

**Government and Public Administration Cluster
Aerospace Leadership: Career Exploration 300
Course Number 28.01400**

Course Description:

Leadership 300 focuses on the Air Force Junior Reserve Officer Training Corp (AFJROTC) mission of “building better citizens for America.” This is accomplished through excellence in citizenship, and through teaching the values of community service, responsibility, character, and self-discipline. The course is designed to equip students with essential life skills, focusing on educational and career paths. The underlying theme of the course emphasizes that responsibility in life skills supports good citizenship. Mid-Continent Research for Education and Learning (McREL) Correlated to McREL Standards for Life Work, Self-Regulation, Thinking and Reasoning, Working with Others, Behavioral Studies, and Language Arts.

Course Standard 1

GPA-AFLCE3-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and Mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé

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Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	

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Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

Life Skills – Life Work

Course Standard 2

GPA-AFLCE3-2

Students will demonstrate effective use of basic tools. Level IV (Grade 9-12)

- 2.1 Uses workspace effectively (e.g., organizes materials, information, computer records).
- 2.2 Learns the proper use of new instruments by following instructions in a manual or by taking instructions from an experienced user.

Course Standard 3

GPA-AFLCE3-3

Students will use various information sources, including those of a technical nature, to accomplish specific tasks. Level IV (Grade 9-12)

- 3.1 Interprets information from and detects inconsistencies in a data matrix.
- 3.2 Follows basic linear paths in organizational charts.

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- 3.3 Identifies major sections in schematic diagrams.
- 3.4 Uses the linear path of a flowchart to provide visual and textual directions to a procedure.
- 3.5 Interprets symbols in a flowchart to indicate flow of direction, test points, components, and diagrammatic decision points.
- 3.6 Obtains factor specification information from various sources (e.g., two-column chart, intersection of row by column in a table or chart).
- 3.7 Uses a table or chart to identify a malfunction in a mechanism.
- 3.8 Interprets drawings (e.g., cross sections) for assembly or disassembly.

Course Standard 4

GPA-AFLCE3-4

Students will understand and learn to manage money effectively. Level IV (Grade 9-12)

- 4.1 Prepares and follows a budget (e.g., develops spending plan, saving plan, record keeping system, investment plan, tracks budget performance).
- 4.2 Uses sound buying principles (e.g., comparing costs and benefits, making informed choices) for purchasing goods and services.
- 4.3 Understands credit (e.g., different types of credit; finance charges, outstanding balance, effects of early payoff) and uses it effectively.
- 4.4 Understands the benefits and dangers of using credit.
- 4.5 Knows ways to avoid or correct credit problems.

Course Standard 5

GPA-AFLCE3-5

Students will study or pursue specific jobs of personal interests. Level IV (Grade 9-12)

- 5.1 Knows strategies used to develop liaisons with community and professional organizations (e.g., internships, volunteer work membership in organizations, career development centers, alumni).
- 5.2 Determines procedures for applying for a job at a company's personnel office.
- 5.3 Knows important benefits and procedures of prospective employers (salary, deductions, vacation).
- 5.4 Identifies a prospective employer's products and services.
- 5.5 Prepares documents related to job-seeking (e.g., created a letter of inquiry or application; fills out a job application).
- 5.6 Identifies and engages in necessary steps to prepare for the job interview process (e.g., prepares for employment tests; knows questions interviewers can and cannot ask).
- 5.7 Analyzes a current job or job interest, its future possibilities, and requirements with respect to one's set of work skills, knowledge, and attitudes.
- 5.8 Uses multiple resources to obtain information about prospective jobs (e.g., classified, word of mouth, free services provided by state, private employment agencies).

Course Standard 6

GPA-AFLCE3-6

Students will describe general preparations for entering the workforce. Level IV (Grade 9-12)

- 6.1 Understands how demographic, geographic, and technological trends affect education, training programs, and work opportunities.
- 6.2 Determines the types of preparation and training needed for entry-level jobs.
- 6.3 Understands occupational apprenticeships and other training opportunities (e.g., job shadowing, mentorships, community service, youth entrepreneurship).
- 6.4 Understands available educational opportunities (e.g., college, junior college, job training program).
- 6.5 Understands community resources such as, availability of childcare, that support education and training.
- 6.6 Understands significant life decisions (e.g., career choices, decisions about family) and their effect on the present.
- 6.7 Knows strategies for managing the interrelationships among various life roles and activities (e.g., career, family, leisure).
- 6.8 Applies for a social security card, work permit, license.

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- 6.9 Prepares a resume summarizing experience, education, and job training.
- 6.10 Establishes an explicit career action plan, including short- and long-term goals.
- 6.11 Makes an accurate appraisal of available work options, prior work experience, career goals, personal character, job references, and personal aptitudes.
- 6.12 Understands the nature and function of worker's compensation, disability insurance, and unemployment insurance.
- 6.13 Evaluates the chances of getting a job now and in the future in fields of work that are of interest.
- 6.14 Makes an accurate appraisal of basic insurance needs.
- 6.15 Uses a variety of resources to explore career options (e.g., occupation classification systems, labor market information, mass media, internet, magazines, and books).
- 6.16 Develops and maintains a portfolio that demonstrates personal aptitudes, skills, and career competence.
- 6.17 Understands how academic knowledge and skills are related to specific careers or occupational groups.
- 6.18 Evaluate potential career choices in relation to personal interests, strengths, and values.
- 6.19 Analyze information (e.g., compare benefits, annual incomes, job opportunities) associated with careers of interest.
- 6.20 Knows the technical skills required for careers of personal interest (e.g., operating and troubleshooting workplace tools and machines, using email).

Course Standard 7

GPA-AFLCE3-7

Students will effectively apply uses of basic life skills. Level IV (Grade 9-12)

- 7.1 Knows acceptable telecommunications ethics, etiquette, guidelines, and laws.
- 7.2 Uses public transportation effectively (e.g., identifies transportation alternatives, determines transportation needs).
- 7.3 Understands the purpose of income tax returns and how to calculate them.
- 7.4 Understands the availability of health care and childcare services.
- 7.5 Understands the basic nature of contracts (e.g., contracting practices, elements of contracts, types of contracts).
- 7.6 Understands important points in searching for and renting an apartment.
- 7.7 Understands basic banking services (e.g., checking accounts, savings accounts).
- 7.8 Understands the basic process of buying and maintaining a car.
- 7.9 Knows how to correctly enter information into basic forms.

Course Standard 8

GPA-AFLCE3-8

Students will understand and practice reliability and a basic work ethic. Level IV (Grade 9-12)

- 8.1 Understands the concept of reliability (e.g., completing tasks on time; maintaining regular attendance; carrying out assigned tasks; being punctual).
- 8.2 Understands ethical character traits as they relate to the workplace (e.g., honesty, integrity, compassion, justice).
- 8.3 Understands the concept of a professional image, (e.g., appearance, personal hygiene, language).
- 8.4 Knows appropriate behavior for the workplace (e.g., congeniality, collaboration, adaptability, self-control, cooperation, respect for diversity).
- 8.5 Develops good work habits (e.g., keeping an effective workstation, organizing job responsibilities).
- 8.6 Respects authority and is attentive to requests and preferences of supervisor.
- 8.7 Gives and receives feedback in a positive manner and requests clarification when needed.
- 8.8 Accurately identifies important goals and priorities of employer.
- 8.9 Understands the concept of loyalty to an organization.
- 8.10 Understands workplace health and safety practices.

Course Standard 9

GPA-AFLCE3-9

Students will understand and apply effective operations within organizations. Level IV (Grade 9-12)

- 9.1 Understands the organization's basic goals and values.
- 9.2 Understands the extent to which organizational values are compatible with personal values.
- 9.3 Develops an action plan that identifies how personal skills can be used to increase organizational effectiveness.
- 9.4 Develops and carries out strategies to make skills and abilities more visible to an organization.
- 9.5 Understands the organization and culture of different work groups and companies.
- 9.6 Knows resources available for life-long learning (e.g., computer assisted self-directed training, counseling, tuition support).
- 9.7 Understands changes in the nature of work and the workplace (e.g., telecommuting, home-based business, technology).

Life Skills – Working with Others

Course Standard 10

GPA-AFLCE3-10

Students will contribute and work cooperatively to maximize the overall effort of a group. Level IV (Grade K-12)

- 10.1 Knows the behaviors and skills that contribute to team effectiveness.
- 10.2 Works cooperatively within a group to complete tasks, achieve goals, and solve problems.
- 10.3 Challenges practices in a group that are not working and proposes measures to enhance team effectiveness.
- 10.4 Demonstrates respect for others' rights, feelings, and points of view in a group.
- 10.5 Identifies and uses the individual strengths and interests of others to accomplish team goals.
- 10.6 Identifies causes of conflict in a group and works cooperatively with others to deal with conflict through negotiation, compromise, and consensus.
- 10.7 Helps the group establish goals, taking personal responsibility for accomplishing such goals.
- 10.8 Evaluates the overall progress of a group toward a goal.
- 10.9 Contributes to the development of a supportive climate in groups.
- 10.10 Actively listens to the ideas of others and asks clarifying questions.
- 10.11 Takes the initiative in interacting with others.
- 10.12 Uses appropriate strategies when making requests of other people.

Course Standard 11

GPA-AFLCE3-11

Students will use conflict-resolution techniques. Level IV (Grade K-12)

- 11.1 Communicates ideas in a manner that does not irritate others.
- 11.2 Identifies goals and values important to opponents and demonstrates the ability to compromise (e.g., generates options with win/win potential).
- 11.3 Understands the impact of criticism on psychological state, emotional state, habitual behavior, and beliefs.
- 11.4 Understands that three ineffective responses to criticism are (1) being aggressive, (2) being passive, and (3) being both.
- 11.5 Understands that three effective responses to criticism are (1) acknowledgment, (2) token agreement with a critic, and (3) probing for clarification.
- 11.6 Determines the causes and potential sources of conflicts.
- 11.7 Determines the seriousness of conflicts and identifies explicit strategies to deal with conflict depending on its nature and seriousness.
- 11.8 Identifies individual vs. group or organizational interests in conflicts (e.g., works to build consensus within a group while maintaining minority viewpoints).
- 11.9 Establishes guidelines and rules for negotiating (e.g., clarifying problem, considering other viewpoints, listening to others; meeting at mutually agreeable times).

Course Standard 12

GPA-AFLCE3-12

Students will understand and work with diverse individuals and in diverse situations. Level IV (Grade K-12)

- 12.1 Works well with those of the opposite gender, of differing abilities, and from different age groups.
- 12.2 Works well with those from different ethnic groups, of different religious orientations, and of cultures different from their own.
- 12.3 Understands the concept of customer service.

Course Standard 13

GPA-AFLCE3-13

Students will describe effective interpersonal communication skills. Level IV (Grade K-12)

- 13.1 Demonstrates appropriate behaviors for relating well with others (e.g., empathy, caring, respect, helping, friendliness, politeness).
- 13.2 Exhibits positive character traits towards others, including honesty, fairness, dependability, and integrity.
- 13.3 Knows strategies to effectively communicate in a variety of settings (e.g., selects appropriate strategy for audience and situation).
- 13.4 Provides feedback in a constructive manner and recognizes the importance of seeking and receiving constructive feedback in a corrective manner.
- 13.5 Uses nonverbal communication such as eye contact, body position, and gestures effectively.
- 13.6 Demonstrates attentive listening by clarifying messages received (e.g., paraphrasing, questioning).
- 13.7 Responds to speaker appropriately (e.g., does not react to a speaker's inflammatory deliverance, maintains objectivity, reacts to ideas rather than to the person presenting the ideas).
- 13.8 Adjusts tone, content, and delivery of information to accommodate the likes of others.
- 13.9 Attends to both verbal and nonverbal messages.
- 13.10 Uses emotions appropriately in personal dialogues.
- 13.11 Makes use of confrontation when appropriate.
- 13.12 Demonstrates sensitivity to cultural diversity (e.g., personal space, use of eye contact, gestures, bias-free language).
- 13.13 Acknowledges the strengths and achievements of others.

Course Standard 14

GPA-AFLCE3-14

Students will demonstrate leadership skills. Level IV (Grade K-12)

- 14.1 Understands one's own role as a leader or follower in various situations.
- 14.2 Knows the qualities of good leaders and followers.
- 14.3 Knows a variety of leadership strategies and knows which strategies to implement in specific situations.
- 14.4 Demonstrates and applies leadership skills and qualities (e.g., plans, wins, and celebrates accomplishments; recognizes the contributions of others; passes on authority when appropriate).

Life Skills – Life Work

Course Standard 15

GPA-AFLCE3-15

Students will understand effective use of basic tools. Level IV (Grade 9-12)

- 15.1 Uses workspace effectively (e.g., organizes materials, information, computer records).
- 15.2 Learns the proper use of new instruments by following instructions in a manual or by taking instructions from an experienced user.

Course Standard 16

GPA-AFLCE3-16

Students will use various information sources, including those of a technical nature, to accomplish specific tasks. Level IV (Grade 9-12)

- 16.1 Interprets information from and detects inconsistencies in a data matrix.
- 16.2 Follows basic linear paths in organizational charts.
- 16.3 Identifies major sections in schematic diagrams.
- 16.4 Uses the linear path of a flowchart to provide visual and textual directions to a procedure.
- 16.5 Interprets symbols in a flowchart to indicate flow of direction, test points, components, and diagrammatic decision points.
- 16.6 Obtains factor specification information from various sources (e.g., two-column chart, intersection of row by column in a table or chart).
- 16.7 Uses a table or chart to identify a malfunction in a mechanism.
- 16.8 Interprets drawings (e.g., cross sections) for assembly or disassembly.

Course Standard 17

GPA-AFLCE3-17

Students will understand and apply methods to manage money effectively. Level IV (Grade 9-12)

- 17.1 Prepares and follows a budget (e.g., develops spending plan, saving plan, record keeping system, investment plan, tracks budget performance).
- 17.2 Uses sound buying principles (e.g., comparing costs and benefits, making informed choices) for purchasing goods and services.
- 17.3 Understands credit (e.g., different types of credit; finance charges, outstanding balance, effects of early payoff) and uses it effectively.
- 17.4 Understands the benefits and dangers of using credit.
- 17.5 Knows ways to avoid or correct credit problems.

Course Standard 18

GPA-AFLCE3-18

Students will study or pursues specific job interests. Level IV (Grade 9-12)

- 18.1 Knows strategies used to develop liaisons with community and professional organizations (e.g., internships, volunteer work membership in organizations, career development centers, alumni).
- 18.2 Determines procedures for applying for a job at a company's personnel office.
- 18.3 Knows important benefits and procedures of prospective employers (salary, deductions, vacation).
- 18.4 Identifies a prospective employer's products and services.
- 18.5 Prepares documents related to job-seeking (e.g., created a letter of inquiry or application; fills out a job application).
- 18.6 Identifies and engages in necessary steps to prepare for the job interview process (e.g., prepares for employment tests; knows questions interviewers can and cannot ask).
- 18.7 Analyzes a current job or job interest, its future possibilities, and requirements with respect to one's set of work skills, knowledge, and attitudes.
- 18.8 Uses multiple resources to obtain information about prospective jobs (e.g., classified, word of mouth, free services provided by state, private employment agencies).

Course Standard 19

GPA-AFLCE3-19

Students will understand general preparation for entering the work force. Level IV (Grade 9-12)

- 19.1 Understands how demographic, geographic, and technological trends affect education, training programs, and work opportunities.
- 19.2 Determines the types of preparation and training needed for entry-level jobs.
- 19.3 Understands occupational apprenticeships and other training opportunities (e.g., job shadowing, mentorships, community service, youth entrepreneurship).
- 19.4 Understands available educational opportunities (e.g., college, junior college, job training program).

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- 19.5 Understands community resources such as, availability of childcare, that support education and training.
- 19.6 Understands significant life decisions (e.g., career choices, decisions about family) and their effect on the present.
- 19.7 Knows strategies for managing the interrelationships among various life roles and activities (e.g., career, family, leisure).
- 19.8 Applies for a social security card, work permit, license.
- 19.9 Prepares a resume summarizing experience, education, and job training.
- 19.10 Establishes an explicit career action plan, including short- and long-term goals.
- 19.11 Makes an accurate appraisal of available work options, prior work experience, career goals, personal character, job references, and personal aptitudes.
- 19.12 Understands the nature and function of worker's compensation, disability insurance, and unemployment insurance.
- 19.13 Evaluates the chances of getting a job now and in the future in fields of work that are of interest.
- 19.14 Makes an accurate appraisal of basic insurance needs.
- 19.15 Uses a variety of resources to explore career options (e.g., occupation classification systems, labor market information, mass media, internet, magazines, and books).
- 19.16 Develops and maintains a portfolio that demonstrates personal aptitudes, skills, and career competence.
- 19.17 Understands how academic knowledge and skills are related to specific careers or occupational groups.
- 19.18 Evaluate potential career choices in relation to personal interests, strengths, and values.
- 19.19 Analyze information (e.g., compare benefits, annual incomes, job opportunities) associated with careers of interest.
- 19.20 Knows the technical skills required for careers of personal interest (e.g., operating and troubleshooting workplace tools and machines, using email).

Course Standard 20

GPA-AFLCE3-20

Students will understand effective use of basic life skills. Level IV (Grade 9-12)

- 20.1 Knows acceptable telecommunications ethics, etiquette, guidelines, and laws.
- 20.2 Uses public transportation effectively (e.g., identifies transportation alternatives, determines transportation needs).
- 20.3 Understands the purpose of income tax returns and how to calculate them.
- 20.4 Understands the availability of health care and childcare services.
- 20.5 Understands the basic nature of contracts (e.g., contracting practices, elements of contracts, types of contracts).
- 20.6 Understands important points in searching for and renting an apartment.
- 20.7 Understands basic banking services (e.g., checking accounts, savings accounts).
- 20.8 Understands the basic process of buying and maintaining a car.
- 20.9 Knows how to correctly enter information into basic forms.

Course Standard 21

GPA-AFLCE3-21

Students will demonstrate reliability and a basic work ethic. Level IV (Grade 9-12)

- 21.1 Understands the concept of reliability (e.g., completing tasks on time; maintaining regular attendance; carrying out assigned tasks; being punctual).
- 21.2 Understands ethical character traits as they relate to the workplace (e.g., honesty, integrity, compassion, justice).
- 21.3 Understands the concept of a professional image, (e.g., appearance, personal hygiene, language).
- 21.4 Knows appropriate behavior for the workplace (e.g., congeniality, collaboration, adaptability, self-control, cooperation, respect for diversity).
- 21.5 Develops good work habits (e.g., keeping an effective workstation, organizing job responsibilities).
- 21.6 Respects authority and is attentive to requests and preferences of supervisor.
- 21.7 Gives and receives feedback in a positive manner and requests clarification when needed.

- 21.8 Accurately identifies important goals and priorities of employer.
- 21.9 Understands the concept of loyalty to an organization.
- 21.10 Understands workplace health and safety practices.

Course Standard 22

GPA-AFLCE3-22

Students will compare and contrast effective operations within organizations. Level IV (Grade 9-12)

- 22.1 Understands the organization's basic goals and values.
- 22.2 Understands the extent to which organizational values are compatible with personal values.
- 22.3 Develops an action plan that identifies how personal skills can be used to increase organizational effectiveness.
- 22.4 Develops and carries out strategies to make skills and abilities more visible to an organization.
- 22.5 Understands the organization and culture of different work groups and companies.
- 22.6 Knows resources available for life-long learning (e.g., computer assisted self-directed training, counseling, tuition support).
- 22.7 Understands changes in the nature of work and the workplace (e.g., telecommuting, home-based business, technology).

Life Skills – Working with Others

Course Standard 23

GPA-AFLCE3-23

Students will explain and contribute to the overall effort of a group. Level IV (Grade K-12)

- 23.1 Knows the behaviors and skills that contribute to team effectiveness.
- 23.2 Works cooperatively within a group to complete tasks, achieve goals, and solve problems.
- 23.3 Challenges practices in a group that are not working and proposes measures to enhance team effectiveness.
- 23.4 Demonstrates respect for others' rights, feelings, and points of view in a group.
- 23.5 Identifies and uses the individual strengths and interests of others to accomplish team goals.
- 23.6 Identifies causes of conflict in a group and works cooperatively with others to deal with conflict through negotiation, compromise, and consensus.
- 23.7 Helps the group establish goals, taking personal responsibility for accomplishing such goals.
- 23.8 Evaluates the overall progress of a group toward a goal.
- 23.9 Contributes to the development of a supportive climate in groups.
- 23.10 Actively listens to the ideas of others and asks clarifying questions.
- 23.11 Takes the initiative in interacting with others.
- 23.12 Uses appropriate strategies when making requests of other people.

Course Standard 24

GPA-AFLCE3-24

Students will demonstrate and use conflict-resolution techniques. Level IV (Grade K-12)

- 24.1 Communicates ideas in a manner that does not irritate others.
- 24.2 Identifies goals and values important to opponents and demonstrates the ability to compromise (e.g., generates options with win/win potential).
- 24.3 Understands the impact of criticism on psychological state, emotional state, habitual behavior, and beliefs.
- 24.4 Understands that three ineffective responses to criticism are (1) being aggressive, (2) being passive, and (3) being both.
- 24.5 Understands that three effective responses to criticism are (1) acknowledgment, (2) token agreement with a critic, and (3) probing for clarification.
- 24.6 Determines the causes and potential sources of conflicts.
- 24.7 Determines the seriousness of conflicts and identifies explicit strategies to deal conflict depending on its nature and seriousness.
- 24.8 Identifies individual vs. group or organizational interests in conflicts (e.g., works to build consensus within a group while maintaining minority viewpoints).

- 24.9 Establishes guidelines and rules for negotiating (e.g., clarifying problem, considering other viewpoints, listening to others; meeting at mutually agreeable times).

Course Standard 25

GPA-AFLCE3-25

Students will understand and work with diverse individuals and in diverse situations. Level IV (Grade K-12)

- 25.1 Works well with those of the opposite gender, of differing abilities, and from different age groups.
- 25.2 Works well with those from different ethnic groups, of different religious orientations, and of cultures different from their own.
- 25.3 Understands the concept of customer service.

Course Standard 26

GPA-AFLCE3-26

Students will explain and show effective interpersonal communication skills. Level IV (Grade K-12)

- 26.1 Demonstrates appropriate behaviors for relating well with others (e.g., empathy, caring, respect, helping, friendliness, politeness).
- 26.2 Exhibits positive character traits towards others, including honesty, fairness, dependability, and integrity.
- 26.3 Knows strategies to effectively communicate in a variety of settings (e.g., selects appropriate strategy for audience and situation).
- 26.4 Provides feedback in a constructive manner and recognizes the importance of seeking and receiving constructive feedback in a nondefense manner.
- 26.5 Uses nonverbal communication such as eye contact, body position, and gestures effectively.
- 26.6 Demonstrates attentive listening by clarifying messages received (e.g., paraphrasing, questioning).
- 26.7 Responds to speaker appropriately (e.g., does not react to a speaker's inflammatory deliverance, maintains objectivity, reacts to ideas rather than to the person presenting the ideas).
- 26.8 Adjusts tone, content, and delivery of information to accommodate the likes of others.
- 26.9 Attends to both verbal and nonverbal messages.
- 26.10 Uses emotions appropriately in personal dialogues.
- 26.11 Makes use of confrontation when appropriate.
- 26.12 Demonstrates sensitivity to cultural diversity (e.g., personal space, use of eye contact, gestures, bias-free language).
- 26.13 Acknowledges the strengths and achievements of others.

Course Standard 27

GPA-AFLCE3-27

Students will demonstrate leadership skills. Level IV (Grade K-12)

- 27.1 Understands one's own role as a leader or follower in various situations.
- 27.2 Knows the qualities of good leaders and followers.
- 27.3 Knows a variety of leadership strategies and knows which strategies to implement in specific situations.
- 27.4 Demonstrates and applies leadership skills and qualities (e.g., plans, wins, and celebrates accomplishments; recognizes the contributions of others; passes on authority when appropriate).

National Educational Technology Standards for Students (NETS-S) The following is a list of *National Education Technology Standards for Students. The International Society for Technology in Education (ISTE)* developed these standards as a foundation for curriculum design and performance expectations.

1. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

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Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

Linked Math Standards and Expectations The following is a list of the Math Standards and Expectations. The National Council of Teachers of Mathematics developed these standards as a foundation for curriculum design and performance expectations.

Numbers and Operations

1. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.
2. Understand meanings of operations and how they relate to one another.
3. Compute fluently and make reasonable estimates.

Process

1. Problem Solving

- a. Build new mathematical knowledge through problem solving.
- b. Solve problems that arise in mathematics and in other contexts.
- c. Apply and adapt a variety of appropriate strategies to solve problems.

Linked Common Core Math Standards

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards.

High School Modeling

1. Apply sound fundamental mathematical practices for properly maintaining checking account balances.
2. Apply sound fundamental mathematical practices for properly maintaining savings account balances.