

Arkansas Department of Career Education

College and Career Readiness Student Performance Standards

Revised: 5/23/2014
2013 – 2014

Arkansas Department of Career Education
Model Framework

Course Title: College and Career Readiness
Career Cluster: All

| Secondary – Career Guidance | |
|-----------------------------|---|
| Course Number | 493880 |
| 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 | http://arkansasfacilities.arkansas.gov/SchoolFacManual.aspx |
| Industry Certifications | <i>(Program area responsibility to insert web address of certification site(s))</i> |

Purpose

College and Career Readiness is the development of skills and knowledge necessary to be successful in any selected career pathway and program of study regardless of postsecondary plans. This course 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.

College and Career Readiness 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.

The major goal of College and Career Readiness 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.

College and Career Readiness Course Description

College and 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, and what they need from education to be prepared to refine their choices through a decision-making process and master the skills most needed by 21st century employers. This course is recommended for the first semester of the senior year to assess labor market information, personal academic and career ready potential, and make application to postsecondary institutions.

The major goal of College and 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 in a career pathway; perform the occupational research and planning 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 workplace, technology, 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 skills in preparation for employment.

Career ready practices describe the fundamental career ready knowledge and skills a college and career ready student needs to prepare for transition to postsecondary education, career training, or the workforce. These practices are not exclusive to a career pathway, a Career Technical Education (CTE) program of study, a particular discipline, or level of education. Career readiness is taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a pathway of study.

Special Notes

Arkansas Career Readiness Certificate Program (CRC) Policy and Procedures for Proctoring the ACT WorkKeys assessments to the Arkansas Department of Career Education's Career Technical Education (CTE) High School Students

Eligible High School Career Ready 101 Participants Shall:

- Reserve Career Ready 101 usage for students in the 9th - 12th grades only.
- Request a Career Ready 101 administrator account to be set up through the Office of Curriculum and Career Development at the Arkansas Department of Career Education
- Provide the least hardship possible for students eligible for the WorkKeys assessments-including setting up an ACT WorkKeys realm
- Recommend awarding Career Readiness Certificates to the high school students in a recognition ceremony

The Instructor/Facilitator shall:

- Attend ACT Career Ready 101 and ACT WorkKeys CRC process training annually for professional development
- Facilitate learning using the Career Ready 101 curriculum and manage classes, pre-assessments, lessons, and post-assessments
- Provide sufficient and timely opportunities in Career Ready 101 curriculum
- Provide opportunities for successful students to take the ACT WorkKeys assessments to earn the Arkansas Career Readiness Certificate.
- Submit questions to the Arkansas Department of Career Education, Curriculum and Career Development Office
- Contact ACT Career Ready 101 support for technical assistance questions
- **Prior to WorkKeys Assessments:**
 - **Assist students in the completion of the on-line Arkansas Job Link (AJL) for job seekers - <http://dws.arkansas.gov/JobSeekers/index.htm>**
 - **Arrange WorkKeys assessments dates and times with a WorkKeys administrator prior to April 1st each year.**
 - **Submit a printout of the student Career Ready 101 scores to verify satisfactory scores in all three areas of Reading for Information, Mathematics, and Locating Information.**
 - **Provide verification of Social Security Numbers**
 - **Submit a referral form to the WorkKeys administrator to secure an assessment time for students.**
- Complete and send the Arkansas Career Readiness Certificate Program Referral Form for High School Students to the Dept of Career Education, Curriculum and Career Development Office.

To be eligible for ACT WorkKeys Students must:

- Devote adequate time and energy to learning the Career Ready 101 instruction to prepare for the WorkKeys assessments
- Be 17 years of age or older before taking the WorkKeys assessments
- Present a valid Social Security Number (SSN) to the referring instructor prior to taking the ACT WorkKeys assessments
- Successfully complete Career Ready 101 post-test at level 4 or higher in Reading, Mathematics, and Locating Information
- Complete an Arkansas Job Link (AJL) on-line application to be entered in into the job seeker status upon high school graduation
<http://dws.arkansas.gov/JobSeekers/index.htm>
- Be referred by an approved Career Ready 101 Instructor/facilitator.

Setting up an ACT WorkKeys Realm at the ACE approved High School

- WorkKeys realms shall be set up at the high school level when:
 - The number of students assessing rises above 20 students per semester
 - The distance to a two-year college is greater than 20 miles
- The high school administrator/instructor will submit an application request to the Dept. of Career Education, Office of Curriculum and Career Development with contact information for a WorkKeys administrator and proctor
- The Office of Curriculum and Career Development will review/approve application and submit to the ADWS, CRC Office for approval and submit to ACT.
- The high school administrator will remit payment to ACT for the realm to be set up.
- The high school WorkKeys administrator and proctor will review all policies and procedures

NOTE: Adult Education Centers approved by the Governor' Workforce Cabinet and CRC Steering Committee may not proctor WorkKeys assessments to students who are still enrolled in high school.

Arkansas Job Link Profile

As part of the Career Ready 101 curriculum, students must complete a Job Seeker Profile located at www.arjoblink.arkansas.gov. Select "Create A Job Seeker Account." The student will be asked to enter a valid Social Security Number. After entering a Social Security Number, the student will be asked to enter the information presented in the following images:

Home
Find a Job
Find Employees
Resources
Contact
FAQ/Help

New Account Creation for Job Seeker

* indicates a required field.

* Username

* Password

Confirm Password

Email Address

Confirm Email address

* Security Question **In what court were you born?**

* Answer

* First Name

Middle Name

* Last Name

* Address

Address Line 2

* City

* State **Arkansas**

* ZIP/Postal Code

* Country **United States**

International

State/Province/County

Phone Ext.

Alternate Phone Ext.

Fax

* Date Of Birth

Entry Form, Part 1

How did you hear about our services? (Check all that apply.)

Word of mouth

Brochure/Flyer

Internet

Other

If Other, please specify

Please Note

Your cooperation in answering the following questions is requested but not required. A refusal to provide this information will not affect your eligibility for services or your eligibility for veterans' priority of service.

Ethnic Hispanic/Latino **NA**

Race (Please check all that apply)

White or Caucasian

Asian or Asian American

Black or African American

Hawaiian or Other Pacific Islander

American Indian or Alaska Native

More than one race

Not Self Identified

Gender

Female

Male

Not Self Identified

NA

Entry Form, Part 2

* Have you served on Active Duty with the Armed Forces of the United States?

Yes

No

NA

Are you the spouse of a veteran? **NA**

Disability

Individual with Disability (For this question, disability means a physical or mental impairment that substantially limits one or more of the major life activities of an individual.)

Yes

No

Not Self Identified

NA

Category of Disability **Please Select the Category of Your Disability**

Employment Status

Employed

Employed, but with notice of termination or military separation

Not Employed

NA

Number of weeks not employed **Select the number of weeks**

Interstate Worker **Please select your Interstate status**

State Unemployment Insurance claims (UI) program **Please select your Claimant status**

Referred by Worker Profiling and Reemployment Services (WPRS)

NA

Entry Form, Part 3

Legislation:

ACT 743

AN ACT TO ESTABLISH ARKANSAS COLLEGE AND CAREER READINESS STANDARDS:

1. Academically prepared for college or to enter the career world upon graduation
2. Rigorous college and career readiness program standards that define what a student is expected to know and be able to do to achieve success in college or a career
3. Innovative and creative instructional approaches that enable teachers to integrate academic, career, and technical instruction
4. College and career readiness program standards shall address the importance of rigorous academic standards and the role rigorous academic standards have in higher education
5. Define what a student is expected to know and what the student should be able to do to achieve success in college or in a career

ACT 1280

An ACT to provide digital learning opportunities in public schools; and for other purposes

College and Career Readiness (493880) meets the requirements for digital learning through Career Ready 101 online curriculum. Digital learning means a digital technology or internet-based educational delivery model that does not rely exclusively on compressed interactive video. Services may be made available in a blended learning, online-based or other technology based format tailored to meet the needs of each participating student.

Common Core State Standards

ELA Language Grades 9-10

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **L9-10.4**
 - 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. **L9-10.4a**
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). **L9-10.4b**
 - 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, or its etymology. **L9-10.4c**
 - 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). **L9-10.4d**
2. 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. **L9-10.6**

ELA Language Grades 11-12

1. 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**
2. 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 9-10

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **SL9-10.1**
 - 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. **SL9-10.1a**
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. **SL9-10.1b**
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **SL9-10.1c**
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **SL9-10.1d**
2. Integrate multiple sources of information presented in diverse media or format(e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **SL9-10.2**
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **SL9-10.3**
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **SL9-10.4**

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. **SL9-10.5**

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**
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 9-10

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. **R9-10.1**
2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. **R9-10.2**
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. **R9-10.3**

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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 9–10 texts and topics. **R9-10.4**
5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). **R9-10.5**
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. **R9-10.6**
7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. **R9-10.7**
8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. **R9-10.8**
9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. **R9-10.9**
10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. **R9-10.10**

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 9-10

1. Write arguments focused on discipline-specific content. **W9-10.1**
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. **W9-10.1a**
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. **W9-10.1b**
 - c. Use words, phrases, and clauses 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. **W9-10.1c**
 - 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. **W9-10.1d**
 - e. Provide a concluding statement or section that follows from or supports the argument presented. **W9-10.1e**
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. **W9-10.2**
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **W9-10.2a**
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **W9-10.2b**
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. **W9-10.2c**
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. **W9-10.2d**
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **W9-10.2e**
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **W9-10.2f**
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. **W9-10.3**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W9-10.4**
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. **W9-10.5**
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **W9-10.6**
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. **W9-10.7**

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8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **W9-10.8**
9. Draw evidence from informational texts to support analysis, reflection, and research. **W9-10.9**
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. **W9-10.10**

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**
 - 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**

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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**
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**

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 and 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 made. (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)

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 carryout 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.

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2013 – 2014

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Course Title: College and Career Readiness **Course Number:** 493880 **Course Credit:** .5

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

- 1.0 Connect personal interests, values, aptitudes and career goals to relevant career pathways.
 - 1.1 Analyze personal interests and values in relation to career goals.
 - 1.2 Assess educational and professional goals in relation to available resources and abilities.
 - 1.3 Evaluate aptitude toward personal career focus goals.
- 2.0 Evaluate personal work discipline and transferable skills
 - 2.1 Critique personal ability for critical thinking, problem solving, teamwork, management, work ethic, creativity, organization, and responsibility
 - 2.2 Apply work and study discipline skills
 - 2.3 Apply workplace observation and listening skills
 - 2.4 Apply workplace communication skills necessary for success in any job
 - 2.5 Apply personal responsibility skills necessary for teamwork success
 - 2.6 Apply business etiquette skills necessary for appropriate interaction in the workforce
- 3.0 Determine postsecondary education and training opportunities, resources, barriers, potential for success and readiness for success at the college level
 - 3.1 Research and evaluate postsecondary education and training program.
 - 3.2 Assess available resources for a postsecondary education and training program
 - 3.3 Assess possibilities in work-based learning opportunities – apprenticeship, on-the-job training, and internship
 - 3.4 ACT, SAT, Application and practice
 - 3.5 Application to postsecondary programs, scholarships and grants, and grants
 - 3.6 Career pathway opportunities with multiple entry and exit points
 - 3.7 Develop realistic achievable education and training plans aligned with tentative career goals.
 - 3.8 Develop a Career Portfolio to store, update and manage education, training and career plans.
- 4.0 Improve and Assess WorkKeys skills
 - 4.0 Develop reading for information skills
 - 4.1 Develop locating information skills
 - 4.2 Develop applied mathematics skills

5.0 Master employment preparation and application skills

- 5.1 Master job search strategies,
- 5.2 Master employment application forms
- 5.3 Master employment resume writing objectives
- 5.4 Master employment interviewing objectives
- 5.5 Master follow-up techniques

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| College and Career Readiness Standards Indicators, Objectives, Recommended Applications/Activities Common Core State Standards and Career Cluster Technical Core | | | |
|---|--|---|------------------------------|
| Standard 1.0 Connect personal interests, values, aptitudes and career goals to relevant career pathways. | | | |
| Performance Indicator 1.1 Analyze personal interests and values in relation to career goals. | Recommended Application/Activity | Common Core State Standards | Career Ready Practice |
| 1.1.1 Assess personal interests to determine appropriate postsecondary career pathway | 11. Use a college and career planning system 12. http://arworks.arkansas.gov 13. Interest Inventory 14. Career Cruising | | CRP7 |
| 1.1.2 Assess personal work values in relation to career goals, ambitions and lifestyle | <ul style="list-style-type: none"> Use results of work values assessments and personal life values to summarize plans for the future. http://onetonline.org Work Importance Locator | W11-12.2a thru W11-12.2e W11-12.3 W11-12.4 | CRP3 |
| 1.1.4 Evaluate career goals in relation to interests and values | <ul style="list-style-type: none"> Review interests, values, and abilities across all career clusters to determine and list all viable options. Demonstrate verbally and written summary of viable career goals Determine the impact of career goals on others | W11-12.9 | CRP4 CRP8 CRP5 |
| Performance Indicator 1.2 Assess educational and professional goals in relation to available resources and abilities. | Recommended Application/Activity | CCSS | CRP |
| 1.2.1 Assess how career planning strategies facilitate reaching professional career goals. | <ul style="list-style-type: none"> Research and review the relationship between creating and following plans of successful people Evaluate the use of structuring, process planning, goal creation and revision, Integration, and flexibility to set goals. Discuss career development theories and strategies including planned happenstance, career pathway focus and job specific goals | SL11-12.1a-d W11-12.9 | CRP7 CRP10 |

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| <p>1.2.2 Review education and training attainment certifications, diplomas and degrees leading to a career focus.</p> | <ul style="list-style-type: none"> • Create a logical career pathway including extended and work-based learning opportunities leading to a career options. • Research and identify all appropriate certifications, degrees and/or licenses required in personal career pathway plans. • Evaluate financial impact of education and certification | <p>W11-12.2 a-e W11-12.7</p> | <p>CRP10 CRP3 CRP5</p> |
| <p>1.2.3 Compare opportunity costs over a lifespan for achieving personal career goals.</p> | <ul style="list-style-type: none"> • Calculate lifetime earnings less education and training expenses and time required to complete educational requirements in three top career options. • Use BLS averages, occupation income, education costs over a 40-year span | <p>W11-12.9</p> | <p>CRP3 CRP5 CRP10</p> |
| <p>1.2.4 Review extended learning opportunities, student or professional organizations, and extra-curricular activities that align within the chosen career pathway</p> | <ul style="list-style-type: none"> • Research work-based learning opportunities, community/service learning activities. • Analyze completed coursework with alignment to postsecondary education and training programs and career opportunities. • Create a checklist of completed and incomplete requirements to meet career goals. | <p>W11-12.7-10 W11-12.5</p> | <p>CRP10</p> |
| <p>1.2.5 Evaluate the probability of success using available resources.</p> | <ul style="list-style-type: none"> • Compare available financial resources to total expenses related to the education and training requirements within the timeframe to complete education plans. • Budget education expenses and loan repayment with expected income during life of student loans. • Determine the ramifications for not completing a plan of study and gaining successful employment. • Draw conclusions and summarize probability of success. | <p>R11-12.2 R11-12.3 W11-12.9</p> | <p>CRP5 CRP8</p> |

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| Performance Indicator 1.3 Evaluate aptitudes toward personal career focus goals. | Recommended Application/Activity | CCSS | CRP |
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| 1.3.1 Evaluate aptitudes and skill levels to determine on-the-job ability | <ul style="list-style-type: none"> • Use the results of aptitude assessments to determine on-the-job potential • ASVAB • ACT Plan • EOC assessments • Work-based learning experiences | W11-12.8-9 | CRP7 |
| 1.3.2 Assess and evaluate personal transferable skills | <ul style="list-style-type: none"> • Keytrain Pre-test • Research transferable skills that all employers desire | | |
| Standard 2.0 Assess personal work discipline and management skills | | | |
| Performance Indicator 2.1 Critique personal ability for critical thinking, problem solving, teamwork, management, work ethic, creativity, organization, and responsibility | Recommended Application/Activity | CCSS | CRP |
| 2.1.1 Research organization and management practices | <ul style="list-style-type: none"> • Compare and contrast techniques/strategies of successful and unsuccessful people. • Research Fortune 500 companies' management styles | | CRP12 |
| 2.1.2 Draw conclusions how innovation, creative thinking and problem solving skills impact success. | Research a successful entrepreneur and describe his/her use of innovation, creative thinking and problem solving and how these qualities contributed to their success | | CRP3 |
| 2.1.3 Evaluate personal work ethic and the probability of success for planned education and training programs. | Evaluate personal work discipline skills like completing homework on time, scoring well on assessments due to personal study, completing chores without being forced, making plans and completing tasks without directions from others. | | CRP1 |
| 2.1.4 Evaluate personal qualities like creativity, perseverance, confidence, initiative, morality, respect, and reasoning skills | Research and demonstrate understanding of qualities employers are looking for in a job seeker. | L11-12.4 thru L11-12.4d | CRP1 |

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| <p>2.1.5 Assess responsible behavior, collaboration and diversity within the context of teamwork and societal needs.</p> | <p>Discuss ability to work with people of varying backgrounds, cultures and abilities. Discuss advantages of working with teams of varying backgrounds, experiences and talents.</p> | <p>SL11-12.1 SL11-12.5</p> | <p>CRP1 CRP9</p> |
| <p>2.1.6 Demonstrate understanding of good work ethic, responsibility and self-discipline in the workplace.</p> | <p>Demonstrating good work ethic Behaving appropriately Showing honesty Playing fair Using ethical language Showing responsibility Eliminating harassment and intimidation Respecting diversity Developing the habit of truthfulness Write a critique of self-discipline.</p> | <p>R11-12.1 thru R11-12.10 L11-12.4 thru L11-12.6</p> | <p>CRP1</p> |
| <p>2.1.7 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).</p> | <p>Research and chart skills most desired by employers and how important they are to specific on-the- job training</p> | | <p>CRP2</p> |
| <p>2.1.8 Connect probability of success of achieving team goals in order to obtain personal success.</p> | <ul style="list-style-type: none"> • Goal recognition • Recognizing workplace goals • Team goals • Problem identification • Perseverance • Membership • Positive attitude • Trust and dependability | <p>R11-12.1 thru R11-12.10 L11-12.4 thru L11-12.6</p> | |

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| Standard 3.0 Determine postsecondary education and training opportunities, resources, barriers, potential for success and readiness for success at the college level | | | |
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| Performance Indicator 3.1 Research and evaluate postsecondary education and training opportunities | Recommended Application/Activity | CCSS | CRP |
| 3.1.1 Review personal career aspirations with secondary skill attainment and postsecondary programs for career pathway alignment | <ul style="list-style-type: none"> Analyze college degree plans between two colleges and how to make a personal schedule. List local, state and national schools that provide education and training programs within personal career pathway. List certifications and degrees that lead to job opportunities within the career pathway. | | |
| 3.1.2 Research academic institutions for personal fit within most appropriate postsecondary education and training program. | <ul style="list-style-type: none"> Perform a college search and identify admissions criteria for more than one school. For example, know deadlines for applying, procedures for applying to college, for housing and for scholarships. | | |
| 3.1.3 Identify the steps needed to enter college or training program to meet career education requirements | <ul style="list-style-type: none"> Use the internet to research college catalogs for enrollment prerequisites within personal career pathway | | |
| 3.1.4 Investigate college requirements, benefits, programs of study, certificates and degrees. | <ul style="list-style-type: none"> Design a questionnaire for gathering information from college recruiters and admissions offices. | | |
| 2.1.9 Improve college readiness study skills | <ul style="list-style-type: none"> http://www.cbcurtis.net/SlausonMain/SlausonMain/Orientation_Meetings_files/Improve-My-High-School-Study-Skills.pdf Help Me Create a Study Plan Help Me Use Learning Styles Strategies to Study Smarter Help Me Manage My Academic Stress Help Me Listen Better Help Me Take Better Notes Help Me Read Smarter Help Me Take Tests with Confidence Real Life Story: Organization 101 Want a Long, Healthy Life? Stay in School Am I Reading Smart? | | CRP3 |

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| | <ul style="list-style-type: none"> • What Is My Learning Style? • Which High School Study Skills Do I Need to Work On? • Textbook “On Course” by Skip Downing. • Self-Defeating Habits Inventory • Self-defeating behavior patterns <i>and</i> self-defeating emotional patterns | | |
| Performance Indicator 3.2 Assess available financial aid resources for postsecondary education and training program objectives | Recommended Application/Activity | CCSS | CRP |
| 3.2.1 Analyze personal barriers and develop strategies for overcoming them to accomplish goals. | Rank in order barriers that could hinder success and develop strategies to overcome each one. Review postsecondary school placement rates for graduate | | |
| 3.2.2 Review personal resources available for career pathway development | Determine if family finances will be available for postsecondary education or training | | |
| 3.2.3 Identify appropriate and available local, state and national scholarship and grant opportunities | Search on College Board and other various websites types of financial aid (grants, loans and scholarships) and the procedures to apply | | |
| 3.2.4 Research related academic costs to determine feasibility | Compare community college program versus a four-year university tuition and opportunity cost | | |
| 3.2.5 Explore and identify available financial aid resources to acquire the training necessary for educational attainment beyond high school to achieve goals. | Review financial aid, grants, scholarships, tuition, YOUniversal application | R11-12.2 | |
| Performance Indicator 3.3 Research possibilities in work-based learning opportunities—apprenticeship, on-the-job training, and internship | Recommended Application/Activity | CCSS | CRP |
| 3.3.1 Assess alternative education programs, i.e. Work-study and apprenticeship | Research to determine if work-study, apprenticeship or internships are available within personal career pathway | | |
| 3.3.2 Develop a logical argument for the postsecondary education and training plan aligned within the career pathway. | Compare advantages and disadvantages for top three postsecondary schools | | |

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| Performance Indicator 3.4 Pre-college Entrance Assessment Objectives | Recommended Application/Activity | CCSS | CRP |
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| 3.4.1 ACT, SAT | Register for ACT/SAT Application and practice | | |
| 3.4.3 Understand the meaning of college prep and remedial classes. | | | |
| 3.4.4 Identify academic strengths that relate to college and career achievement | Calculate GPA and Weighted GPA | | |
| 3.4.5 Re-evaluate personal ability in relation to education goals required by career goals. | Review past grades, benchmark and national standard assessment scores to assess probability of success with postsecondary plans. | R11-12.3 | |
| Performance Indicator 3.5 Complete and submit application to postsecondary programs, scholarships and grants | Recommended Application/Activity | CCSS | CRP |
| 3.5.1 Research the admissions process | Complete FAFSA application | | |
| 3.5.2 Determine eligibility requirements for postsecondary loans and grants. | Complete a family financial resources summary | | |
| 3.5.3 Make financial aid application | Complete an application for admissions. | | |
| Performance Indicator 3.6 Develop a College and Career Portfolio | Recommended Application/Activity | CCSS | CRP |
| 3.6.1 Improve college readiness objectives | <ul style="list-style-type: none"> Take a practice ACT, Compass or ASSETT college readiness level. | | |
| 3.6.1 Explain the importance and relevance of a personal portfolio. | <ul style="list-style-type: none"> Explain and discuss why a portfolio is necessary for postsecondary education and employment application. | SL11-12.1b thru SL11-12.1d SL11-12.2 | CRP4 |
| 3.6.2 Review documents that should be contained in a personal portfolio. | <ul style="list-style-type: none"> Research examples of career portfolios for particular career fields. | W11-12.8 W11-12.9 | CRP4 |
| 3.6.3 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"> Submit education and training plans to career guidance counselors/coaches for review and feedback to determine smooth transition, relevance towards realistic personal career goals.. | L11-12.4 thru L11-12.4d WL11-12.1a | CRP10 |

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| <p>3.6.4 Develop a personal career action plan outlining a progressive transition toward a specific career focus with postsecondary education and training opportunities with outlets for success along the chosen career pathway.</p> | <ul style="list-style-type: none"> • Create an electronic portfolio and upload or scan documents necessary to complete a fully developed personal portfolio within a specific career focus area. | <p>WL11-12.6 WL11-12.7 thru WL11-12.8</p> | <p>CRP10</p> |
| <p>3.6.5 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.</p> | <ul style="list-style-type: none"> • Submit portfolio to ACGA or employers for assessing portfolio completeness and accuracy. • Write a 250 word essay on your Career Goals and why you think you deserve a scholarship or financial assistance | | <p>CRP10</p> |
| Standard 4.0 Assess WorkKeys skills | | | |
| Performance Indicator 4.1 Reading for Information Objectives | Recommended Application/Activity | CCSS | CRP |
| <p>4.1.1 Apply basic reading comprehension skills to follow directions and main ideas.</p> | <p>Locating information and making connections Word meanings Finding information Following directions Forms & contents Finding details Making connections Topics & main ideas</p> | <p>R11-12.6 L11-12.6 SL11-12.5 L11-12.4 thru L11-12.4d</p> | <p>CRP2</p> |
| <p>4.1.2 Apply contextual understanding of detail, procedures and cause and effect.</p> | <p>Reading in context for details Words in context Word part clues Facts in paragraphs Reading for details Making inferences Reading procedures Cause and effects</p> | <p>R11-12.6 L11-12.6 SL11-12.5 L11-12.4 thru L11-12.4d</p> | <p>CRP2</p> |

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| 4.1.3 Interpret information and apply instructions from reading technical jargon. | Reading technical jargon with multiple meanings Technical jargon Interpreting information Acronyms Multiple meanings Applying instructions | R11-12.6 L11-12.6 SL11-12.5 L11-12.4 thru L11-12.4d | CRP2 |
| 4.1.4 Find complex principles with implied details. | Reading complex information Implied details Understanding jargon Meaning from context Complex information Main principles Author's reasons | R11-12.6 L11-12.6 SL11-12.5 L11-12.4 thru L11-12.4d | CRP2 |
| 4.1.5 Apply principals from legal documents and draw conclusions. | Reading and understanding legal documents Definitions Legal documents Applying principles Drawing conclusions | R11-12.6 L11-12.6 SL11-12.5 L11-12.4 thru L11-12.4d | CRP2 |
| Performance Indicator 4.2 Locating Information Objectives | Recommended Application/Activity | CCSS | CRP |
| 4.2.1 Analyze information by locating and disaggregating it in various graphs, charts and diagrams. | <ul style="list-style-type: none"> • Basic graphs, maps, charts and diagrams • Pie charts • Bar graphs • Line graphs • Tables & forms • Maps & plans • Diagrams • Gauges | R11-12.6 L11-12.6 SL11-12.5 L11-12.4 thru L11-12.4d | CRP2 |

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| <p>4.2.2 Use locating information strategies in complex documents to extract and determine trends.</p> | <ul style="list-style-type: none"> • Extract data and identify trends in multiple documents • Complex documents • Finding details • Multiple documents • Extracting data • Identifying trends | <p>R11-12.6 L11-12.6 SL11-12.5 L11-12.4 thru L11-12.4d</p> | <p>CRP2</p> |
| <p>4.2.3 Mastering data relationships Analyze criterion data to draw conclusions and relationships.</p> | <ul style="list-style-type: none"> • Drawing conclusions • Using criteria • Data relationships | <p>R11-12.6 L11-12.6 SL11-12.5 L11-12.4 thru L11-12.4d</p> | <p>CRP2</p> |
| <p>Performance Indicator 4.3 Applied Mathematics Objectives</p> | <p align="center">Recommended Application / Activity</p> | <p>CCSS</p> | <p>CRP</p> |
| <p>4.3.1 Apply mathematical calculations proportionately in diagrams.</p> | <ul style="list-style-type: none"> • Practice mathematical proportions • Money & time • Fractions & decimals • Percentages • Measurement • Averages • Proportions • Diagrams | | <p>CRP8</p> |
| <p>4.3.2 Apply measurement to find production rates and best deals.</p> | <ul style="list-style-type: none"> • Draw conclusions from mathematical equations • Fractions & decimals • Percentages • Measurement • Perimeter & area • Production rates • Best deals | | <p>CRP8</p> |

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| <p>4.3.3 Analyze mathematical situations and use problem solving strategies to draw conclusions.</p> | <ul style="list-style-type: none"> • Master solving complex problems • Problem solving • Multiple steps • Fractions & decimals • Percentages • Area & volume • Rate problems • Best deals | | <p>CRP8</p> |
| <p>4.3.4 Synthesize multiple step processes with multiple unknowns to troubleshoot problems to find best deals.</p> | <ul style="list-style-type: none"> • Non-linear functions with multiple steps • Multiple steps • Volume & areas • Ratios & proportions • Best deals • Multiple unknowns • Troubleshooting • Non-linear functions | | <p>CRP8</p> |
| <p>Standard 5.0 Master employment preparation and application skills</p> | | | |
| <p>Performance Indicator 5.1 Master employability skills, job search strategies, and employment application objectives</p> | <p>Recommended Application/Activity</p> | <p>CCSS</p> | <p>CRP</p> |
| <p>5.1.1 Review job applications</p> | <ul style="list-style-type: none"> • Completing a job application • Types of Information for an application • Reasons Companies Use Applications • Developing Job-Related Information • Assuring Accuracy of Information • Writing a Cover Letter • Applying On Line • Applying in Person • Following Up on Your Application • Double Check on Your Application | <p>R11-12.6 SL 11-12.5 L11-12.4 thru L11-12.4d</p> | <p>CRP4</p> |

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| 5.1.2 Evaluate job search engines to find the most appropriate for continued research. | Make a list of job search engines and rate each one according to their benefits | | CRP |
| 5.1.3 Use job search engines to locate local, state, regional, national and international employment opportunities. | • | | CRP7 |
| 5.1.4 Demonstrate proper completion of an electronic job application form completely and accurately. | <ul style="list-style-type: none"> • Use appropriate grammar, spelling and punctuation to complete sample application forms appropriately, accurately and completely • Merit Application – sample application • Experienceworks.org – sample application | | CRP4 |
| Performance Indicator 5.2 Employment Resume Writing Objectives | Recommended Application/Activity | CCSS | CRP |
| 5.2.1 Identify various types of resumes and the purpose they serve. | <ul style="list-style-type: none"> • Matching talents to employers • Describing your job strengths • Organizing your resume • Writing an electronic resume • Dressing up your resume • Using a resume successfully | R11-12.6 SL 11-12.5 L11-12.4 thru L11-12.4d | CRP4 |
| 5.2.2 Demonstrate literacy skills, an organizational process and logical thinking skills to create an electronic resume. | <ul style="list-style-type: none"> • Use the ACGA website for student competition guidelines to develop a resume. • Use a College and Career Planning System to develop an electronic portfolio. | | CRP4 |
| Performance Indicator 6.3 Employment Interviewing Objectives | Recommended Application/Activity | CCSS | CRP |
| 5.3.1 Demonstrate knowledge of understanding of the interview process. | <ul style="list-style-type: none"> • Use the KeyTrain curriculum to review Interviewing techniques • Getting an interview off to a good start • Questions interviewers ask • Questions interviewers should not ask • Questions you should ask in an interview • Interviewing mistakes • Benefits to ask about • Traits employers consider to rate candidates | R11-12.6 SL 11-12.5 L11-12.4 thru L11-12.4d | CRP4 |

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| 5.3.2 Analyze the effects of proper and improper attire and appearance for an interview. | Critique student interviews by students, employers, teachers or YouTube | SL11-12.1d SL1112.3 | CRP5 |
| 5.3.3 Practice proper interviewing techniques for successful job application. | Perform mock interviews with employers, student organizations and/or peers using a video camera for self-critique. | SL11-12.4 | CRP4 |
| 5.3.4 Assess the potential for success with current levels of work ethic and self-discipline. | Explore characteristics (work ethic, honesty, integrity, loyalty, dependability, cooperation, teamwork, tenacity, networking, organization, dedication, conflict management, flexibility and carefulness) | | CRP1 |

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