## Career and Life Role Common Curriculum Goals

and

Career-Related Learning Standards

with Benchmark 3 (Grade 8) Indicators

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<th>COMMON CURRICULUM GOALS</th>
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| **PERSONAL MANAGEMENT**  | • Demonstrate good work habits in various family, school, and community related tasks.  
• Recognize and explain the differences between socially responsible and socially irresponsible behaviors.  
• Describe one’s interactions with community authority figures, and identify how these interactions influence self and others. | Exhibit appropriate work ethic and behaviors in school, community and workplace.  
Criteria:  
• Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.  
• Maintain regular attendance and be on time.  
• Identify tasks that need to be done and initiate action to complete the tasks.  
• Take responsibility for decisions and actions and anticipate consequences of decisions and actions.  
• Maintain appropriate interactions with colleagues. |

| **PROBLEM SOLVING**       | • Select and use appropriate strategies to solve problems related to life roles.  
• Distinguish between alternatives that involve varying degrees of risk.  
• Use information to make decisions and solve problems related to family, school, and community situations.  
• Use a prioritizing or decision-making process to select and plan high school course of study and extra-curricular activities. | Apply decision-making and problem-solving techniques in school, community, and workplace.  
Criteria:  
• Identify problems and locate information that may lead to solutions.  
• Identify alternatives to solve problems.  
• Assess the consequences of the alternatives.  
• Select and explain a proposed solution and course of action.  
• Develop a plan to implement the selected course of action.  
• Assess results and take corrective action. |
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| **COMMUNICATION**        |                                         | Demonstrate effective communication skills to give and receive information in school, community, and workplace.  
**Criteria:**  
- Locate, process and convey information using traditional and technological tools.  
- Listen attentively and summarize key elements of verbal and non-verbal communication.  
- Give and receive feedback in a positive manner.  
- Read technical/instructional materials for information and apply to specific tasks.  
- Write instructions, technical reports, and business communications clearly and accurately.  
- Speak clearly, accurately, and in a manner appropriate for the intended audience when giving oral instructions, technical reports and business communications. |
| Select and use appropriate strategies in family, school, community, and workplace settings |  
- Use a variety of traditional and technological tools to transmit and receive information.  
- Attentively listen to, record, and paraphrase the ideas of others.  
- Locate and organize information from relevant sources (e.g., manuals, books, experts, Internet)  
- Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, letters, business communications, research papers, technical reports) appropriate to audience and purpose.  
- Demonstrate control of eye contact, speaking rate, volume, enunciation, and gestures when giving instructions, asking questions, and/or providing information. |  

| **TEAMWORK**             |                                         | Demonstrate effective teamwork in school, community, and workplace.  
**Criteria:**  
- Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork.  
- Demonstrate skills that improve team effectiveness, (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making, and goal-setting.) |
| Develop and use interpersonal skills that contribute to cooperation and teamwork in working toward common goals in family, school, community and workplace settings.  
Understand issues related to diversity in school, community, and workplace settings. |  
- Identify roles and behaviors that contribute to team effectiveness in families, school, and communities.  
- Examine one's own role and performance in family, schools, and community team efforts (e.g., leader, follower, team member, facilitator).  
- Explain how diversity contributes to school, community, and workplace teams.  
- Use strategies to work effectively with team members (e.g., negotiation, compromise, consensus, conflict resolution). |
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| **EMPLOYMENT FOUNDATIONS** | • Investigate and explain the academic knowledge and technical skills needed for a variety of occupational groups.  
• Explain how organizational rules, laws, and guidelines are developed and implemented to ensure quality, order, security, and safety.  
• Relate the use of technology to the achievement of personal, educational, and career/life goals.  
• Demonstrate healthy ways to deal with stress and conflict.  
• Propose and test solutions to safety hazards within the home, school, community, and careers.  
• Compare and contrast simple systems and organizations, showing their common elements and relationships (e.g., families, schools, communities, and workplaces).  
• Participate in a collaborative class project, and describe personal contributions in relationship to the contributions of others.  
• Describe how work and the workplace are changing (e.g., telecommuting, home-based businesses, entrepreneurial ventures).  
• Demonstrate knowledge and skills basic to succeeding in multiple life roles (e.g., productive use of time and resources, timely completion of tasks). | **Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.**  
**Criteria:**  
• Apply academic knowledge with technical skills in a career context.  
• Select, apply, and maintain tools and technologies appropriate for the workplace.  
• Identify parts of organization and systems and how they fit together.  
• Describe how work moves through a system.  
• Describe the changing nature of work, workplaces, and work processes on individuals, organizations, and systems.  
• Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation.  
• Explain and follow workplace health and safety practices in the work environment.  
• Explain and follow regulatory requirements, security procedures, and ethical practices. |
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<td><strong>CAREER DEVELOPMENT</strong></td>
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<td><strong>Demonstrate career development skills in planning for post high school experiences.</strong></td>
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<td><em>Criteria:</em></td>
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<td>Develop skills to assess personal characteristics, interests, abilities, and strengths.</td>
<td>• Describe the knowledge and skills needed for multiple life roles in relation to personal characteristics, interests, and abilities.</td>
<td>• Assess personal characteristics related to educational and career goals.</td>
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<td>• Develop skills in identifying, evaluating, and using a variety of resources for exploring personal, educational, and career choices.</td>
<td>• Research and analyze career and educational information.</td>
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<td>• Develop and discuss a current plan designed to achieve personal, educational, and career goals.</td>
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<td>• Demonstrate skills in locating, evaluating, and interpreting career information.</td>
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<td>• Monitor and evaluate educational and career goals.</td>
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<td>• Recognize that interests, occupations, careers, and work may be organized and described in many different ways.</td>
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<td>• Demonstrate job-seeking skills (e.g. writing resumes, completing applications, and participating in interviews).</td>
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<td>• Describe the education and skills needed for a variety of occupations, including self-employment and entrepreneurial ventures.</td>
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