

Arkansas Department of Career Education  
Model Framework

Course Title: Career Readiness  
Career Cluster: All

Secondary – Career Guidance	
Course Number	493900
CIP Number	<i>(Program area responsibility to insert CIP code(s)/titles)</i>
Grade Level	9-12
Standard Length	Semester
Teacher Certification	412 Career Preparation
CTSO	Support Course
Facility Requirements	<a href="http://arkansasfacilities.arkansas.gov/SchoolFacManual.aspx">http://arkansasfacilities.arkansas.gov/SchoolFacManual.aspx</a>
Industry Certifications	<i>(Program area responsibility to insert web address of certification site(s))</i>

Course Title: Career Readiness

**Purpose**

Career Development is the development of skills and knowledge necessary to be successful in any selected career pathway and program of study regardless of postsecondary plans. Career Readiness is fundamental for all subsequent career planning and preparation. The theory is to plan for something with a career focus and prepare for all careers with the skills employers desire.

Career Development includes honest self-realization, college and career research and planning, making decisions, development of work discipline and readiness in preparation and pursuance of a satisfying and fulfilling career. The process is continual, progressive and necessary to help an individual transition through education, job preparation and career readiness.

### Career Readiness Student Performance

The major goal of Career Development is to engage students in their own future success. Students will have the knowledge to take advantage of learning opportunities while adapting to changing personal needs and trends of local, national, and global economies.

### Career Readiness Course Description

Career Readiness is a one-semester .5 credit course that can count toward completer status for any Career and Technical Education Program of Study. It is designed to provide the student with the necessary skills to evaluate who they are, what they need in a career, research college and career information, refine their choices through a decision-making process and master the skills most needed by 21<sup>st</sup> Century employers.

The major goal of Career Readiness is to engage students to develop characteristics and skills employers most desire. Students will evaluate personal traits for a better understanding of self in their pursuit of finding a meaningful, fulfilling and rewarding career then compare their traits to the characteristics employers expect for the purpose of identifying and developing the lacking skills.

Students will evaluate personal resources, barriers and opportunities; update personal and professional goals; develop education and training plans with alignment to a career focus based upon the 16 National Career Clusters and Pathways; .develop the career research, planning and development skills necessary to successfully transition through postsecondary education and training programs and make application for employment; develop an understanding of how the changing workplace requires lifelong learning and upgrading of skills by analyzing the effects of the changing technology on the individual, employers, and the global economy; understand the impact of extraneous factors such as personal barriers, demographic changes, economic and societal trends, and geographic location on occupational opportunities; and master basic career readiness transferable skills in preparation for employment.

### Special Notes

HB 1620 An act to establish Arkansas college and career readiness standards; to develop criteria to evaluate, support, promote, and fund Arkansas career and technical education programs;

ACT 734 An act to create the Arkansas college and career readiness planning program act; to lower educational costs, shorten a student's time to degree completion, and increase the overall success rate of Arkansas students by reducing the need for remediation; to ensure that students have the career readiness skills to compete in the global economy;

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**Common Core State Standards**

**ELA Language Grades 11-12**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **L11-12.4**
  - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. **L11-12.4a**
  - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). **L11-12.4b**
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. **L11-12.4c**
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary) **L11-12.4d**
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **L11-12.6**

**ELA Speaking and Listening Standards Grades 11-12**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. **SL11-12.1**
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **SL11-12.1a**
  - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. **SL11-12.1b**
  - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. **SL11-12.1c**
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **SL11-12.1d**

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2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **SL11-12.2**
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **SL11-12.3**
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **SL11-12.4**
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **SL11-12.5**

**Reading Standards for Literacy in Science and Technical Subjects Grades 11-12**

1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. **R11-12.1**
2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. **R11-12.2**
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **R11-12.3**
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. **R11-12.4**
5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. **R11-12.5**
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. **R11-12.6**
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **R11-12.7**
8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. **R11-12.8**
9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **R11-12.9**
10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. **R11-12.10**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grades 11-12**

1. Write arguments focused on discipline-specific content. **W11-12.1**

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- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. **W11-12.1a**
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. **W11-12.1b**
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **W11-12.1c**
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **W11-12.1d**
- e. Provide a concluding statement or section that follows from or supports the argument presented. **W11-12.1e**
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. **W11-12.2**
  - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **W11-12.2a**
  - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **W11-12.2b**
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **W11-12.2c**
  - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. **W11-12.2d**
  - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). **W11-12.2e**
3. Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. **W11-12.3**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W11-12.4**
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W11-12.5**
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **W11-12.6**

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7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **W11-12.7**
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **W11-12.8**
9. Draw evidence from informational texts to support analysis, reflection, and research. **W11-12.9**
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **W11-12.10**

2012 – 2013

Arkansas Department of Career Education  
Student Performance Standards

Course Title: Career Readiness  
Course Number: 493900  
Course Credit: .5

Career Readiness Student Performance

***Common Career and Technical Core Career Ready Practices (CCTC CRP)***

Documenting students as “career ready” is difficult but career-ready individuals are employable because of the value added to the employer.

**Career Ready Practices**

**1. Act as a responsible citizen in the workplace and the community. (CRP1)**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**2. Apply appropriate technical skills and academic knowledge. (CRP2)**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work related practices.

**3. Practice personal health and understand financial literacy. (CRP3)**

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

**4. Communicate clearly, effectively, and with reason. (CRP4)**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others; are active listeners and speak clearly with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

**5. Understand the environmental, social, and economic impacts of decisions. (CRP5)**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact on other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and adhere to regulations affecting the nature of their work. They are cognizant of the impact on the social condition, the environment, workplace, and profitability of the organization

**6. Demonstrate creativity and innovation. (CRP6)**

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Career-ready individuals recommend ideas that solve problems in new and different ways that contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek out new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

#### **7. Employ valid and reliable research strategies. (CRP7)**

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to the workplace environment and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

#### **8. Utilize critical thinking to make sense of problems and persevere in solving them. (CRP8)**

Career-ready individuals recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider options to solve the problem and once agreed upon, follow through to ensure the problem is resolved.

#### **9. Model integrity, ethical leadership, and effective management. (CRP9)**

Career-ready individuals consistently act in ways that align to personal and community held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and recognize the short—term and long—term effects that management’s actions and attitudes can have on productivity, morale and organizational culture.

#### **10. Develop an education and career plan aligned to personal goals. (CRP10)**

Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

#### **11. Apply technology to enhance productivity. (CRP11)**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

#### **12. Work productively in teams while integrating cultural/global competence. (CRP12)**

Career-ready individuals positively contribute to every team as both a team leader and team member. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

Career Readiness Student Performance

**Career Readiness Standards**

Career Readiness Performance Indicators: At the completion of this course the student will be able to . . .

- 1.0 Evaluate personal qualities in relation to goals for the purpose of making logical career pathway conclusions.
  - 1.1 Realistically assess and evaluate personality in relation to finding a satisfying and rewarding career.
  - 1.2 Analyze personality traits and qualities that lend themselves to determining individual success.
  - 1.3 Make logical conclusions for reaching full potential based upon self-realization.
  - 1.4 Determine personal needs to accomplish success based upon a decision-making process.
  - 1.5 Use a decision-making process to assess probability of personal success in a chosen career pathway.
  
- 2.0 Develop the career and occupational research skills for the purpose of choosing a career with the best logical fit.
  - 2.1 Evaluate occupational information resources to determine which sources provide the most accurate reliable and current information relevant for choosing a career.
  - 2.2 Evaluate career information to determine relevant data for selecting a career.
  - 2.3 Evaluate labor market information for determining probability of success based upon extraneous factors in the local, regional and global markets.
  
- 3.0 Develop education and training plans with a logical sequence of achievable steps aligned to postsecondary and career opportunities
  - 3.1 Analyze personal goals with relation to available resources
  - 3.2 Develop realistic achievable education and training plans aligned with tentative career goals.
  - 3.3 Develop a Career Portfolio to store, update and manage education, training and career plans.
  
- 4.0 Develop career readiness transferable job skills necessary for employment across all career pathways
  - 4.1 Analyze personal management skills
  - 4.2 Develop work discipline skills
  - 4.3 Develop workplace observation and listening skills
  - 4.4 Develop workplace communication skills necessary for success in any job.
  - 4.5 Develop personal responsibility skills necessary for teamwork success
  - 4.6 Develop business etiquette skills necessary for appropriate interaction in the workforce
  
- 5.0 Develop financial awareness skills
  - 5.1 Develop checking and savings accounts awareness and assess personal value
  - 5.2 Create a personal monthly budget
  - 5.3 Critique credit card and loan options

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- 5.4 Examine insurance plans and coverage options
- 5.5 Evaluate financial planning and investment opportunities

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<b>Career Readiness Indicators, Objectives, and Recommended Applications/Activities</b>			
<b>Standard 1.0</b> Evaluate personal qualities in relation to goals for the purpose of making logical career pathway conclusions.			
<b>Performance Indicator 1.1</b> Realistically assess and evaluate personality in relation to finding a satisfying and rewarding career objectives	<b>Recommended Application / Activity</b>	<b>Common Core State Standards</b>	<b>Career Ready Practice</b>
1.1.1 Re-assess personal interests, values and skills.	<ul style="list-style-type: none"> <li>Use the College and Career Planning System <a href="http://arworks.arkansas.gov">http://arworks.arkansas.gov</a></li> </ul>	L11-12.4 thru L11-12.4d	
1.1.2 Assess the personal effect of attitude toward accomplishing goals and making plans.	<ul style="list-style-type: none"> <li>Design a chart or graph demonstrating effects of positive and negative attitudes over a period of time to reflect success or failure.</li> </ul>	R11-12.2 R11-12.3	
1.1.3 Evaluate the impact of your abilities, strengths and talents in hobbies and skill related activities.	<ul style="list-style-type: none"> <li>Rank skills and natural abilities categorically to determine highest level of probable success.</li> </ul>		
1.1.4 Assess personal life and work values in relation to goals, ambitions and lifestyle.	<ul style="list-style-type: none"> <li>Use results of work values assessments and personal life values to summarize plans for the future.</li> </ul>	W11-12.2a thru W11-12.2e W11-12.3 W11-12.4	
1.1.5 Predict success in future education and career goals in relation to self-realization.	<ul style="list-style-type: none"> <li>Review past grades, benchmark and national standard assessment scores to assess probability of success with postsecondary plans.</li> </ul>	R11-12.3	CRP8
<b>Performance Indicator 1.2</b> Analyze qualities and barriers that lend themselves to determining individual success objectives	<b>Recommended Application / Activity</b>	<b>CCSS</b>	<b>CRP</b>
1.2.1	<ul style="list-style-type: none"> <li>Review transcripts and review success and career and technical education completion status.</li> </ul>	R11-12.3	
1.2.2 Evaluate personal work ethic and the probability of success for planned education	<ul style="list-style-type: none"> <li>Evaluate personal work discipline skills like completing home work on time, scoring well on assessments due to personal</li> </ul>		

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and training programs.	study, completing chores without being forced, making plans and completing tasks without directions from others.		
1.2.3 Evaluate personal qualities important to success in a chosen career.	<ul style="list-style-type: none"> <li>• Research and demonstrate understanding of qualities employers are looking for in a job seeker.</li> <li>• Evaluate individual critical thinking, problem solving, observing, collaboration, creativity, perseverance, confidence, initiative, morality, respect, and reasoning skills</li> </ul>	L11-12.4 thru L11-12.4d	CRP8
1.2.4 Analyze personal barriers and develop strategies for overcoming them to accomplish goals.	<ul style="list-style-type: none"> <li>• Rank in order barriers that could hinder success and develop strategies to overcome each one.</li> </ul>		CRP8
1.2.5 Assess responsible behavior within the context of teamwork and societal needs.	<ul style="list-style-type: none"> <li>• Discuss ability to work with people of varying backgrounds, cultures and abilities.</li> <li>• Discuss advantages of working with teams of varying backgrounds, experiences and talents.</li> </ul>	SL11-12.1 SL11-12.5	CRP5
1.2.6 Evaluate probability of success based upon personality traits, barriers and self-management.	<ul style="list-style-type: none"> <li>• Summarize self-realization of personal traits, barriers and self-management in relation to probability of success in career goals.</li> </ul>		CRP9
<b>Performance Indicator 1.3</b> Make logical conclusions for reaching full potential based upon self-realization objectives	<b>Recommended Application / Activity</b>	<b>CCSS</b>	<b>CRP</b>
1.3.1 Prove that specific work can produce self-satisfaction regardless of income offering the best career fit.	<ul style="list-style-type: none"> <li>• Present personal examples of successful people, based upon their satisfaction and happiness in their career, regardless of income.</li> </ul>	S11-12.1	CRP4
1.3.2 Describe the attributes of work and the benefits that can be derived from it.	<ul style="list-style-type: none"> <li>• Through research and discovery, explain the benefits of working.</li> </ul>	S11-12.1	CRP5
1.3.3 Assess opportunities for self promotion relative to changing societal or demographic needs.	<ul style="list-style-type: none"> <li>• Research technological and global changes that may affect your opportunities in the future.</li> </ul>	L11-12.4 thru L11-12.4d	CRP5
1.3.4 Explain how a chosen career will satisfy basic human needs through self-actualization.	<ul style="list-style-type: none"> <li>• Use Abraham Maslow’s Hierarchy of Needs to determine possible careers that will satisfy the basic human need for achieving healthy self-esteem and personal fulfillment.</li> </ul>	S11-12.1 RL11-12.1	CRP5
1.3.5 Summarize personal traits in relation to reaching one’s full potential from a satisfying and fulfilling career.	<ul style="list-style-type: none"> <li>• Demonstrate how your personal career goals, work environment and accomplishments meet and fulfills personal values.</li> </ul>	RL11-12.1	

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Standard 2.0 Develop the career and occupational research skills for the purpose of choosing a career with the best logical fit			
Performance Indicator 2.1 Evaluating Occupational Information Resources Objectives	Recommended Application / Activity	CCSS	CRP
2.1.1 Assess the quality of the career information resources you plan to use in terms of accuracy, bias, completeness, and currency.	Use various government occupational information websites to determine value and usage. <a href="http://occupationaloutlook-handbook.net">http://occupationaloutlook-handbook.net</a> <a href="http://onetcenter.org">http://onetcenter.org</a> <a href="http://www.careeronestop.org/">http://www.careeronestop.org/</a> <a href="http://acinet.org">http://acinet.org</a> <a href="http://www.discoverarkansas.net/">http://www.discoverarkansas.net/</a>	L11-12.4 thru L11-12.6 R11-12.7	CRP11 CRP2 CRP7
2.1.2 Assess the impact of career information on personal plans that reflect accurate, current, and unbiased career information.	<ul style="list-style-type: none"> <li>Use the Arkansas College and Career Planning System <a href="http://arworks.arkansas.gov">http://arworks.arkansas.gov</a></li> </ul>	R11-12.6 R11-12.8 R11-12.7	CRP5
2.1.3 Demonstrate knowledge of local, state, regional and national career opportunities for a specific career pathway of choice.	<ul style="list-style-type: none"> <li><a href="https://www.arjoblink.arkansas.gov">https://www.arjoblink.arkansas.gov</a></li> <li><a href="http://indeed.com">http://indeed.com</a></li> <li></li> <li></li> </ul>	R11-12.6 R11-12.8 R11-12.7	CRP7
Performance Indicator 2.2 Evaluate career information to determine relevant data for selecting a career Objectives	Recommended Application / Activity	CCSS	CRP
2.2.1 Demonstrate knowledge of job duties, education and training qualifications, work environment, job availability, and income potential for a chosen career goal.	<ul style="list-style-type: none"> <li>Develop a brochure to depict an occupation to demonstrate all of the attributes of the job.</li> </ul>	W11-12.2 W11-12.2a-e W11-12.4	CRP7
2.2.2 Analyze personal preference for income sources and benefit packages.	<ul style="list-style-type: none"> <li>List and rank types income preference and give reasons why this type of earning is preferred.</li> <li>Salary, wages, contract labor, commission, etc</li> <li></li> </ul>		
2.2.4 Demonstrate how career information is being used to set career goals in personal plans	<ul style="list-style-type: none"> <li>Create a visual display through PowerPoint, video or brochure to demonstrate personal future career goals.</li> </ul>	W11-12.2 W11-12.2a-e	CRP4

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		W11-12.4 SL11-12.1a	
2.2.5 Analyze relative wealth due to income, deductions, investments, and unexpected losses.	<ul style="list-style-type: none"> <li>Balance a budget based upon entry level position in career pathway.</li> <li>Compare and contrast regional income and expenses</li> </ul>		
<b>Performance Indicator 2.3</b> Evaluate labor market information for determining probability of success based upon extraneous factors in the local, regional and global markets <b>Objectives</b>	<b>Recommended Application / Activity</b>	<b>CCSS</b>	<b>CRP</b>
2.3.1 Analyze multiple LMI resources to determine appropriate sources of accurate and current information.	<ul style="list-style-type: none"> <li>NOTE: Check 2.1.1, these indicators are very similar</li> </ul>		CRP7
2.3.2 Identify and analyze economic and workforce trends that can affect future career opportunities in local, regional, national, and global markets.	<ul style="list-style-type: none"> <li>Evaluate and discuss a scenario that will allow personal success with major economic and workforce barriers.</li> </ul>	SL11-12.1 thru SL 11-12.5	CRP7
2.3.3 Identify economic and workforce factors and trends that can affect future career opportunities in the global market.	<ul style="list-style-type: none"> <li>Discuss examples of the impact of current economic and workforce conditions on employment availability</li> <li>Locate articles on economic trends and outsourcing to share with the class</li> <li><a href="http://www.bls.gov/mlr/1993/11/art1full.pdf">www.bls.gov/mlr/1993/11/art1full.pdf</a> and/or other related sites</li> </ul>		CRP7
2.3.4 Assess personal career focus opportunities based upon trends that could raise barriers hindering completion of planned career goals.	<ul style="list-style-type: none"> <li>Research and discuss barriers to achieving personal success in the global labor market</li> </ul>		
2.3.5 Analyze occupational information to determine personal needs requirements (job duties, working environment, education and training requirements, income, and career opportunities.	<ul style="list-style-type: none"> <li>Research local, national and global trends expected due to demographic, economic and technological changes to determine the highest percentage of job opportunities.</li> </ul>	R11-12.5 R11-12.6	
<b>Performance Indicator 2.4</b> Review, compare and contrast occupational duties, work environment, and employment requirements	<b>Recommended Application/Activity</b>	<b>CCSS</b>	<b>CRP</b>

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<p>2.4.1 Demonstrate knowledge of job duties, education and training qualifications, work environment, job availability, and income potential for a chosen pathway</p>	<ul style="list-style-type: none"> <li>• Develop a brochure to depict an occupation to demonstrate all of the attributes of the job.</li> <li>• Figure wage earnings and overtime pay (40+ hours)</li> <li>• Review, compare and contrast occupational duties, work environment, and employment requirements.</li> <li>• Make a presentation to prove it is the right choice based upon job opportunities and abilities, values, and interests.</li> <li>•</li> </ul>	<p>W11-12.2 W11-12.2a-e W11-12.4</p>	
<p>2.4.2 Compare personal preference to occupational information to determine appropriate job fit in relation to (job duties, working environment, education and training requirements, income, and job opportunities.</p>	<ul style="list-style-type: none"> <li>• Explain how personal values will integrate within the context of a chosen career.</li> </ul>	<p>SL11-12.1 SL11-12.1b-d</p>	
<p>Standard 3.0 Develop education and training plans with a logical sequence of achievable steps aligned to postsecondary and career opportunities</p>			
<p>3.1 Analyze personal goals with relation to available resources, opportunities and barriers</p>			
<p>3.1.1 Re-evaluate short, medium and long term personal and professional goals.</p>	<ul style="list-style-type: none"> <li>• Update Setting Goals activity in the arworks.arkansas.gov website.</li> </ul>	<p>W11-12.5</p>	
<p>3.1.2 Evaluate personal values for conflicts in relation to career goals and the need for making compromises.</p>	<ul style="list-style-type: none"> <li>• Rank and chart personal values to compare and explain conflict between meeting multiple personal, social and professional goals to determine probable compromises.</li> </ul>	<p>WL11-12.2 thru WL11-12.2e</p>	
<p>3.1.3 Demonstrate the use of a decision-making model in a personal career plan.</p>	<ul style="list-style-type: none"> <li>• Complete a seven-step decision-making process to determine tentative career goal.</li> <li>• Use the career development theories by Dr John Krumboltz</li> <li>• <u>"Happenstance Learning Theory of Career Counseling"</u></li> </ul>	<p>W11-12.7 thru W11-12.10</p>	<p>CRP10</p>
<p>3.1.4 Assess probability of success determined in the decision-making process.</p>	<ul style="list-style-type: none"> <li>• Conclude optimum career based upon advantages and disadvantages and explain why this career meets personal needs.</li> </ul>		<p>CRP5</p>
<p>3.2 Determine probability of success for planned education and career goals.</p>	<p><b>Recommended Application / Activity</b></p>	<p><b>CCSS</b></p>	<p><b>CRP</b></p>

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4.1.1 Assess how career planning strategies facilitate reaching personal career goals.	<ul style="list-style-type: none"> <li>Research and review the relationship between creating and following plans of successful people</li> <li>Evaluate the use of structuring, process planning, goal creation and revision, Integration, and flexibility to set goals.</li> </ul>		CRP10
4.1.2 Explore and identify available financial aid resources to acquire the training necessary for educational attainment beyond high school to achieve goals.	<ul style="list-style-type: none"> <li>Review financial aid, grants, scholarships, tuition, YOUniversal application</li> </ul>	R11-12.2	CRP7
4.1.3 Determine opportunity cost over a lifespan for achieving a personal career goal with the most feasible pathway.	<ul style="list-style-type: none"> <li>Calculate lifetime earnings less education and training expenses and time required to complete educational requirements for a specific career goal.</li> </ul>		CRP8
4.1.4 Review extended learning opportunities, student organizations, programs of study, graduation and extra-curricular activities that align with career goals.	<ul style="list-style-type: none"> <li>Find student organizations, district career and technical education programs of study, apprenticeship and internship opportunities.</li> </ul>		CRP7
4.1.5 Evaluate the probability of success using available resources.	<ul style="list-style-type: none"> <li>Compare assets and available financial aid and total expenses related to education and training requirements with the timeframe to complete education plans to determine probability of success.</li> </ul>	R11-12.2 R11-12.3	
<b>Performance Indicator 3.3</b> Develop realistic achievable education and training plans aligned with tentative career goals.	<b>Recommended Application / Activity</b>	<b>CCSS</b>	<b>CRP</b>
4.2.1 Research and evaluate postsecondary options	<ul style="list-style-type: none"> <li>Research military, two-year and four-year degree programs, certificate and licensed programs, apprenticeship and on-the-job training programs.</li> </ul>		
4.2.2 Re-evaluate and update education and training plans to complete high school at the highest achievable level aligned with career goals.	<ul style="list-style-type: none"> <li>Update education and training plans on the College and Career Planning System.</li> </ul>	W11-12.6	
4.2.3 Develop a post high school education and training plan including a sequence of steps with smooth transition aligned with a	<ul style="list-style-type: none"> <li></li> </ul>	W11-12.8 W11-12.7	CRP10

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career goal.			
<b>Performance Indicator 4.0 Developing a Career Portfolio Objectives</b>	<b>Recommended Application / Activity</b>	<b>CCSS</b>	<b>CRP</b>
4.3.1 Explain the importance and relevance of a personal portfolio.	<ul style="list-style-type: none"> <li>Explain and discuss why a portfolio is necessary for postsecondary education and employment application.</li> </ul>	SL11-12.1b thru SL11-12.1d SL11-12.2	
4.3.2 Review documents that should be contained in a personal portfolio.	<ul style="list-style-type: none"> <li>Research examples of career portfolios for particular career fields.</li> </ul>	W11-12.8 W11-12.9	
4.3.3 Develop a plan of action detailing a progressive transition toward a specific career focus with multiple outlets for success along a chosen career pathway.	<ul style="list-style-type: none"> <li>Develop a career ladder detailing a plan of action with a timeline for completion.</li> </ul>	L11-12.4 thru L11-12.4d WL11-12.1a	CRP10
4.3.4 Develop a Career Development Portfolio	<ul style="list-style-type: none"> <li>Create an electronic portfolio and upload or scan documents necessary to complete a fully developed personal portfolio within a specific career focus area.</li> </ul>	WL11-12.6 WL11-12.7 thru WL11-12.8	
4.4.5 Evaluate personal career action plan detailing progressive transition toward a specific career focus with postsecondary education and training opportunities with outlets for success along the chosen career pathway.	<ul style="list-style-type: none"> <li>Submit portfolio to ACGA or employers for assessing portfolio completeness and accuracy.</li> </ul>		
Standard 4.0 Develop career readiness transferable job skills necessary for employment across all career pathways			
<b>Performance Indicator 4.1 Developing Personal Management Skills Objectives</b>	<b>Recommended Application / Activity</b>	<b>CCSS</b>	<b>CRP</b>
4.1.1 Demonstrate personal budgeting based upon career expectations.	<ul style="list-style-type: none"> <li><a href="http://arkansasatwork.org">http://arkansasatwork.org</a> <ul style="list-style-type: none"> <li>Managing time</li> <li>Putting first things first</li> <li>Juggling many priorities</li> <li>Overcoming procrastination</li> <li>Dealing with information overload</li> <li>Organizing workspace and tasks</li> <li>Staying organized</li> </ul> </li> </ul>	R11-12.1 thru R11-12.10 L11-12.4 thru L11-12.6	CRP1

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	<ul style="list-style-type: none"> <li>• Finding more time</li> <li>• Managing projects</li> <li>• Balancing personal and work priorities</li> <li>• Prioritization and time management</li> </ul>		
5.1.2 Identify time management techniques and strategies for effective use of time and energy.	<ul style="list-style-type: none"> <li>• <a href="http://arkansasatwork.org">http://arkansasatwork.org</a></li> <li>• Demonstrate a good attitude</li> <li>• Gaining and showing respect</li> <li>• Demonstrating responsibility</li> <li>• Showing dependability</li> <li>• Demonstrating courtesy</li> <li>• Showing pride in work</li> <li>• Gaining co-workers trust</li> <li>• Persevering</li> <li>• Handling criticism</li> <li>• Showing professionalism</li> </ul>	R11-12.1 thru R11-12.10 L11-12.4 thru L11-12.6	CRP 1
5.1.3 Assess positive attitude, respect, responsibility, courtesy, pride, trust perseverance, and professionalism in the workplace.	<ul style="list-style-type: none"> <li>• Use peer evaluations to determine strengths and weaknesses for self-improvement</li> </ul>		
5.1.4 Analyze personal management skills to determine potential success completing educational attainment goals.	<ul style="list-style-type: none"> <li>• <a href="http://arkansasatwork.org">http://arkansasatwork.org</a></li> <li>• Becoming a problem solver</li> <li>• Identifying a problem</li> <li>• Becoming a critical thinker</li> <li>• Thinking creatively</li> <li>• Characteristics of an effective risk taker</li> <li>• Holding yourself accountable</li> <li>• Managing change</li> <li>• Removing your barriers to change</li> <li>• Making change serve you personally</li> <li>• Dealing with ongoing change</li> </ul>	R11-12.1 thru R11-12.10 L11-12.4 thru L11-12.6	CRP 10
5.1.5 Identify problem solving strategies to overcome potential barriers to success.	<ul style="list-style-type: none"> <li>• <a href="http://arkansasatwork.org">http://arkansasatwork.org</a></li> <li>• Managing time</li> <li>• Putting first things first</li> </ul>	R11-12.1 thru R11-12.10 L11-12.4	CRP 8, 10

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	<ul style="list-style-type: none"> <li>• Juggling many priorities</li> <li>• Overcoming procrastination</li> <li>• Dealing with information overload</li> <li>• Organizing workspace and tasks</li> <li>• Staying organized</li> <li>• Finding more time</li> <li>• Managing projects</li> <li>• Balancing personal and work priorities</li> <li>• Prioritization and time management</li> </ul>	thru L11-12.6	
<b>Performance Indicator 5.2 Developing Work Discipline Skills Objectives</b>	<b>Recommended Application / Activity</b>	<b>CCSS</b>	<b>CRP</b>
5.2.1 Assess the potential for success with current levels of work ethic and self-discipline.	<ul style="list-style-type: none"> <li>• Explore characteristics (work ethic, honesty, integrity, loyalty, dependability, cooperation, teamwork, tenacity, networking, organization, dedication, conflict management, flexibility and carefulness)</li> </ul>		CRP 1, 8
5.2.2 Demonstrate understanding of good work ethic and self-discipline in the workplace.	<ul style="list-style-type: none"> <li>• <a href="http://arkansasatwork.org">http://arkansasatwork.org</a> <ul style="list-style-type: none"> <li>• Demonstrating good work ethic</li> <li>• Behaving appropriately</li> <li>• Showing honesty</li> <li>• Playing fair</li> <li>• Using ethical language</li> <li>• Showing responsibility</li> <li>• Eliminating harassment and intimidation</li> <li>• Respecting diversity</li> <li>• Developing the habit of truthfulness</li> </ul> </li> </ul>	R11-12.1 thru R11-12.10 L11-12.4 thru L11-12.6	CRP 9
5.2.3 Analyze the impact of transferable skills across all industries (technology savvy, written and verbal communication, negotiating and persuading, social networking, management and leadership on your career options).	<ul style="list-style-type: none"> <li>• Research and chart skills most desired by employers and how important they are to specific on-the- job training</li> </ul>		CRP 7, 11
5.2.4 Assess probability of success of achieving team goals for personal success.	<ul style="list-style-type: none"> <li>• <a href="http://arkansasatwork.org">http://arkansasatwork.org</a></li> </ul>	R11-12.1 thru	

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	<ul style="list-style-type: none"> <li>• Goal recognition</li> <li>• Recognizing workplace goals</li> <li>• Team goals</li> <li>• Problem identification</li> <li>• Perseverance</li> <li>• Membership</li> <li>• Positive attitude</li> <li>• Trust and dependability</li> </ul>	R11-12.10 L11-12.4 thru L11-12.6	
5.2.5 Demonstrate an understanding of how employers and employees organize to improve the quality of goods, services, and working conditions.	<ul style="list-style-type: none"> <li>• Research successful companies' and individuals with successful growth and change due to employee development and/or teamwork as a result of employees taking ownership in production.</li> </ul>		CRP 7, 9
<b>Performance Indicator 5.3 Developing Observation Skills Objectives</b>	<b>Recommended Application / Activity</b>	<b>CCSS</b>	<b>CRP</b>
5.3.1 Assess workplace observation skills necessary to develop awareness and understanding of employment expectations.	<ul style="list-style-type: none"> <li>• <a href="http://arkansasatwork.org">http://arkansasatwork.org</a></li> <li>• Preparing to observe</li> <li>• Interpreting what you observe</li> <li>• Details, differences &amp; memory visualization Observation distractions</li> <li>• Recognizing main ideas</li> <li>• Multiple conditions</li> <li>• Evaluating processes</li> <li>• Procedure steps</li> <li>• Memory skills</li> <li>• Predicting outcomes</li> <li>• Paying attention to details</li> <li>• Underlying principles</li> <li>• Cause and effect relationships</li> <li>• Sequencing skills</li> <li>• Complex procedures</li> <li>• Conditions in procedures</li> <li>• Drawing conclusions</li> </ul>	R11-12.1 thru R11-12.10 L11-12.4 thru L11-12.6	CRP 5
5.3.2 Develop the listening skills requisite for	<ul style="list-style-type: none"> <li>• <a href="http://arkansasatwork.org">http://arkansasatwork.org</a></li> <li>• Preparing to listen</li> </ul>	R11-12.1 thru	CRP 4

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<p>successful fulfillment of job duties.</p>	<ul style="list-style-type: none"> <li>• Listening for information and understanding</li> <li>• Following directions and getting the details</li> <li>• Organizing what you hear</li> <li>• Predicting outcomes</li> <li>• Signal words</li> <li>• Literal comprehension</li> <li>• Interpretation</li> <li>• Listening challenges</li> <li>• Complete details</li> <li>• Critical listening</li> <li>• Verbal and nonverbal</li> </ul>	<p>R11-12.10 L11-12.4 thru L11-12.6</p>	
<p>5.3.3 Develop strategies for communication through listening and getting others to listen.</p>	<ul style="list-style-type: none"> <li>• <a href="http://arkansasatwork.org">http://arkansasatwork.org</a></li> <li>• Reasons for listening</li> <li>• Benefits of listening</li> <li>• Barriers to listening</li> <li>• Listening strategies</li> <li>• Ways we filter what we hear</li> <li>• Developing a listening attitude</li> <li>• Show you are listening</li> <li>• Asking questions</li> <li>• Obtaining feedback</li> <li>• Getting others to listen</li> </ul>	<p>R11-12.1 thru R11-12.10 L11-12.4 thru L11-12.6</p>	<p>CRP 4</p>
<p><b>Performance Indicator 5.4 Developing Communication Skills Objectives</b></p>	<p><b>Recommended Application / Activity</b></p>	<p><b>CCSS</b></p>	<p><b>CRP</b></p>
<p>5.4.1 Demonstrate the appropriate and proper business writing skills necessary to conduct business operations.</p>	<ul style="list-style-type: none"> <li>• <a href="http://arkansasatwork.org">http://arkansasatwork.org</a></li> <li>• Organization, Developing and organizing ideas</li> <li>• Writing style, Proofreading &amp; Persuasive writing</li> </ul>	<p>R11-12.1 thru R11-12.10 L11-12.4 thru L11-12.6</p>	<p>CRP 4</p>
<p>5.4.2 Explain consequences of inappropriate uses of electronic communications.</p>	<ul style="list-style-type: none"> <li>• <a href="http://arkansasatwork.org">http://arkansasatwork.org</a></li> <li>• Improving communication skills</li> <li>• Effective oral, written and nonverbal communication</li> </ul>	<p>R11-12.1 thru R11-12.10</p>	<p>CRP 4</p>

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	<ul style="list-style-type: none"> <li>• Effective word use</li> <li>• Giving and receiving effective feedback</li> <li>• Handling anger</li> <li>• Dealing with difficult co-workers, employers, and customers</li> </ul>	L11-12.4 thru L11-12.6	
5.4.3 Demonstrate appropriate and safe etiquette for electronic communication.	<ul style="list-style-type: none"> <li>• <a href="http://arkansasatwork.org">http://arkansasatwork.org</a></li> <li>• Creating a good impression by telephone</li> <li>• Better telephone conversations</li> <li>• Barriers to telephone conversations</li> <li>• Making and returning calls</li> <li>• Answering calls and taking messages</li> <li>• Making cold calls</li> <li>• Handling conference calls</li> <li>• Cellular phone etiquette</li> <li>• Appropriate work e-Mail</li> <li>• Mistakes of work e-Mail</li> </ul>	R11-12.1 thru R11-12.10 L11-12.4 thru L11-12.6	CRP 4
5.4.4 Identify and demonstrate effective public speaking skills.	<ul style="list-style-type: none"> <li>• <a href="http://arkansasatwork.org">http://arkansasatwork.org</a></li> <li>• Using language carefully</li> <li>• Showing confidence</li> <li>• One-on-one conversations</li> <li>• Small group communication</li> <li>• Large group communication</li> <li>• Making speeches</li> <li>• Involving the audience</li> <li>• Answering questions</li> <li>• Visual and media aids</li> <li>• Errors in communication</li> </ul>	R11-12.1 thru R11-12.10 L11-12.4 thru L11-12.6	CRP 4
5.4.5 Identify positive non-verbal communication demonstration.	<ul style="list-style-type: none"> <li>• <a href="http://arkansasatwork.org">http://arkansasatwork.org</a></li> <li>• Communicating non-verbally</li> <li>• Positive non-verbal techniques</li> <li>• Harmful non-verbal behaviors</li> <li>• Reading body language</li> <li>• Read mixed messages</li> <li>• Matching verbal's to non-verbal's</li> <li>• Improving non-verbal listening</li> </ul>	R11-12.1 thru R11-12.10 L11-12.4 thru L11-12.6	CRP 4

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Performance Indicator 5.5 Developing Personal Responsibility Skills Objectives	Recommended Application / Activity	CCSS	CRP
5.5.1 Identify quality customer service concepts.	<ul style="list-style-type: none"> <li>• Giving non-verbal feedback</li> <li>• Showing confidence non-verbally</li> <li>• Showing assertiveness</li> </ul>		
5.5.1 Identify quality customer service concepts.	<ul style="list-style-type: none"> <li>• <a href="http://arkansasatwork.org">http://arkansasatwork.org</a> <ul style="list-style-type: none"> <li>• Gaining customer trust</li> <li>• Interacting with customers</li> <li>• Finding out what customers want</li> <li>• Giving customers what they want</li> <li>• Keep customers coming back</li> <li>• Seeing the customer’s point of view</li> <li>• Selling yourself and the company</li> <li>• Handling a customer’s complaints</li> <li>• Providing customer service electronically</li> <li>• Commitment to quality</li> <li>• Customer sensitivity</li> <li>• Respect and appreciation of diversity</li> </ul> </li> </ul>	R11-12.1 thru R11-12.10 L11-12.4 thru L11-12.6	CRP 4
5.5.2 Identify personal responsibilities affecting team goals and success.	<ul style="list-style-type: none"> <li>• <a href="http://arkansasatwork.org">http://arkansasatwork.org</a> <ul style="list-style-type: none"> <li>• Reasons companies use teams</li> <li>• Types of decisions teams make</li> <li>• Team responsibilities</li> <li>• Problems that affect teams</li> <li>• Building strong team communication</li> <li>• Expressing yourself on a team</li> <li>• Giving constructive criticism</li> <li>• Receiving criticism</li> <li>• Team problem solving</li> </ul> </li> </ul>	R11-12.1 thru R11-12.10 L11-12.4 thru L11-12.6	CRP 9
5.5.3 Identify work relationships ex. Employer/ employee, customer/ client, and co-worker and chain of command.	<ul style="list-style-type: none"> <li>• <a href="http://arkansasatwork.org">http://arkansasatwork.org</a> <ul style="list-style-type: none"> <li>• Behaviors employers expect</li> <li>• Behaviors employers find objectionable</li> <li>• Job success</li> <li>• Transferable job skills</li> </ul> </li> </ul>	R11-12.1 thru R11-12.10 L11-12.4 thru	

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	<ul style="list-style-type: none"> <li>• Establishing credibility</li> <li>• Demonstrating your skills</li> <li>• Surviving a bad work environment</li> <li>• Managing change</li> <li>• Building work relationships</li> <li>• Advancing your career</li> </ul>	L11-12.6	
<b>Performance Indicator 5.6 Developing Business Etiquette Skills Objectives</b>	<b>Recommended Application / Activity</b>	<b>CCSS</b>	<b>CRP</b>
5.6.1 Identify local and international workplace etiquette customs.	<ul style="list-style-type: none"> <li>• <a href="http://arkansasatwork.org">http://arkansasatwork.org</a></li> <li>• Using good manners</li> <li>• Introducing people</li> <li>• Language and behavior</li> <li>• Business casual dress</li> <li>• Business meal functions</li> <li>• Behavior at business parties</li> <li>• Behavior at conventions</li> <li>• International etiquette</li> <li>• Cross-cultural etiquette</li> <li>• Working in a cubicle</li> </ul>	R11-12.1 thru R11-12.10 L11-12.4 thru L11-12.6	
5.6.2 Identify appropriate business meeting etiquette.	<ul style="list-style-type: none"> <li>• <a href="http://arkansasatwork.org">http://arkansasatwork.org</a></li> <li>• Handling pre-meeting details</li> <li>• Leading a large meeting</li> <li>• Introducing speakers</li> <li>• Facilitating discussions</li> <li>• Closing a large meeting</li> <li>• Two-person meeting</li> <li>• Participating in meetings</li> <li>• Inviting speakers</li> <li>• Preparing meeting visuals</li> <li>• Attending a videoconference</li> </ul>	R11-12.1 thru R11-12.10 L11-12.4 thru L11-12.6	
5.6.3 Identify appropriate interpersonal workplace etiquette.	<ul style="list-style-type: none"> <li>• <a href="http://arkansasatwork.org">http://arkansasatwork.org</a></li> <li>• Meeting business acquaintances</li> <li>• Showing courtesy and politeness</li> </ul>	R11-12.1 thru R11-12.10	

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	<ul style="list-style-type: none"> <li>• Interacting with your boss, subordinates, co-workers, and suppliers</li> <li>• Ending a lingering visit</li> <li>• Handling confidential information</li> <li>• Avoiding gossip</li> </ul>	L11-12.4 thru L11-12.6	
5.6.4 Analyze the effects of proper and improper attire and appearance to be an effective employee.	<ul style="list-style-type: none"> <li>• <a href="http://arkansasatwork.org">http://arkansasatwork.org</a></li> <li>• Presenting yourself in voice, appearance posture, attitude and conflict</li> <li>• Presenting yourself to associates</li> <li>• Presenting written documents</li> <li>• Giving and receiving constructive criticism</li> <li>• Demonstrating leadership</li> </ul>	R11-12.1 thru R11-12.10 L11-12.4 thru L11-12.6	
5.0 Develop financial awareness skills			
<b>5.1 Develop checking and savings accounts awareness and assess personal value</b>	<b>Recommended Application / Activity</b>	<b>CCSS</b>	<b>CRP</b>
5.1.1 Review, evaluate and develop checking accounts awareness and knowledge	<ul style="list-style-type: none"> <li>• Introduction to checking and saving accounts</li> <li>• Checking account basics</li> <li>• Managing a checking account</li> </ul>		CRP 3
5.1.2 Review, evaluate and develop savings accounts knowledge	<ul style="list-style-type: none"> <li>• Managing a savings account</li> </ul>		
5.1.3 Review, evaluate and develop online banking knowledge	<ul style="list-style-type: none"> <li>• Online banking</li> </ul>		
<b>5.2 Create a personal monthly budget</b>	<b>Recommended Application / Activity</b>	<b>CCSS</b>	<b>CRP</b>
5.2.1 Review budgeting concepts and principles	<ul style="list-style-type: none"> <li>• Introduction to Budgeting</li> <li>• Calculating Household Income</li> </ul>		CRP 3
5.2.2 Create and manage a budget	<ul style="list-style-type: none"> <li>• Creating a Budget</li> <li>• Managing Your Budget</li> <li>• Spending and Saving</li> </ul>		
<b>5.3 Critique credit card and loan options</b>	<b>Recommended Application / Activity</b>	<b>CCSS</b>	<b>CRP</b>

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5.3.1 Review, evaluate and develop knowledge of credit card basics	<ul style="list-style-type: none"> <li>• Introduction to Credit Cards and Loans</li> <li>• Credit Basics</li> <li>• Understanding Credit Cards</li> </ul>		
5.3.2 Review, evaluate and develop knowledge of loan basics	<ul style="list-style-type: none"> <li>• Understanding Loans</li> </ul>		
5.3.3 Review, evaluate and develop guidelines for managing your credit	<ul style="list-style-type: none"> <li>• Managing Your Credit</li> <li>• Repairing Your Credit</li> </ul>		
<b>5.4 Examine insurance plans and coverage options</b>	<b>Recommended Application / Activity</b>	<b>CCSS</b>	<b>CRP</b>
5.4.1 Review, evaluate and develop knowledge of insurance	<ul style="list-style-type: none"> <li>• Introduction to Insurance</li> </ul>		CRP 3
5.4.2 Examine different plans and coverage options	<ul style="list-style-type: none"> <li>• Automobile Insurance</li> <li>• Homeowner's and Renter's Insurance</li> <li>• Health Insurance</li> <li>• Life Insurance</li> </ul>		