

# LEARNING STANDARDS FOR CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS)

<b>Standard 1 CAREER DEVELOPMENT</b>	<b>Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes and abilities to future career decisions</b>
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KEY IDEA: Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

<i>Elementary Level Performance Indicators</i>	<i>Intermediate Level Performance Indicators</i>	<i>Commencement Level Performance Indicators</i>
<ul style="list-style-type: none"> <li>begin a career plan that would assist in the transition from school to eventual entry into a career option</li> <li>demonstrate an awareness of their interests, aptitudes, and abilities</li> <li>know the value of work to the individual and society in general</li> <li>describe the changing nature of the workplace brought about by global competition and technology</li> <li>explore their preferences for working with people, information, and/or things</li> <li>demonstrate understanding of the relationship of decision making to the attainment of future goals</li> <li>describe the changing roles of men and women at home and in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>continue development of a career plan that would assist in the transition from school to eventual entry into a career option of their choosing</li> <li>demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research</li> <li>understand the relationship of personal interests, skills, and abilities to successful employment</li> <li>demonstrate an understanding of the relationship between the changing nature of work and educational requirements</li> <li>understand the relationship of personal choices to future career decisions.</li> </ul>	<ul style="list-style-type: none"> <li>complete the development of a career plan that would permit eventual entry into a career option of their choosing</li> <li>apply decision-making skills in the selection of a career option of strong personal interest</li> <li>analyze skills and abilities required in a career option and relate them to their own skills and abilities.</li> </ul>

<b>Standard 2 INTEGRATED LEARNING</b>	<b>Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.</b>
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KEY IDEA: Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

<i>Elementary Level Performance Indicators</i>	<i>Intermediate Level Performance Indicators</i>	<i>Commencement Level Performance Indicators</i>
<ul style="list-style-type: none"> <li>identify academic knowledge and skills that are required in specific occupations</li> <li>demonstrate the difference between the knowledge of a skill and the ability to use the skill</li> <li>solve problems that call for applying academic knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>apply academic knowledge and skills using an interdisciplinary approach to demonstrate the relevance of how these skills are applied in work-related situations in local, state, national, and international communities</li> <li>solve problems that call for applying academic knowledge and skills</li> <li>use academic knowledge and skills in an occupational context, and demonstrate the application of these skills by using a variety of communication techniques (e.g., sign language, pictures, videos, reports, and technology).</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate the integration and application of academic and occupational skills in their school learning, work, and personal lives.</li> <li>use academic knowledge and skills in an occupational context, and demonstrate the application of these skills by using a variety of communication techniques (e.g., sign language, pictures, videos, reports, and technology)</li> <li>research, interpret, analyze, and evaluate information and experiences as related to academic knowledge and technical skills when completing a career plan.</li> </ul>

<b>Standard 3a UNIVERSAL FOUNDATION SKILLS</b>		
<b>Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.</b>		
<i>Elementary Level Performance Indicators</i>	<i>Intermediate Level Performance Indicators</i>	<i>Commencement Level Performance Indicators</i>
<b>BASIC SKILLS</b> Ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions		
<ul style="list-style-type: none"> <li>listen to and read the ideas of others and express themselves both orally and in writing; they use basic mathematical concepts and computations to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>listen to and read the ideas of others and analyze what they hear and read; acquire and use information from a variety of sources; and apply a combination of mathematical operations to solve problems in oral or written form.</li> </ul>	<ul style="list-style-type: none"> <li>use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.</li> </ul>
<b>THINKING SKILLS</b> Lead to problem solving, experimenting, and focused observations and allow the application of knowledge to new and unfamiliar situations		
<ul style="list-style-type: none"> <li>use ideas and information to make decisions and solve problems related to accomplishing a task.</li> </ul>	<ul style="list-style-type: none"> <li>evaluate facts, solve advanced problems, and make decisions by applying logic and reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate the ability to organize and process information and apply skills in new ways.</li> </ul>
<b>PERSONAL QUALITIES</b> Generally include competence in self-management and the ability to plan, organize, and take independent action		
<ul style="list-style-type: none"> <li>demonstrate the personal qualities that lead to responsible behavior.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.</li> </ul>
<b>INTERPERSONAL SKILLS</b> Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social and work situations.		
<ul style="list-style-type: none"> <li>relate to people of different ages and from diverse backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate the ability to work with others, present facts that support arguments, listen to dissenting points of view, and reach a shared decision.</li> </ul>	<ul style="list-style-type: none"> <li>communicate effectively and help others to learn a new skill.</li> </ul>
<b>TECHNOLOGY</b> Process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.		
<ul style="list-style-type: none"> <li>demonstrate an awareness of the different types of technology available to them and of how technology affects society.</li> </ul>	<ul style="list-style-type: none"> <li>select and use appropriate technology to complete a task.</li> </ul>	<ul style="list-style-type: none"> <li>apply their knowledge of technology to identify and solve problems.</li> </ul>
<b>MANAGING INFORMATION</b> Focuses on the ability to access and use information obtained from other people, community resources and computer networks.		
<ul style="list-style-type: none"> <li>describe the need for data and obtain data to make decisions</li> </ul>	<ul style="list-style-type: none"> <li>select and communicate information in an appropriate format (e.g., oral, written, graphic, pictorial, multimedia)</li> </ul>	<ul style="list-style-type: none"> <li>use technology to acquire, organize, and communicate information by entering, modifying, retrieving, and storing data.</li> </ul>
<b>MANAGING RESOURCES</b> Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.		
<ul style="list-style-type: none"> <li>demonstrate an awareness of the knowledge, skills, abilities and resources needed to complete a task.</li> </ul>	<ul style="list-style-type: none"> <li>understand the material, human, and financial resources needed to accomplish tasks and activities.</li> </ul>	<ul style="list-style-type: none"> <li>allocate resources to complete a task.</li> </ul>
<b>SYSTEM</b> Systems skills include the understanding of and ability to work within natural and constructed systems.		
<ul style="list-style-type: none"> <li>demonstrate understanding of how a system operates and identify where to obtain information and resources within the system</li> </ul>	<ul style="list-style-type: none"> <li>understand the process of evaluating and modifying systems within an organization.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an understanding of how systems performance relates to the goals, resources, and functions of an organization.</li> </ul>
<b>Standard 3b CAREER MAJORS: Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress towards gainful employment, career advancement, and success in postsecondary programs.</b>		