*
IT-D2. Set up and manage a homework hotline, tutoring site, discussion group, threaded discussion and/or e-mail system for students and parents

Standard 2: Social, Ethical And Human Issues Students understand the social, ethical and human issues related to using technology in their daily lives and demonstrate responsible use of technology systems, information and software.
(Proficiency Grades 9-12)
2T-P1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services *See: Arts {Music} (2AM-P3) and Social Studies (1SS-P1, PO2)* PO 1. Make informed choices among technology systems, resources and services in a variety of contexts PO 2. Explain the impact computer networking has on an organization (e.g., cost, allocation of resources, security, productivity, communications, and organizational or societal change) PO 3. Predict future technological advances and the impact of them for individuals and the workplace (e.g., given the current "instant access," what's next?)
2T-P2. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole *See: Comprehensive Health (4CH-P2), Science (3SC-P3), Social Studies (1SS-P1,PO1-2) and Workplace Skills (7WP-P2)* PO 1. Explain the cost of maintaining technology in terms of money and manpower PO 2. Describe the effect on an organization when technology fails (e.g., power outage) PO 3. Analyze the long-term impact of technologies and their obsolescence (e.g., on the preservation of, and access to, older technologies; responsible disposal of old technologies; retraining of workforce)

The use of cross-references to the other Arizona Academic Standards is intended to emphasize that technology is seen as an integrated component of the educational and learning process. Teachers may find additional opportunities for integrating the Technology Standards with other academic standards.

2T-P3. Demonstrate legal and ethical behaviors among peers, family, and community regarding the use of technology and information See: Social Studies (2SS-P8, PO2 and PO4-6) PO 1. State personal liability issues related to security systems to protect technologies (e.g., use of passwords and the importance of protecting them; use of encryption software) PO 2. Discuss individual privacy issues versus First Amendment protection (e.g., federal and state filtering and access legislation) PO 3. Explain the impact of unauthorized intrusions (i.e., hacking, spamming, manipulating or deleting data) on society PO 4. Describe computer viruses and ways to protect computers from them
(Distinction - Honors) Students know and are able to do all of the above and the following:
2T-D1. Analyze current changes in technologies and predict the effect those changes have on the workplace and society *See: Comprehensive Health (4CH-D1) and Science (3SC-D1)*
2T-D2. Advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information *See: Comprehensive Health (4CH-D1, 5CH-D1) and Science (4SC-D1 and D2)*

Standard 3: Technology Productivity Tools Students use technology tools to enhance learning, to increase productivity and creativity, and to construct technology-enhanced models, prepare publications and produce other creative works.
(Proficiency Grades 9-12)
3T-P1. Communicate to a variety of audiences using professional level technology tools *See: Mathematics (2M-P2), Science (5SC-P3-4) and Social Studies (4SS-P2, PO1-2)* PO 1. Create documents using professional format (e.g., résumé, letter of application, electronic portfolio, research paper) PO 2. Merge information from one document to another (e.g., mail merge, publish and subscribe) PO 3. Create a document that utilizes hyperlinks (e.g., Web link in documents, linking a word to a glossary, creating an interactive index)
3T-P2. Use a variety of technology tools for data collection and analysis to support a decision *See: Arts {Theatre}(1AT-P6), Mathematics (2M-P2, 3M-P3) and Social Studies (1SS-P1, PO2)* PO 1. Select appropriate technology devices to collect and record data (e.g., science probe, graphing calculator, PDA {personal digital assistant}, alternative keyboard, webcam, GPS and Internet) PO 2. Create and use a spreadsheet to analyze variables (e.g., 12-month budget, loan rates, science and math experiments, and investment portfolios) PO 3. Analyze data and create a database report from information manipulated in a variety of ways to support decisions (e.g., census data, polls and surveys, annual report)
3T-P3. Use technology tools to publish and present information with interactive features *See: Mathematics (2M-P7, 4M-P2) and Science (5SC-P2 and P6, 6SC-P1)* PO 1. Design and create a multimedia presentation or Web site with interactive features (e.g., animation, sound, action buttons to play, video, control devices, open other applications, link to a Web site)

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3T-P4. Use technology tools to support modeling and system analysis *See: Science (3SC-P2) and Workplace Skills (6WP-P3)* PO 1. Manipulate several variables in a computer simulation to reach a desired outcome(e.g., simulation software, Web-based simulation, textbook support software)
(Distinction - Honors) Students know and are able to do all of the above and the following:
3T-D1. Demonstrate technical standards, practices and techniques in videography by creating a product *See: Arts {Theatre} (1AT-D4-6)*

Standard 4: Technology Communications Tools Building on productivity tools, students will collaborate, publish, and interact with peers, experts and other audiences using telecommunications and media.
(Proficiency Grades 9-12)
4T-P1. Routinely and efficiently use online information resources to meet needs for collaboration and communications *See: Language Arts (W-P2-6) and Workplace Skills (1WP-P5)* PO 1. Using criteria for research in Standard 5, create an end product (e.g., multimedia presentation, publication, Web page) to disseminate the information
4T-P2. Manage and communicate personal and professional information utilizing technology tools and resources *See: Language Arts (W-P2-6) and Workplace Skills (7WP-P1, 1WP-P3)* PO 1. Plan and present a product appropriate to the task
4T-P3. Using technology, collaborate with peers, experts, and others to contribute to a content-related knowledge base *See: Workplace Skills (1WP-P3-6 and P9, 4WP-P1)* PO 1. Contribute digitized material (e.g., video interviews, scanned pictures, text, and graphic information) to a project archive and create links to resource material PO 2. Conduct e-mail interviews with content experts PO 3. Consider several methods and choose the best for building group collaboration in research, communication and presentation among students in physically separated schools
(Distinction - Honors) Students know and are able to do all of the above and the following:
4T-D1. Use technology to compile, synthesize, produce, and disseminate information, models, and other creative works *See: Language Arts (LS-D) and Workplace Skills (1WP-D4)*
4T-D2. Participate in a student think-tank simulation to solve a technology-based problem *See: Workplace Skills (1WP-D5, 4WP-D1)*

Standard 5: Technology Research Tools Students will utilize technology-based research tools to locate and collect information pertinent to the task as well as evaluate and analyze information from a variety of sources. *Note: The performance objectives described in Standard 5 rely upon the mastery of skills and understanding of concepts from Standards 1-4 of this document*
(Proficiency Grades 9-12)
5T-P1. Develop a research strategy to find accurate, relevant, appropriate electronic information sources *See: Arts {Theatre} (2AT-P1), Language Arts (W-P4), Mathematics (2M-E1, PO 1),*

Social Studies (1SS-P2, PO1 and PO3) and Workplace Skills (7WP-P1) PO 1. Explain the difference between Internet searching using directories and search engines PO 2. Construct online or electronic database searches using Boolean logic (AND, OR, NOT) PO 3. Independently select appropriate electronic resources from school, community and the world (via online) to be used to locate information needed when presented with a problem to solve PO 4. Evaluate the appropriateness and effectiveness of electronic resources (e.g., purpose, credibility of author)
5T-P2. Investigate and apply expert systems (e.g., search engines and intelligent agents) *See: Arts {Theatre} (2AT-P1) and Workplace Skills (1WP-P9, P10)* PO 1. Given a concept, use online search engines as well as resource-specific search features (e.g., CD-ROMs) to find relevant information PO 2. Adapt software for personal efficiency by setting preferences for effective use of the software PO 3. Use advanced features (e.g., preferences, advanced searching, filtering) in Internet browser and information software
5T-P3. Present research findings from electronic resources using academic models for citations and format *See: Workplace Skills (1WP-P10, 2WP-P2)* PO 1. Utilize evaluation criteria (authority, accuracy, relevancy, timeliness) for information found on the Internet to present research findings PO 2. Create citations for resources used following an academic model to present research findings
(Distinction - Honors) Students know and are able to do all of the above and the following:
5T-D1. Design a research project using a variety of technologies to solve a real-world problem *See: Language Arts (W-D1)*
5T-D2. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources *See: Arts {Theatre} (2AT-D2)* PO 1. Compare and contrast bias in electronic information resources PO 2. Create a presentation on bias found in electronic information resources to present to a younger audience *(See Technology 5T-E2, PO4)*

Standard 6: Technology as a Tool for Problem Solving and Decision-Making Students use technology to make and support decisions in the process of solving real-world problems. *Note: Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience* *See: Science 3SC in its entirety and Workplace Skills 3WP in its entirety*
(Proficiency Grades 9-12)
6T-P1. Investigate technology-based options, including distance and distributed education for lifelong learning *See: Workplace Skills (1WP-P9)* PO 1. Locate and use an online tutorial and discuss the benefits and disadvantages of this

method of learning PO 2. Research a career and predict the advanced training needed to maintain success in the career PO 3. Design and implement a personal learning plan that utilizes technology (e.g., identify a topic such as an academic interest, personal hobby, health issue, or potential job sources, and utilize research skills from Standard 5 to support lifelong learning)
6T-P2. Routinely and ethically use productivity tools, communication tools and research skills to solve a problem *See: Mathematics (2M-P7-8)* PO 1. As a capstone experience in a content area, solve a problem using appropriate technology tools to: a) identify the problem and formulate the strategy to solve the problem (e.g., brainstorming tools, flowcharting, online resources) b) collect data (e.g., using GPS, PDA {personal digital assistant}, Internet, probeware, recordings) c) interpret data (e.g., visualization, simulation, or modeling software) d) develop a solution to the problem e) present findings (e.g., electronic presentation, Web page, professionally formatted document, computer model, audio or video presentation, Web streaming)
(Distinction - Honors) Students know and are able to do all of the above and the following:
6T-D1. Collaborate with peers, experts and others to compile, synthesize, produce and disseminate information and models for the purpose of suggesting solutions to a complex problem *See: Science (1SC-D1)*

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ARIZONA WORKPLACE SKILLS STANDARDS

Standard 1 Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.	
Proficiency (Grades 9-12)	Distinction (Grades 9-12)
1WP-P1. Exhibit interviewing skills (e.g., responding effectively to questions; using language that conveys maturity, sensitivity and respect; dressing appropriately; and using appropriate body language) PO 1. Respond effectively to interview questions PO 2. Employ suitable interview language PO 3. Describe appropriate dress/dress appropriately PO 4. Exhibit appropriate body language **1WP-P2.** Respond to verbal and nonverbal messages in ways that demonstrate understanding PO 1. Respond appropriately to verbal messages PO 2. Respond appropriately to nonverbal message **1WP-P3.** Communicate a clear message and respond to listener feedback PO 1. Formulate a clear message using acceptable format PO 2. Respond appropriately to listener feedback **1WP-P4.** Participate in conversation, discussion and/or group presentations using verbal and nonverbal communication with appropriate style and tone for audience and occasion PO 1. Apply group interaction skills (verbal and nonverbal) PO 2. Adapt style and tone to audience and occasion (verbal and nonverbal) **1WP-P5.** Maintain records and information completely and accurately PO 1. Identify basic record keeping skills	*Students know and are able to do all of the above and the following:* **1WP-D1.** Deliver a polished or impromptu speech that is organized and well suited to the audience, using effective body language and voice inflection to clarify and defend positions **1WP-D2.** Conduct a thoughtful interview, taking appropriate notes and summarizing the information learned **1WP-D3.** Use clear, concise and cogent language when presenting analytical responses to workplace literature, conveying technical information, and explaining complex concepts and procedures **1WP-D4.** Plan and produce an effective visual technical report or display **1WP-D5.** Draw conclusions and make predictions from technical information and data **1WP-D6.** Identify a problem, conduct research, and summarize the findings and solutions, using sources such as technical journals and government publications to support the original thesis **1WP-D7.** Express and defend their points of view by formulating sound, rational arguments and applying the art of persuasion and debate

PO 2. Select method of record keeping PO 3. Maintain a complete and accurate system **1WP-P6.** Create documents (e.g., letters, memos, manuals, graphs, flowcharts, directions, reports and proposals) that are clear, appropriate to the audience, subject matter and purpose, and exhibit the writer's use of correct grammar, spelling and punctuation PO 1. Select style and format PO 2. Establish clear purpose for a specific audience PO 3. Use correct grammar, spelling and punctuation PO 4. Create an acceptable document **1WP-P7.** Respond to informal and formal speeches using illustrations, statistics, comparisons and analogies to critique the effectiveness of presentations *Note: P.O.s were developed to evaluate the effectiveness of the presentation and then formulate the response* PO 1. Evaluate the effectiveness of presentation PO 2. Formulate a response PO 3. Select style and medium PO 4. Utilize appropriate tools (e.g., flow charts and illustrations) **1WP-P8.** Summarize information from reading material, clearly and succinctly articulating its major points and proposals PO 1. Identify major points from written materials PO 2. Summarize major points clearly and concisely **1WP-P9.** Infer and locate the meaning of unknown or technical vocabulary PO 1. Using available resources, determine the meaning of unknown or technical vocabulary **1WP-P10.** Research and synthesize information and develop a written document to convey that information which is appropriate to the audience PO 1. Judge the accuracy, appropriateness, style and plausibility of reports, proposals, and/or	

theories PO 2. Determine audience needs and interests PO 3. Develop accurate and appropriate documents that synthesize the information using accurate grammar, mechanics, and vocabulary	

Standard 2 Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.	
Proficiency (Grades 9-12)	Distinction (Grades 9-12)
2WP-P1. Select and use appropriate computation techniques (i.e., mental, paper and pencil, and technology) to solve problems and determine the accuracy of results PO 1. Select appropriate computation techniques, such as averaging, estimation, statistical techniques, and appropriate electronic calculations PO 2. Apply selected technique to solve problems PO 3. Evaluate accuracy of results **2WP-P2.** Construct projections and trends from raw data, charts, tables and graphs that summarize data from real-world situations PO 1. Evaluate data from real-world situations PO 2. Construct projections and trends	*Students know and are able to do all of the above and the following:* **2WP-D1.** Analyze inferences from charts, tables and graphs that summarize data **2WP-D2.** Use appropriate technology to display and analyze workplace data **2WP-D3.** Evaluate data for interpretation and prediction **2WP-D4**. Test possible solutions using appropriate statistics

Standard 3 Students apply critical and creative thinking skills to make decisions and solve workplace problems.	
Proficiency (Grades 9-12)	Distinction (Grades 9-12)
3WP-P1. Develop a plan to solve complex problems by gathering, selecting and analyzing data; include determining the history and politics of the situation PO 1. Identify the problem PO 2. Select needed data PO 3. Analyze data PO 4. Develop a plan within the context of the workplace to solve problem **3WP-P2.** Identify and allocate available resources (e.g., time, money, materials,	*Students know and are able to do all of the above and the following:* **3WP-D1.** Apply a continuous improvement process to an existing business **3WP-D2.** Conduct a comprehensive workplace needs assessment, communicate their findings to the employer, and develop and defend a set of proposed solutions to address the needs

facilities and human) PO 1. Identify available resources PO 2. Allocate resources **3WP-P3.** Design and justify solutions by tracking and evaluating the results PO 1. Design justifiable solution PO 2. Monitor results PO 3. Evaluate results **3WP-P4.** Demonstrate the ability to adapt new information to changing situations and requirements PO 1. Demonstrate the ability to apply new information to changing situations and requirements **3WP-P5.** Combine ideas or information in new ways, make connections between seemingly unrelated ideas and reshape goals in ways that reveal new possibilities to solve problems PO 1. Integrate existing ideas and information in new ways to solve a problem **3WP-P6.** Develop an inventory record keeping system to maintain data and information in a systematic fashion PO 1. Determine record keeping needs based on the nature of data PO 2. Develop an appropriate record keeping system	

Standard 4 Students work individually and collaboratively within team settings to accomplish objectives.	
Proficiency (Grades 9-12)	Distinction (Grades 9-12)
4WP-P1. Demonstrate ability to work with others from diverse backgrounds, including identifying individual interests, aptitudes and skills; teach others new skills **4WP-P2.** Understand group dynamics PO 1. Identify personal qualities PO 2. Demonstrate an understanding of group dynamics PO 3. Work well with others PO 4. Teach others new skills	*Students know and are able to do all of the above and the following:* **4WP-D1.** Demonstrate teamwork and negotiation skills in innovative and effective ways to accomplish tasks **4WP-D2.** Pursue difficult and challenging leadership roles

4WP-P3. Work toward consensus by exchanging resources and resolving divergent interests PO 1. Demonstrate the ability to reach consensus by resolving divergent interests **4WP-P4**. Monitor individual performance and team effectiveness PO 1. Conduct periodic checks of individual team member's contributions and the team's progress in obtaining goals **4WP-P5**. Provide constructive feedback PO 1. Define feedback criteria PO 2. Give constructive feedback to team participants that strengthens individual and group performance **4WP-P6.** Assume leadership roles in team settings to accomplish tasks PO 1. Communicate thoughts and ideas to clarify roles and responsibilities PO 2. Delegate tasks and responsibilities effectively PO 3. Motivate team to accomplish tasks PO 4. Evaluate team effectiveness **4WP-P7.** Demonstrate punctuality, trustworthiness, civility and initiative on school projects PO 1. Complete school projects on time, with integrity, while displaying conduct befitting a citizen of the class **4WP- P8.** Negotiate solutions to identified conflicts by separating people from the problem; focusing on interests, not positions; inventing options for mutual gain; and insisting on the use of objective criteria PO 1. Apply negotiation skills to solve conflicts **4WP-P9.** Work and communicate with diverse clients, customers and community to satisfy their expectations	

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

Standard 5 Students will demonstrate a set of marketable skills that enhance career options.	
Proficiency (Grades 9-12)	Distinction (Grades 9-12)
5WP-P1. Write, evaluate and revise a career plan consistent with occupational interests, aptitudes and abilities PO 1. Assess career interests, aptitudes and abilities PO 2. Develop a career pathway plan PO 3. Evaluate and revise plan, as needed **5WP-P2.** Demonstrate job acquisition skills by completing resume and job applications and by demonstrating interviewing techniques PO 1. Demonstrate job acquisition skills as defined by the instructor **5WP-P3.** Exhibit work ethics and behaviors essential for success in all areas of life PO 1. Define ethics and effective workplace behaviors PO 2. Use appropriate behaviors (time management, communications, interpersonal skills, life balance) that display success in life **5WP-P4.** Demonstrate marketable occupational skills for an entry-level job based on career interests *Note: This is an observational concept as opposed to a testable concept. This concept becomes the culmination of the previous three concepts. Demonstration of marketable occupational skills will be unique to each individual based on career interests and through and with the coordination of the counselors, teachers, parents and students.*	*Students know and are able to do all of the above and the following:* **5WP-D1.** Evaluate goals and career options and adjust their career plans accordingly **5WP-D2.** Increase academic and occupational skills to become more marketable **5WP-D3.** Evaluate career plans on a continuous basis to determine appropriate educational strategies

Standard 6 Students illustrate how social, organizational and technological systems function. Definition: A system equals an organized framework made up of interrelated components acting

together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).	
Proficiency (Grades 9-12)	Distinction (Grades 9-12)
6WP-P1. Draft and interpret an organizational chart PO 1. Design an organizational chart PO 2. Interpret an organizational structure **6WP-P2.** Evaluate the quality and performance of workplace systems, distinguish trends, and recommend improvements and modifications to an existing system to improve products or services PO 1. Describe alternate workplace systems PO 2. Evaluate the quality and performance of workplace systems PO 3. Distinguish trends in workplace systems PO 4. Generate recommendations for improvements/modifications to existing workplace systems **6WP-P3.** Understand how changing a component of a system (e.g., changing how employees are assigned to work shifts, using the Internet) impacts the whole system PO 1. Analyze the cause and effect relationships within a real world setting	*Students know and are able to do all of the above and the following:* **6WP-D1.** Predict the impact of actions on system operations, diagnose deviations in the function of systems/organizations, and take necessary action to correct performance **6WP-D2.** Anticipate and project potential modification of systems to meet the needs of a changing society

Standard 7 Students demonstrate technological literacy for productivity in the workplace.	
Proficiency (Grades 9-12)	Distinction (Grades 9-12)
7WP-P1. Select and use appropriate technology to organize, send and receive information PO 1. Identify available technological tools PO 2. Employ appropriate tools to organize, send, and receive information **7WP-P2.** Analyze the impact of technological changes on tasks, people and society PO 1. Define technology as it relates to tasks, people, society, and careers PO 2. Analyze the impact	*Students know and are able to do all of the above and the following:* **7WP-D1.** Demonstrate computer operation skills such as computer-aided drafting and computer-integrated manufacturing with other technologies in a variety of applications within a workplace setting **7WP-D2.** Design technologies which go beyond any existing technology **7WP-D3.** Adapt technology use to expand academic and personal growth

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

Standard 8 Students apply principles of resource management and develop skills that promote personal and professional well-being.	
Proficiency (Grades 9-12)	Distinction (Grades 9-12)
8WP-P1. Set and prioritize their goals, estimate the time required to complete each assigned task, and prepare and follow the timeline/ schedule PO 1. Develop a written personal/professional plan **8WP-P2.** Prepare a short- and long-term personal budget; make expenditure, revenue and savings forecasts; maintain proper records .PO 1. Implement a written personal financial plan **8WP-P3.** Evaluate the impact of health choices (e.g., smoking, substance abuse, exercise) on personal and professional well-being PO 1. Describe the effects of health choices on a person's well being and his/her ability to complete work tasks PO 2. Analyze and evaluate the impacts of health choices **8WP-P4.** Identify strategies for balancing self, family, work, leisure and citizenship; ways to reduce the impact of stress; and how both relate to personal and career satisfaction PO 1. Develop written strategies for personal and career satisfaction	*Students know and are able to do all of the above and the following:* **8WP-D1.** Design a Request for Proposal process **8WP-D2.** Maintain a personal management system by setting goals, managing resources, and balancing life choices to accomplish career and life satisfaction **8WP-D3.** Select relevant goals, prioritize them, allocate time to each, and prepare and follow schedules when solving workplace or school projects **8WP-D4.** Organize and efficiently allocate material, facilities, supplies, parts and equipment to optimize their use in personal and professional goal attainment **8WP-D5.** Prepare budgets and make cost and revenue forecasts in a business, reconciling differences between inventory and financial records, and projecting resource needs over time **8WP-D6.** Design a task analysis flow chart **8WP-D7.** Assess knowledge and skills, delegate work accordingly, evaluate performance and provide feedback on human resources when working on a team project **8WP-D8.** Design a computer-generated workplace document with narrative and graphics, using desktop publishing software **8WP-D9.** Demonstrate an understanding of First-In First-Out (FIFO), Last-In First-Out

	(LIFO) and Just-in-Time inventory systems **8WP-D10.** Develop a workplace staffing plan and write job descriptions **8WP-D11.** Develop a bill processing system

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.K 1 Identify your interests, likes, and dislikes.
- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.R 1 Assess how your interests and preferences are reflected in your career goals.
- PS1.K 2 Identify your abilities, strengths, skills, and talents.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.R 2 Assess the impact of your abilities, strengths, skills, and talents on your career development.
- PS1.K 3 Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- PS1.A 3 Give examples of when you demonstrated positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- PS1.R 3 Assess the impact of your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty) on your career development.
- PS1.K 4 Identify your work values/needs.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.R 4 Assess how your work values/needs are reflected in your career goals.
- PS1.K 5 Describe aspects of your self-concept.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.R 5 Analyze the positive and negative aspects of your self-concept.
- PS1.K 6 Identify behaviors and experiences that help to build and maintain a positive self-concept.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.
- PS1.R 6 Evaluate the affect of your behaviors and experiences on building and maintaining a positive self-concept.
- PS1.K 7 Recognize that situations, attitudes, and the behaviors of others affect your self-concept.
- PS1.A 7 Give personal examples of specific situations, attitudes, and behaviors of others that affected your self-concept.
- PS1.R 7 Evaluate the affect of situations, attitudes, and the behaviors of others on your self-concept.
- PS1.K 8 Recognize that your behaviors and attitudes affect the self-concept of others.
- PS1.A 8 Show how you have adopted behaviors and attitudes to positively affect the self-concept of others.
- PS1.R 8 Analyze how your behaviors and attitudes might affect the self-concept of others.
- PS1.K 9 Recognize that your self-concept can affect educational achievement (i.e., performance) and/or success at work.
- PS1.A 9 Show how aspects of your self-concept could positively or negatively affect educational achievement (i.e., performance) and/or success at work.
- PS1.R 9 Assess how your self-concept affects your educational achievement (performance) and/or success at work.

PS1.K 10 Recognize that educational achievement (performance) and/or success at work can affect your self-concept.
PS1.A 10 Give personal examples of how educational achievement (performance) and/or success at work affected your self-concept.
PS1.R 10 Assess how your educational achievement (performance) and/or success at work affect your self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.K 1 Identify effective communication skills.
PS2.A 1 Demonstrate effective communication skills.
PS2.R 1 Evaluate your use of effective communication skills.
PS2.K 2 Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.
PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
PS2.R 2 Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.
PS2.K 3 Identify positive social skills (e.g., good manners and showing gratitude).
PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
PS2.R 3 Evaluate how your positive social skills (e.g., good manners and showing gratitude) contribute to effective interactions with others.
PS2.K 4 Identify ways to get along well with others and work effectively with them in groups.
PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
PS2.R 4 Evaluate your ability to work effectively with others in groups.
PS2.K 5 Describe conflict resolution skills.
PS2.A 5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.
PS2.R 5 Analyze the success of your conflict resolution skills.
PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
PS2.A 6 Give examples of times when your behavior was appropriate and times when your behavior was inappropriate in specific school, social, and work situations.
PS2.R 6 Assess the consequences of appropriate or inappropriate behavior in specific school, social, and work situations.
PS2.K 7 Identify sources of outside pressure that affect you.
PS2.A 7 Demonstrate the ability to handle outside pressure on you.
PS2.R 7 Analyze the impact of outside pressure on your behavior.
PS2.K 8 Recognize that you should accept responsibility for your behavior.
PS2.A 8 Demonstrate that you accept responsibility for your behavior.
PS2.R 8 Assess the degree to which you accept personal responsibility for your behavior.
PS2.K 9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.

PS2.R 9 Assess how you show respect for all kinds of human diversity.
PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
PS2.R 10 Analyze the impact of your ability to interact positively with diverse groups of people on your learning and academic achievement.
PS2.K1 1 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.
PS2.A1 1 Explain how the ability to interact positively with diverse groups of people is often essential to maintain employment.
PS2.R1 1 Analyze the impact of your ability to interact positively with diverse groups of people on your employment.

Goal PS3: Integrate personal growth and change into your career development.

PS3.K 1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.
PS3.A 1 Give examples of how you have grown and changed (e.g., physically, emotionally, socially, and intellectually).
PS3.R 1 Analyze the results of your growth and changes throughout life to determine areas of growth for the future.
PS3.K 2 Identify good health habits (e.g., good nutrition and constructive ways to manage stress).
PS3.A 2 Demonstrate how you have adopted good health habits.
PS3.R 2 Assess the impact of your health habits on your career development.
PS3.K 3 Recognize that your motivations and aspirations are likely to change with time and circumstances.
PS3.A 3 Give examples of how your personal motivations and aspirations have changed with time and circumstances.
PS3.R 3 Assess how changes in your motivations and aspirations over time have affected your career development.
PS3.K 4 Recognize that external events often cause life changes.
PS3.A 4 Give examples of external events that have caused life changes for you.
PS3.R 4 Assess your strategies for managing life changes caused by external events.
PS3.K 5 Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.
PS3.A 5 Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources including other people.
PS3.R 5 Assess the effectiveness of your strategies for getting assistance (e.g., with problems at school or work) from appropriate resources including other people.
PS3.K 6 Recognize the importance of adaptability and flexibility when initiating or responding to change.
PS3.A 6 Demonstrate adaptability and flexibility when initiating or responding to change.
PS3.R 6 Analyze how effectively you respond to change and/or initiate change.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community,

learner, family, and work roles).

PS4.A 1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.

PS4.R 1 Assess the impact of your life roles on career goals.

PS4.K 2 Recognize that you must balance life roles and that there are many ways to do it.

PS4.A 2 Show how you are balancing your life roles.

PS4.R 2 Analyze how specific life role changes would affect the attainment of your career goals.

PS4.K 3 Describe the concept of lifestyle.

PS4.A 3 Give examples of decisions, factors, and circumstances that affect your current lifestyle.

PS4.R 3 Analyze how specific lifestyle changes would affect the attainment of your career goals.

PS4.K 4 Recognize that your life roles and your lifestyle are connected.

PS4.A 4 Show how your life roles and your lifestyle are connected.

PS4.R 4 Assess how changes in your life roles would affect your lifestyle.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.

ED1.A 1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals.

ED1.R 1 Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals.

ED1.K 2 Identify strategies for improving educational achievement and performance.

ED1.A 2 Demonstrate strategies you are using to improve educational achievement and performance.

ED1.R 2 Analyze your educational achievement and performance strategies to create a plan for growth and improvement.

ED1.K 3 Describe study skills and learning habits that promote educational achievement and performance.

ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

ED1.R 3 Evaluate your study skills and learning habits to develop a plan for improving them.

ED1.K 4 Identify your learning style.

ED1.A 4 Show how you are using learning style information to improve educational achievement and performance.

ED1.R 4 Analyze your learning style to develop behaviors to maximize educational achievement and performance.

ED1.K 5 Describe the importance of having a plan to improve educational achievement and performance.

ED1.A 5 Show that you have a plan to improve educational achievement and performance.

ED1.R 5 Evaluate the results of your plan for improving educational achievement and performance.
ED1.K 6 Describe how personal attitudes and behaviors can impact educational achievement and performance.
ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.
ED1.R 6 Assess how well your attitudes and behaviors promote educational achievement and performance.
ED1.K 7 Recognize that your educational achievement and performance can lead to many workplace options.
ED1.A 7 Show how your educational achievement and performance can expand your workplace options.
ED1.R 7 Assess how well your educational achievement and performance will transfer to the workplace.
ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.
ED1.A 8 Show how the ability to acquire and use information has affected your educational achievement and performance.
ED1.R 8 Assess your ability to acquire and use information in order to improve educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.K 1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.
ED2.A 1 Show how lifelong learning is helping you function effectively in a diverse and changing economy.
ED2.R 1 Judge whether or not you have the knowledge and skills necessary to function effectively in a diverse and changing economy.
ED2.K 2 Recognize that viewing yourself as a learner affects your identity.
ED2.A 2 Show how being a learner affects your identity.
ED2.R 2 Analyze how specific learning experiences have affected your identity.
ED2.K 3 Recognize the importance of being an independent learner and taking responsibility for your learning.
ED2.A 3 Demonstrate that you are an independent learner.
ED2.R 3 Assess how well you function as an independent learner.
ED2.K 4 Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).
ED2.A 4 Demonstrate the knowledge and skills necessary for transition from one learning level to the next (e.g., middle to high school, high school to postsecondary).
ED2.R 4 Analyze how your knowledge and skills affect your transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).
ED2.K 5 Identify types of ongoing learning experiences available to you (e.g., two- and four-year colleges, technical schools, apprenticeships, the military on-line courses, and on-the-job training).
ED2.A 5 Show how you are preparing to participate in ongoing learning experiences

(e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training).

ED2.R 5 Assess how participation in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training) affects your personal and career goals.

ED2.K 6 Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).

ED2.A 6 Demonstrate participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) that help you function effectively in a diverse and changing economy.

ED2.R 6 Evaluate how participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) affects your ability to function effectively in a diverse and changing economy.

ED2.K 7 Describe informal learning experiences that contribute to lifelong learning.

ED2.A 7 Demonstrate participation in informal learning experiences.

ED2.R 7 Assess, throughout your life, how well you integrate both formal and informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

CM1.K 1 Recognize that career planning to attain your career goals is a lifelong process.

CM1.A 1 Give examples of how you use career-planning strategies to attain your career goals.

CM1.R 1 Assess how well your career planning strategies facilitate reaching your career goals.

CM1.K 2 Describe how to develop a career plan (e.g., steps and content).

CM1.A 2 Develop a career plan to meet your career goals.

CM1.R 2 Analyze your career plan and make adjustments to reflect ongoing career management needs.

CM1.K 3 Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).

CM1.A 3 Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).

CM1.R 3 Re-examine your career goals and adjust as needed.

CM1.K 4 Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

CM1.A 4 Demonstrate career management skills and personal traits (e.g., resiliency, self efficacy, ability to identify trends and changes, and flexibility).

CM1.R 4 Evaluate your career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

CM1.K 5 Recognize that changes in you and the world of work can affect your career plans.

CM1.A 5 Give examples of how changes in you and the world of work have caused you to adjust your career plans.

CM1.R 5 Evaluate how well you integrate changes in you and the world of work into your career plans.

Goal CM2: Use a process of decision-making as one component of career development.

CM2.K 1 Describe your decision- making style (e.g., risk taker, cautious).
CM2.A 1 Give examples of past decisions that demonstrate your decision-making style.
CM2.R 1 Evaluate the effectiveness of your decision-making style.
CM2.K 2 Identify the steps in one model of decision-making.
CM2.A 2 Demonstrate the use of a decision-making model.
CM2.R 2 Assess what decision-making model(s) work best for you.
CM2.K 3 Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making.
CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.
CM2.R 3 Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions.
CM2.K 4 Identify alternative options and potential consequences for a specific decision.
CM2.A 4 Show how exploring options affected a decision you made.
CM2.R 4 Assess how well you explore options when making decisions.
CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.
CM2.A 5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.
CM2.R 5 Evaluate the affect of personal priorities, culture, beliefs, and work values in your decision-making.
CM2.K 6 Describe how education, work, and family experiences might impact your decisions.
CM2.A 6 Give specific examples of how your education, work, and family experiences have influenced your decisions.
CM2.R 6 Assess the impact of your education, work, and family experiences on decisions.
CM2.K 7 Describe how biases and stereotypes can limit decisions.
CM2.A 7 Give specific examples of how biases and stereotypes affected your decisions.
CM2.R 7 Analyze the ways you could manage biases and stereotypes when making decisions.
CM2.K 8 Recognize that chance can play a role in decision-making.
CM2.A 8 Give examples of times when chance played a role in your decision-making.
CM2.R 8 Evaluate the impact of chance on past decisions.
CM2.K 9 Recognize that decision-making often involves compromise.
CM2.A 9 Give examples of compromises you might have to make in career decision-making.
CM2.R 9 Analyze the effectiveness of your approach to making compromises.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.K 1 Describe the importance of career information to your career planning.
CM3.A 1 Show how career information has been important in your plans and how it can be used in future plans.
CM3.R 1 Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information.
CM3.K 2 Recognize that career information includes occupational, education and training,

employment, and economic information and that there is a range of career information resources available.

CM3.A 2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.

CM3.R 2 Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career.

CM3.K 3 Recognize that the quality of career information resource content varies (e.g., accuracy, bias, and how up-to-date and complete it is).

CM3.A 3 Show how selected examples of career information are biased, out-of-date, incomplete, or inaccurate.

CM3.R 3 Judge the quality of the career information resources you plan to use in terms of accuracy, bias, and how up-to-date and complete it is.

CM3.K 4 Identify several ways to classify occupations.

CM3.A 4 Give examples of how occupational classification systems can be used in career planning.

CM3.R 4 Assess which occupational classification system is most helpful to your career planning.

CM3.K 5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

CM3.A 5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).

CM3.R 5 Assess your openness to considering non-traditional occupations in your career management.

CM3.K 6 Identify the advantages and disadvantages of being employed in a non-traditional occupation.

CM3.A 6 Make decisions for yourself about being employed in a non-traditional occupation.

CM3.R 6 Assess the impact of your decisions about being employed in a non-traditional occupation.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K 1 Describe academic, occupational, and general employability skills.

CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.R 1 Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.

CM4.K 2 Identify job seeking skills such as the ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.A 2 Demonstrate the following job seeking skills: the ability to write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.R 2 Evaluate your ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.K 3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.
CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
CM4.R 3 Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
CM4.K 4 Recognize that many skills are transferable from one occupation to another.
CM4.A 4 Show how your skills are transferable from one occupation to another.
CM4.R 4 Analyze the impact of your transferable skills on your career options.
CM4.K 5 Recognize that your geographic mobility impacts on your employability.
CM4.A 5 Make decisions for yourself regarding geographic mobility.
CM4.R 5 Analyze the impact of your decisions about geographic mobility on your career goals.
CM4.K 6 Identify the advantages and challenges of self-employment.
CM4.A 6 Make decisions for yourself about self-employment.
CM4.R 6 Assess the impact of your decision regarding self-employment on career goals.
CM4.K 7 Identify ways to be proactive in marketing yourself for a job.
CM4.A 7 Demonstrate skills that show how you can market yourself in the workplace.
CM4.R 7 Evaluate how well you have marketed yourself in the workplace.

Goal CM5: Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.K 1 Identify societal needs that affect your career plans.
CM5.A 1 Show how you are prepared to respond to changing societal needs in your career management.
CM5.R 1 Evaluate the results of your career management relative to changing societal needs.
CM5.K 2 Identify economic conditions that affect your career plans.
CM5.A 2 Show how you are prepared to respond to changing economic conditions in your career management.
CM5.R 2 Evaluate the results of your career management relative to changing economic conditions.
CM5.K 3 Identify employment trends that affect your career plans.
CM5.A 3 Show how you are prepared to respond to changing employment trends in your career management.
CM5.R 3 Evaluate the results of your career management relative to changes in employment trends.

K – Knowledge Application
A – Application
R – Reflection

American School Counselor Association National Standards for School Counseling High School

I. ACADEMIC DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Student Competencies

Improve academic self-concept—Students will:

--articulate feelings of competence and confidence as learners
--display a positive interest in learning
--take pride in work and in achievement
--accept mistakes as essential to the learning process
--identify attitudes and behaviors which lead to successful learning

Acquire skills for improving learning—Students will:

--apply time management and task management skills
--demonstrate how effort and persistence positively affect learning
--use communication skills to know when and how to ask for help when needed
--apply knowledge of learning styles to positively influence school performance

Achieve school success—Students will:

--take responsibility for their actions
--demonstrate the ability to work independently as well as the ability to work cooperatively with other students
--develop a broad range of interests and abilities
--demonstrate dependability, productivity, and initiative
--share knowledge

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Student Competencies

Improve learning—Students will:

--demonstrate the motivation to achieve individual potential
--learn and apply critical thinking skills
--apply the study skills necessary for academic success at each level
--seek information and support from faculty, staff, family, and peers
--organize and apply academic information from a variety of sources

--use knowledge of learning styles to positively influence school performance
--become self-directed and independent learners

Plan to achieve goals—Students will:
--establish challenging academic goals in elementary, middle/junior high, and high school
--use assessment results in educational planning
--develop and implement an annual plan of study to maximize academic ability and achievement
--apply knowledge of aptitudes and interest to goal setting
--use problem-solving and decision-making skills to assess progress toward educational goals
--understand the relationship between classroom performance and success in school
--identify post-secondary options consistent with interests, achievement, aptitude, and abilities

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

Student Competencies

Relate school to life experiences—Students will:
--demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life
--seek co-curricular and community experiences to enhance the school experience
--understand the relationship between learning and work
--demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals
--understand that school success is the preparation to make the transition from student to community member
--understand how school success and academic achievement enhance future career and avocational opportunities

II. CAREER DEVELOPMENT

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Student Competencies

Develop career awareness—Student will:
--develop skills to locate, evaluate, and interpret career information
--learn about the variety of traditional and non-traditional occupations
--develop an awareness of personal abilities, skills, interests, and motivations
--learn how to interact and work cooperatively in teams

--learn to make decisions
--learn how to set goals
--understand the importance of planning
--pursue and develop competency in areas of interest
--develop avocational interests
--learn to balance work and leisure time

Develop employment readiness—Students will:

--acquire employability skills such as working on a team, problem solving, and organizational skills
--apply job readiness skills to seek employment opportunities
--demonstrate knowledge about the changing workplace
--learn about the rights and responsibilities of employers and employees
--learn to respect individual uniqueness in the workplace
--learn how to write a resume
--develop a positive attitude toward work and learning
--understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
--utilize time and task management skills

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Student Competencies

Acquire career information—Students will:

--apply decision-making skills to career planning, course selection, and career transitions
--identify personal skills, interests, and abilities and relate them to current career choices
--demonstrate knowledge of the career planning process
--know the various ways in which occupations can be classified
--use research and information resources to obtain career information
--learn to use the Internet to access career planning information
--describe traditional and non-traditional occupations and how these relate to career choice
--understand how changing economic and societal needs influence employment trends and future training

Identify career goals—Students will:

--demonstrate awareness of the education and training needed to achieve career goals
--assess and modify their educational plan to support career goals
--use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences
--select coursework that is related to career interest
--maintain a career planning portfolio

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

Student Competencies

Acquire knowledge to achieve career goals—Students will:

--understand the relationship between educational achievement and career success
--explain how work can help to achieve personal success and satisfaction
--identify personal preferences and interests that influence career choices and success
--understand that the changing workplace requires lifelong learning and acquiring new skills
--describe the effect of work on lifestyles
--understand the importance of equity and access in career choice
--understand that work is an important and satisfying means of personal expression

Apply skills to achieve career goals—Students will:

--demonstrate how interests, abilities, and achievement relate to personal, social, educational, and career goals
--learn how to use conflict management skills with peers and adults
--learn to work cooperatively with others as a team member
--apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and mentoring experiences

III PERSONAL/SOCIAL DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Student Competencies

Acquire self-knowledge—Students will:

--develop a positive attitude toward self as a unique and worthy person
--identify personal values, attitudes, and beliefs
--learn the goal setting process
--understand change as a part of growth
--identify and express feelings
--distinguish between appropriate and inappropriate behaviors
--recognize personal boundaries, rights, and privacy needs
--understand the need for self-control and how to practice it
--demonstrate cooperative behavior in groups
--identify personal strengths and assets
--identify and discuss changing personal and social roles
--identify and recognize changing family roles

Acquire interpersonal skills—Students will:

--recognize that everyone has rights and responsibilities, including family

and friends
--respect alternative points of view
--recognize, accept, and appreciate individual differences
--recognize, accept, and appreciate ethnic and cultural diversity
--recognize and respect differences in various family configurations
--use effective communication skills
--know that communication involves speaking, listening, and non-verbal behavior
--learn how to communicate effectively with family
--learn how to make and keep friends

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Student Competencies
Self-knowledge applications—Students will:
--use a decision-making and a problem-solving model
--understand consequences of decisions and choices
--identify alternative solutions to a problem
--develop effective coping skills for dealing with problems
--demonstrate when, where, and how to seek help for solving problems and making decisions
--know how to apply conflict resolution skills
--demonstrate a respect and appreciation for individual and cultural differences
--know when peer pressure is influencing a decision
--identify long- and short-term goals
--identify alternative ways of achieving goals
--use persistence and perseverance in acquiring knowledge and skills
--develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

Student Competencies
Acquire personal safety skills—Students will:
--demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact)
--learn about the relationship between rules, laws, safety, and the protection of an individual's rights
--learn the difference between appropriate and inappropriate physical contact
--demonstrate the ability to assert boundaries, rights, and personal privacy
--differentiate between situations requiring peer support and situations requiring adult professional help
--identify resource people in the school and community and know how to seek their help

--apply effective problem-solving and decision-making skills to make safe and healthy choices
--learn about the emotional and physical dangers of substance use and abuse
--learn how to cope with peer pressure
--learn techniques for managing stress and conflict
--learn coping skills for managing life events

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

I. A THREE-PART FOUNDATION

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks

A. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules

B. Writing—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts

C. Arithmetic/Mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

D. Listening—receives, attends to, interprets, and responds to verbal messages and other cues

E. Speaking—organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. Creative Thinking—generates new ideas

B. Decision Making—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

C. Problem Solving—recognizes problems and devises and implements plan of action

D. Seeing Things in the Mind's Eye—organizes, and processes symbols, pictures, graphs, objects, and other information

E. Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills

F. Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A. Responsibility—exerts a high level of effort and perseveres towards goal attainment

B. Self-Esteem—believes in own self-worth and maintains a positive view of self

C. Sociability—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

D. Self-Management—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

E. Integrity/Honesty—chooses ethical courses of action

II. FIVE COMPETENCIES

Resources: Identifies, organizes, plans, and allocates resources

A. Time---selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules

B. Money—uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
C. Material and Facilities—acquires, stores, allocates, and uses materials or space efficiently
D. Human Resources—assesses skills and distributes work accordingly, evaluates performance, and provides feedback

Interpersonal: Works with others
A. Participates as Member of a Team—contributes to group effort
B. Teaches Others New Skills
C. Serves Clients/Customers—works to satisfy customers' expectations
D. Exercises Leadership—communicates ideas to justify position, persuades and convinces others, and responsibly challenges existing procedures and policies
E. Negotiates—works toward agreements involving exchange of resources, resolves divergent interests
F. Works With Diversity—works well with men and women from diverse backgrounds

Information: Acquires and uses information
A. Acquires and Evaluates Information
B. Organizes and Maintains Information
C. Interprets and Communicates Information
D. Uses Computers to Process Information

Systems: Understands complex inter-relationships
A. Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them
B. Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance, and corrects malfunctions
C. Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies
A. Selects Technology—chooses procedures, tools or equipment including computers and related technologies
B. Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment
C. Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies

The Be Real Game Links to Arizona Academic Standards (2006)

	Standard	Session																	
		Unit I									Unit II			Unit III					
		1	2	3	4	5	6	7	8	9	1	2	3	1	2	3	4	5	6
Reading	**Strand 1:** Reading Process	●			●	●	●		●	●	●	●	●		●	●	●	●	
	Strand 2: Comprehending Literary Text																		
	Strand 3: Comprehending Informational Text	●			●	●	●	●	●		●	●		●	●	●	●		
Writing	**Strand 1:** Writing Process				●						●						●		
	Strand 2: Writing Elements	●				●					●	●					●		
	Strand 3: Writing Applications																●		
	L.A. Listening and Speaking	●		●			●		●					●	●	●	●		●
	L.A. Viewing and Presenting		●											●					
Mathematics	**Strand 1:** Number Sense and Operations						●	●											
	Strand 2: Data Analysis, Probability, Discrete Math																		
	Strand 3: Patterns, Algebra, and Functions																		
	Strand 4: Geometry and Measurement																		
	Strand 5: Structure and Logic																		
Science	**Strand 1:** Inquiry Process																		
	Strand 2: History and Nature of Science																		
	Strand 3: Science in Personal and Social Perspectives								●		●								
	Strand 4: Life Science																		
	Strand 5: Physical Science																		
	Strand 6: Earth and Space Science																		
Social Studies	**Strand 1**: History																		
	Strand 2: World History																		
	Strand 3: Civics and Government	●	●	●	●	●			●	●	●	●	●	●	●	●	●	●	●
	Strand 4: Geography			•					●		●								
	Strand 5: Economics	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●

Standard			Session																	
			Unit I									Unit II			Unit III					
			1	2	3	4	5	6	7	8	9	1	2	3	1	2	3	4	5	6
Arts	Visual	**Strand 1:** Creating Art																		
		Strand 2: Art in Context																		
		Strand 3: Art as Inquiry																		
	Theatre	**Strand 1:** Creating Art				●	●	●	●	●	●		●	●			●			
		Strand 2: Art in Context																		
		Strand 3: Art as Inquiry			●	●	●	●	●	●	●		●	●			●			
Technology	**Standard 1:** Fundamental Operations And Concepts																●	●		
	Standard 2: Social, Ethical And Human Issues																●			
	Standard 3: Technology Productivity Tools																●	●		
	Standard 4: Technology Communications Tools																●	●		
	Standard 5: Technology Research Tools																●			
	Standard 6: Problem Solving/Decision-Making Tools																●			
Workplace	**Standard 1:** Effective Oral, Written and Listening		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	Standard 2: Computation Skills & Data Analysis							●	●											
	Standard 3: Critical and Creative Thinking				●	●	●	●	●	●		●	●		●	●	●	●		
	Standard 4; Teamwork		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	Standard 5: Marketable Skills		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	Standard 6: Systems								●	●		●			●	●				
	Standard 7: Technological Literacy				●				●		●			●			●	●	●	
	Standard 8: Resource Management		●	●	●			●	●	●		●			●	●	●	●		

The Be Real Game Links to National Career Development Guidelines (2006)

Guideline	Session																	
	Unit I									Unit II			Unit III					
	1	2	3	4	5	6	7	8	9	1	2	3	1	2	3	4	5	6
Personal Social Development Domain																		
PS1: Self-concept	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
PS2: Interpersonal Skills	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
PS3: Personal Growth			●			●	●	●		●			●	●	●	●		
PS4: Balance of Roles	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Educational Achievement and Lifelong Learning Domain																		
ED1: Educational Achievement	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
ED2: Lifelong Learning	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Career Management Domain																		
CM1: Career Plan	●		●							●			●	●	●	●		
CM2: Decision Making	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
CM3: Career Information	●		●		•					●	●		●	●	●	●		
CM4: Employability Skills	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
CM5: Employment Trends	●		●					●		●			●	●	●			

The Be Real Game Links to American School Counselor Association (ASCA) Standards (2006)

Standard	Session																	
	Unit I									Unit II			Unit III					
	1	2	3	4	5	6	7	8	9	1	2	3	1	2	3	4	5	6
I. ACADEMIC DEVELOPMENT																		
Standard A: Effective Learning																		
Improve academic self-concept	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Acquire skills for improving learning	●								●	●			●	●	●	●	●	
Achieve school success									●				●	●	●	●	●	●
Standard B: academic preparation																		
Improve learning	●			●					●				●	●	●	●	●	
Plan to achieve goals				●	●			●	●	●	●	●	●	●	●	●	●	●
Standard C: Relate Academics to Work, Life, Community																		
Relate school to life experiences	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
II. CAREER DEVELOPMENT																		
Standard A: Investigate World of Work																		
Develop career awareness	●	●	●	●					●	●			●	●	●	●	●	●
Develop employment readiness				●	●			●	●	●	●	●	●	●	●	●	●	●
Standard B: Achieve future career success																		
Acquire career information	●		●	●	●				●	●	●	●	●	●	●	●	●	●
Identify career goals				●					●				●	●	●	●	●	●
Standard C: Relate personal qualities, education, training																		
Acquire knowledge to achieve career goals	●	●	●	●	●				●	●	●	●	●	●	●	●	●	●
Apply skills to achieve career goals				●	●	●		●	●	●	●	●	●	●	●	●	●	●
III. PERSONAL/SOCIAL DEVELOPMENT																		
Standard A: Respect self and others.																		
Acquire self-knowledge	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●	●
Acquire interpersonal skills	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Standard B: Make decisions, set goals																		
Self-knowledge applications		●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Standard C: Safety and Survival																		
Acquire personal safety skills			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

The Be Real Game Links to SCANS Skills (2006)

Skills	Session																	
	Unit I									Unit II			Unit III					
	1	2	3	4	5	6	7	8	9	1	2	3	1	2	3	4	5	6
THREE PART FOUNDATION																		
Basic Skills																		
Reading	●	●					●		●		●	●		●	●	●	●	●
Writing					●		●											
Arithmetic/Mathematics						●	●	●										
Listening	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Speaking	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Plan to achieve goals																		
Thinking Skills																		
Creative Thinking	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Decision Making	●	●			●	●	●	●	●		●	●	●	●	●	●	●	●
Problem Solving					●	●	●	●			●		●					
Seeing Things in the Mind's Eye			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Knowing How to Learn				●		●							●	●	●	●	●	●
Reasoning	●					●	●	●	●				●					
Personal Qualities																		
Responsibility	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Self Esteem	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Sociability	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Self-Management		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Integrity/Honesty				●	●	●	●	●	●		●	●	●	●	●	●	●	●
FIVE COMPETENCIES																		
Resources																		
Time				●	●	●	●	●	●		●	●	●				●	
Money						●	●	●					●					
Material and Facilities						●	●	●					●					
Human Resources		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Interpersonal																		
Participates as Member of a Team		●	●	●	●	●		●	●		●	●	●	●	●	●	●	●

Skills	Session																	
	Unit I									Unit II			Unit III					
	1	2	3	4	5	6	7	8	9	1	2	3	1	2	3	4	5	6
Exercises Leadership		●				●		●	●			●	●				●	
Teaches Others New Skills				●		●												
Negotiates		●						●										
Serves Clients/customers																		
Works with Diversity		●	●	●	●	●		●	●		●	●	●	●	●	●	●	●
Information																		
Acquires and Evaluates Information	●	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●
Organizes and Maintains Information	●	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●
Interprets and Communicates Information		●	●			●		●		●			●	●	●	●		●
Uses Computers to Process Information																		
Systems																		
Understands Systems		●	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●
Monitors and Corrects Performance																		
Improves or Designs Systems		●																
Technology																		
Selects Technology				●		●												
Applies Technology to Task				●		●												
Maintains and Troubleshoots Equipment																		

***The Be Real Game*: Unit I, Session 1**		
Arizona Department of Education **Academic Standards** **Grades 9-10**	Grade 9	Grade 10
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Concept 6: Comprehension Strategies	•	•
Strand 3: Comprehending Informational Text		
Concept 1: Expository Text	•	•
Concept 2: Functional Text	•	•
Writing		
Strand 2: **Writing Elements**		
Concept 1: Ideas and Content	•	•
Concept 6: Conventions	•	•
Listening and Speaking		
3LS-P4 Conduct an interview	•	•
3LS-P5 Evaluate effective presentations	•	•
Social Studies		
Standard 3: Civics/Government		
Concept 4: Rights, responsibilities and roles	•	•
Standard 5: Economics		
Concept 1: Foundations of economics	•	•
Concept 2: Microeconomics	•	•
Concept 5: Personal finance	•	•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 8: Resource management	•	•

***The Be Real Game*: Unit I, Session 2**		
Arizona Department of Education **Academic Standards** **Grades 9-10**	Grade 9	Grade 10
Viewing and Presenting		
4VP-P2: Plan/produce/evaluate multimedia	•	•
Social Studies		
Standard 3: Civics/Government		
Concept 4: Rights, responsibilities and roles	•	•
Standard 5: Economics		
Concept 5: Personal finance	•	•
Arts Education		
Theatre: Strand 3: Art as Inquiry		
3AT-P1: Construct social meanings	•	•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 8: Resource management	•	•

***The Be Real Game*: Unit I, Session 3**		
Arizona Department of Education **Academic Standards** **Grades 9-10**	Grade 9	Grade 10
Listening and Speaking		
3LS-P4 Conduct an interview	•	•
3LS-P5 Evaluate effective presentations	•	•
Social Studies		
Standard 3: Civics/Government		
Concept 4: Rights, responsibilities and roles	•	•
Standard 4: Geography		
Concept 4:Human Systems	•	•
Concept 5:Environment and Society	•	•
Concept 6:Geographic Applications	•	•
Standard 5: Economics		
Concept 1: Foundations of economics	•	•
Concept 2: Microeconomics	•	•
Concept 3: Macroeconomics	•	•
Concept 4: Global economics	•	•
Concept 5: Personal finance	•	•
Arts Education		
Theatre: Standard 1: Creating Art		
1AT-P2: Techniques communicate character	•	•
Theatre: Standard 3: Art as Inquiry		
3AT-P1: Construct social meanings	•	•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 7: Technological literacy	•	•
Standard 8: Resource management	•	•

***The Be Real Game*: Unit I, Session 4**		
Arizona Department of Education **Academic Standards** **Grades 9-10**	Grade 9	Grade 10
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Concept 6: Comprehension Strategies	•	•
Strand 3: Comprehending Informational Text		
Concept 1: Expository Text	•	•
Writing		
Strand 1: **Writing Process**		
Concept 1: Prewriting	•	•
Social Studies		
Standard 3: Civics/Government		
Concept 4: Rights, responsibilities and roles	•	•
Standard 5: Economics		
Concept 5: Personal finance	•	•
Arts Education		
Theatre: Standard 1: Creating Art		
1AT-P2: Techniques communicate character	•	•
Theatre: Standard 3: Art as Inquiry		
3AT-P1: Construct social meanings	•	•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•

The Be Real Game: Unit I, Session 5		
Arizona Department of Education **Academic Standards** **Grades 9-10**	Grade 9	Grade 10
Reading		
Strand 1: Reading Process		
Concept 6: Comprehension Strategies	•	•
Strand 3: Comprehending Informational Text		
Concept 1: Expository Text	•	•
Concept 2: Functional Text	•	•
Writing		
Strand 2: **Writing Elements**		
Concept 6: Conventions	•	•
Concept 9: Spell correctly	•	•
Social Studies		
Standard 3: Civics/Government		
Concept 4: Rights, responsibilities and roles	•	•
Standard 5: Economics		
Concept 1: Foundations of economics	•	•
Arts Education		
Theatre: Standard 1: Creating Art		
1AT-P1: Construct original script	•	•
Theatre: Standard 3: Art as Inquiry		
3AT-P1: Construct social meanings	•	•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•

The Be Real Game: Unit I, Session 6		
Arizona Department of Education **Academic Standards** **Grades 9-10**	Grade 9	Grade 10
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Concept 6: Comprehension Strategies	•	•
Strand 3: Comprehending Informational Text		
Concept 2: Functional Text	•	•
Viewing and Presenting		
4VP-P1 Analyze/evaluate visual media	•	•
Mathematics		
Strand 1: Number Sense and Operations		
Concept 2: Numerical Operations	•	•
Concept 3: Estimation	•	•
Social Studies		
Standard 5: Economics		
Concept 1: Foundations of economics	•	•
Concept 5: Personal finance	•	•
Arts Education		
Theatre: Standard 1: Creating Art		
1AT-P1: Construct original script	•	•
Theatre: Standard 3: Art as Inquiry		
3AT-P1: Construct social meanings	•	•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 2: Application of math skills	•	•
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 8: Resource management	•	•

The Be Real Game: Unit I, Session 7		
Arizona Department of Education **Academic Standards** **Grades 9-10**	Grade 9	Grade 10
Reading		
Strand 3: Comprehending Informational Text		
Concept 2: Functional Text	•	•
Mathematics		
Strand 1: Number Sense and Operation		
Concept 2: Numerical Operations	•	•
Concept 3: Estimation	•	•
Social Studies		
Standard 5: Economics		
Concept 5: Personal finance	•	•
Arts Education		
Theatre: Standard 1: Creating Art		
1AT-P1: Construct original script	•	•
Theatre: Standard 3: Art as Inquiry		
3AT-P1: Construct social meanings	•	•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 2: Application of math skills	•	•
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 6: How systems function	•	•
Standard 7: Technological literacy	•	•
Standard 8: Resource management	•	•

The Be Real Game: Unit I, Session 8		
Arizona Department of Education **Academic Standards** **Grades 9-10**	Grade 9	Grade 10
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Strand 3: Comprehending Informational Text		
Concept 2: Functional Text	•	•
Listening and Speaking		
3LS-P4 Conduct an interview	•	•
Science		
Strand 3: Science in Personal/Social Perspective		
Concept 1: Changes in environments	•	•
Social Studies		
Standard 3: Civics/Government		
Concept 4: Rights, responsibilities and roles	•	•
Standard 4: Geography		
Concept 5: Environment and society	•	•
Standard 5: Economics		
Concept 1: Foundations of economics	•	•
Concept 2: Microeconomics	•	•
Concept 5: Personal finance	•	•
Arts Education		
Theatre: Standard 1: Creating Art		
1AT-P1: Construct original script	•	•
Theatre: Standard 3: Art as Inquiry		
3AT-P1: Construct social meanings	•	•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 6: How systems function	•	•
Standard 8: Resource management	•	•

The Be Real Game: Unit I, Session 9		
Arizona Department of Education **Academic Standards** **Grades 9-10**	Grade 9	Grade 10
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Social Studies		
Standard 3: Civics/Government		
Concept 4: Rights, responsibilities and roles	•	•
Standard 5: Economics		
Concept 1: Foundations of economics	•	•
Concept 5: Personal finance	•	•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 7: Technological literacy	•	•

The Be Real Game: Unit II, Session 1		
Arizona Department of Education **Academic Standards** **Grades 9-10**	Grade 9	Grade 10
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Concept 6: Comprehension Strategies	•	•
Strand 3: Comprehending Informational Text		
Concept 2: Functional Text	•	•
Writing		
Strand 1: **Writing Process**		
Concept 1: Prewriting	•	•
Strand 2: **Writing Elements**		
Concept 1: Ideas and Content	•	•
Concept 6: Conventions	•	•
Concept 9: Spell Words Correctly	•	•
Science		
Strand 3: Science in Personal/Social Perspective		
Concept 2: Science/Technology in Society	•	•
Social Studies		
Standard 3: Civics/Government		
Concept 2: Functions of government	•	•
Concept 4: Rights, responsibilities and roles	•	•
Concept 5: Governments of the world	•	•
Standard 4: Geography		
Concept 5: Environment and Society	•	•
Concept 6: Geographic applications	•	•
Standard 5: Economics		
Concept 1: Foundations of economics	•	•
Concept 2: Microeconomics	•	•
Concept 3: Macroeconomics	•	•
Concept 5: Personal finance	•	•
Arts Education		
Theatre: Standard 1: Creating Art		
1AT-P1: Construct original script	•	•
Theatre: Standard 3: Art as Inquiry		
3AT-P1: Construct social meanings	•	•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 6: How systems function	•	•
Standard 8: Resource management	•	•

The Be Real Game: Unit II, Session 2		
Arizona Department of Education **Academic Standards** **Grades 9-10**	Grade 9	Grade 10
Reading		
Strand 1: Reading Process		
Concept 6: Comprehension Strategies	•	•
Strand 3: Comprehending Informational Text		
Concept 1: Expository Text	•	•
Concept 2: Functional Text	•	•
Writing		
Strand 2: **Writing Elements**		
Concept 6: Conventions	•	•
Concept 9: Spell Words Correctly	•	•
Social Studies		
Standard 3: Civics/Government		
Concept 4: Rights, responsibilities and roles	•	•
Standard 5: Economics		
Concept 5: Personal finance	•	•
Arts Education		
Theatre: Standard 1: Creating Art		
1AT-P1: Construct original script	•	•
Theatre: Standard 3: Art as Inquiry		
3AT-P1: Construct social meanings	•	•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•

The Be Real Game: Unit II, Session 3		
Arizona Department of Education **Academic Standards** **Grades 9-10**	Grade 9	Grade 10
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Social Studies		
Standard 3: Civics/Government		
Concept 4: Rights, responsibilities and roles	•	•
Standard 5: Economics		
Concept 1: Foundations of economics	•	•
Concept 5: Personal finance	•	•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 7: Technological literacy	•	•

The Be Real Game: Unit III, Session 1		
Arizona Department of Education **Academic Standards** **Grades 9-10**	Grade 9	Grade 10
Reading		
Strand 3: Comprehending Informational Text		
Concept 1: Expository Text	•	•
Concept 2: Functional Text	•	•
Listening and Speaking		
3LS-P5 Evaluate effective presentations	•	•
Viewing and Presenting		
4VP-P1 Analyze/evaluate visual media	•	•
Social Studies		
Standard 3: Civics/Government		
Concept 4: Rights, responsibilities and roles	•	•
Standard 5: Economics		
Concept 5: Personal finance	•	•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 6: How systems function	•	•
Standard 8: Resource management	•	•

The Be Real Game: Unit III, Session 2		
Arizona Department of Education **Academic Standards** **Grades 9-10**	Grade 9	Grade 10
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Strand 3: Comprehending Informational Text		
Concept 2: Functional Text	•	•
Listening and Speaking		
3LS-P5 Evaluate effective presentations	•	•
Social Studies		
Standard 3: Civics/Government		
Concept 4: Rights, responsibilities and roles	•	•
Standard 5: Economics		
Concept 5: Personal finance	•	•
Arts Education		
Theatre: Standard 1: Creating Art		
1AT-P1: Construct original scripts	•	•
Theatre: Standard 3: Art as Inquiry		
3AT-P1: Construct social meanings	•	•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 6: How systems function	•	•
Standard 8: Resource management	•	•

The Be Real Game: Unit III, Session 3		
Arizona Department of Education **Academic Standards** **Grades 9-10**	Grade 9	Grade 10
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Concept 6: Comprehension Strategies	•	•
Strand 3: Comprehending Informational Text		
Concept 1: Expository Text	•	•
Concept 2: Functional Text	•	•
Listening and Speaking		
3LS-P5 Evaluate effective presentations	•	•
Social Studies		
Standard 3: Civics/Government		
Concept 4: Rights, responsibilities and roles	•	•
Standard 5: Economics		
Concept 1: Foundations of economics	•	•
Concept 5: Personal finance	•	•
Technology Education		
Standard 1: Fundamental Operations and Concepts		
IT-P1: Use appropriate technology for task	•	•
IT-P2: Make informed choices	•	•
Standard 2: Social, ethical and human issues		
2T-P1: Identify capabilities/limits	•	•
Standard 3: Technology Productivity Tools		
3T-P2: Use tools to support decisions	•	•
Standard 4: Technology Communication Tools		
4T-P1: Use online information resources	•	•
4T-P2: Communicate with technology	•	•
Standard 5: Technology Research Tools		
5T-P1: Strategy for online research	•	•
5T-P2: Use expert systems (search engines)	•	•
5T-P3: Use academic citations and formats	•	•
Standard 6: Technology for Problem Solving		
6T-P1: Investigate options for learning	•	•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 7: Technological literacy	•	•
Standard 8: Resource management	•	•

The Be Real Game: Unit III, Session 4		
Arizona Department of Education **Academic Standards** **Grades 9-10**	Grade 9	Grade 10
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Concept 6: Comprehension Strategies	•	•
Strand 3: Comprehending Informational Text		
Concept 1: Expository Text	•	•
Concept 2: Functional Text	•	•
Writing		
Strand 1: **Writing Process**		
Concept 1: Prewriting	•	•
Concept 2: Drafting	•	•
Concept 3: Revising	•	•
Concept 4: Editing	•	•
Concept 5: Publishing	•	•
Strand 2: **Writing Elements**		
Concept 1: Ideas and Content	•	•
Concept 2: Organization	•	•
Concept 3: Voice	•	•
Concept 4: Word choice	•	•
Concept 5: Sentence fluency	•	•
Concept 6: Conventions	•	•
Strand 3: **Writing Applications**		
Concept 3: Functional	•	•
Listening and Speaking		
3LS-P4 Effectively listen and speak	•	•
Social Studies		
Standard 3: Civics/Government		
Concept 4: Rights, responsibilities and roles	•	•
Technology Education		
Standard 1: Fundamental Operations and Concepts		
IT-P1: Use appropriate technology for task	•	•
Standard 3: Technology Productivity Tools		
3T-P1: Use professional tools to present	•	•
Standard 4: Technology Communication Tools		
4T-P2: Communicate with technology	•	•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 7: Technological literacy	•	•
Standard 8: Resource management	•	•

The Be Real Game: Unit III, Session 5		
Arizona Department of Education **Academic Standards** **Grades 9-10**	Grade 9	Grade 10
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Social Studies		
Standard 3: Civics/Government		
Concept 4: Rights, responsibilities and roles	•	•
Standard 5: Economics		
Concept 1: Foundations of economics	•	•
Concept 5: Personal finance	•	•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 7: Technological literacy	•	•

The Be Real Game: Unit III, Session 6		
Arizona Department of Education **Academic Standards** **Grades 9-10**	Grade 9	Grade 10
Listening and Speaking		
3LS-P1: Deliver polishes speech	•	•
3LS-P2: Deliver impromptu speech	•	•
3LS-D1: Use clear, concise language	•	•
3LS-D3: Use variety of media in/out school	•	•
Social Studies		
Standard 3: Civics/Government		
Concept 4: Rights, responsibilities and roles	•	•
Standard 5: Economics		
Concept 1: Foundations of economics	•	•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•