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)

Life Skills - Life Work

Standard 1. Makes effective use of basic tools
Level IV (Grade 9-12)
1. Uses work space effectively (e.g., organizes materials, information, computer records)
2. Learns the proper use of new instruments by following instructions in a manual or by taking instructions from an experienced user

Standard 2. Uses various information sources, including those of a technical nature, to accomplish specific tasks
Level IV (Grade 9-12)
1. Interprets information from and detects inconsistencies in a data matrix
2. Follows basic linear paths in organizational charts
3. Identifies major sections in schematic diagrams
4. Uses the linear path of a flowchart to provide visual and textual directions to a procedure
5. Interprets symbols in a flowchart to indicate flow of direction, test points, components, and diagrammatic decision points
6. Obtains factor specification information from various sources (e.g., two-column chart, intersection of row by column in a table or chart)
7. Uses a table or chart to identify a malfunction in a mechanism
8. Interprets drawings (e.g., cross sections) for assembly or disassembly

Standard 3. Manages money effectively
Level IV (Grade 9-12)
1. Prepares and follows a budget (e.g., develops spending plan, saving plan, record keeping system, investment plan, tracks budget performance)
2. Uses sound buying principles (e.g., comparing costs and benefits, making informed choices) for purchasing goods and services
3. Understands credit (e.g., different types of credit; finance charges, outstanding balance, effects of early payoff) and uses it effectively
4. Understands the benefits and dangers of using credit
5. Knows ways to avoid or correct credit problems

Standard 4. Studies or pursues specific job interests

Level IV (Grade 9-12)
1. Knows strategies used to develop liaisons with community and professional organizations (e.g., internships, volunteer work membership in organizations, career development centers, alumni)
2. Determines procedures for applying for a job at a company's personnel office
3. Knows important benefits and procedures of prospective employers (salary, deductions, vacation)
4. Identifies a prospective employer's products and services
5. Prepares documents related to job-seeking (e.g., created a letter of inquiry or application; fills out a job application)
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)
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
8. Uses multiple resources to obtain information about prospective jobs (e.g., classified, word of mouth, free services provided by state, private employment agencies)

Standard 5. Makes general preparation for entering the work force

Level IV (Grade 9-12)
1. Understands how demographic, geographic, and technological trends affect education, training programs, and work opportunities
2. Determines the types of preparation and training needed for entry-level jobs
3. Understands occupational apprenticeships and other training opportunities (e.g., job shadowing, mentorships, community service, youth entrepreneurship)
4. Understands available educational opportunities (e.g., college, junior college, job training program)
5. Understands community resources such as, availability of child care, that support education and training
6. Understands significant life decisions (e.g., career choices, decisions about family) and their effect on the present
7. Knows strategies for managing the interrelationships among various life roles and activities (e.g., career, family, leisure)

8. Applies for a social security card, work permit, license

9. Prepares a resume summarizing experience, education, and job training

10. Establishes an explicit career action plan, including short- and long-term goals

11. Makes an accurate appraisal of available work options, prior work experience, career goals, personal character, job references, and personal aptitudes

12. Understands the nature and function of worker’s compensation, disability insurance, and unemployment insurance

13. Evaluates the chances of getting a job now and in the future in fields of work that are of interest

14. Makes an accurate appraisal of basic insurance needs

15. Uses a variety of resources to explore career options (e.g., occupation classification systems, labor market information, mass media, internet, magazines, and books)

16. Develops and maintains a portfolio that demonstrates personal aptitudes, skills, and career competence

17. Understands how academic knowledge and skills are related to specific careers or occupational groups

18. Evaluate potential career choices in relation to personal interests, strengths, and values

19. Analyze information (e.g., compare benefits, annual incomes, job opportunities) associated with careers of interest

20. Knows the technical skills required for careers of personal interest (e.g., operating and trouble-shooting workplace tools and machines; using email)

Standard 6. Makes effective use of basic life skills

Level IV (Grade 9-12)

1. Knows acceptable telecommunications ethics, etiquette, guidelines, and laws

2. Uses public transportation effectively (e.g., identifies transportation alternatives, determines transportation needs)

3. Understands the purpose of income tax returns and how to calculate them

4. Understands the availability of health care and child care services

5. Understands the basic nature of contracts (e.g., contracting practices, elements of contracts, types of contracts)

6. Understands important points in searching for and renting an apartment

7. Understands basic banking services (e.g., checking accounts, savings accounts)

8. Understands the basic process of buying and maintaining a car

9. Knows how to correctly enter information into basic forms
Standard 7. Displays reliability and a basic work ethic
Level IV (Grade 9-12)
1. Understands the concept of reliability (e.g., completing tasks on time; maintaining regular attendance; carrying out assigned tasks; being punctual)
2. Understands ethical character traits as they relate to the workplace (e.g., honesty, integrity, compassion, justice)
3. Understands the concept of a professional image, (e.g., appearance, personal hygiene, language)
4. Knows appropriate behavior for the workplace (e.g., congeniality, collaboration, adaptability, self-control, cooperation, respect for diversity)
5. Develops good work habits (e.g., keeping an effective work station; organizing job responsibilities)
6. Respects authority and is attentive to requests and preferences of supervisor
7. Gives and receives feedback in a positive manner and requests clarification when needed
8. Accurately identifies important goals and priorities of employer
9. Understands the concept of loyalty to an organization
10. Understands workplace health and safety practices

Standard 8. Operates effectively within organizations
Level IV (Grade 9-12)
1. Understands the organization’s basic goals and values
2. Understands the extent to which organizational values are compatible with personal values
3. Develops an action plan that identifies how personal skills can be used to increase organizational effectiveness
4. Develops and carries out strategies to make skills and abilities more visible to an organization
5. Understands the organization and culture of different work groups and companies
6. Knows resources available for life-long learning (e.g., computer assisted self-directed training, counseling, tuition support)
7. Understands changes in the nature of work and the workplace (e.g., telecommuting, home-based business, technology)

Life Skills - Working With Others
Standard 1. Contributes to the overall effort of a group
Level IV (Grade K-12)
1. Knows the behaviors and skills that contribute to team effectiveness
2. Works cooperatively within a group to complete tasks, achieve goals, and solve problems
3. Challenges practices in a group that are not working and proposes measures to enhance team effectiveness
4. Demonstrates respect for others’ rights, feelings, and points of view in a group
5. Identifies and uses the individual strengths and interests of others to accomplish team goals
6. Identifies causes of conflict in a group and works cooperatively with others to deal with conflict through negotiation, compromise, and consensus
7. Helps the group establish goals, taking personal responsibility for accomplishing such goals
8. Evaluates the overall progress of a group toward a goal
9. Contributes to the development of a supportive climate in groups
10. Actively listens to the ideas of others and asks clarifying questions
11. Takes the initiative in interacting with others
12. Uses appropriate strategies when making requests of other people

Standard 2. Uses conflict-resolution techniques

Level IV (Grade K-12)
1. Communicates ideas in a manner that does not irritate others
2. Identifies goals and values important to opponents and demonstrates the ability to compromise (e.g., generates options with win/win potential)
3. Understands the impact of criticism on psychological state, emotional state, habitual behavior, and beliefs
4. Understands that three ineffective responses to criticism are (1) being aggressive, (2) being passive, and (3) being both
5. Understands that three effective responses to criticism are (1) acknowledgment, (2) token agreement with a critic, and (3) probing for clarification
6. Determines the causes and potential sources of conflicts
7. Determines the seriousness of conflicts, and identifies explicit strategies to deal conflict depending on its nature and seriousness
8. Identifies individual vs. group or organizational interests in conflicts (e.g., works to build consensus within a group while maintaining minority viewpoints)
9. Establishes guidelines and rules for negotiating (e.g., clarifying problem, considering other viewpoints, listening to others; meeting at mutually agreeable times)

Standard 3. Works well with diverse individuals and in diverse situations

Level IV (Grade K-12)
1. Works well with those of the opposite gender, of differing abilities, and from different age groups
2. Works well with those from different ethnic groups, of different religious orientations, and of cultures different from their own

3. Understands the concept of customer service

Standard 4. Displays effective interpersonal communication skills

Level IV (Grade K-12)

1. Demonstrates appropriate behaviors for relating well with others (e.g., empathy, caring, respect, helping, friendliness, politeness)

2. Exhibits positive character traits towards others, including honesty, fairness, dependability, and integrity

3. Knows strategies to effectively communicate in a variety of settings (e.g., selects appropriate strategy for audience and situation)

4. Provides feedback in a constructive manner, and recognizes the importance of seeking and receiving constructive feedback in a corrective manner

5. Uses nonverbal communication such as eye contact, body position, and gestures effectively

6. Demonstrates attentive listening by clarifying messages received (e.g., paraphrasing, questioning)

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)

8. Adjusts tone, content, and delivery of information to accommodate the likes of others

9. Attends to both verbal and nonverbal messages

10. Uses emotions appropriately in personal dialogues

11. Makes use of confrontation when appropriate

12. Demonstrates sensitivity to cultural diversity (e.g., personal space, use of eye contact, gestures, bias-free language)

13. Acknowledges the strengths and achievements of others

Standard 5. Demonstrates leadership skills

Level IV (Grade K-12)

1. Understands one’s own role as a leader or follower in various situations

2. Knows the qualities of good leaders and followers

3. Knows a variety of leadership strategies, and knows which strategies to implement in specific situations

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 (NETS-S). 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. 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
   1. a. Build new mathematical knowledge through problem solving
   1. b. Solve problems that arise in mathematics and in other contexts
   1. 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.
**LE-300: Life Skills and Career Opportunities**

The following provides a correlation of *Life Skills and Career Opportunities* with the *National Mid-Continent Research for Education and Learning*, the national *Math Standards and Expectations* developed by the National Council of Teachers of Mathematics, the *Common Core State Standards for Mathematics* developed by the Common Core State Standards Initiative, and *National Educational Technology Standards for Students (NETS-S)* developed by the International Society for Technology in Education.

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1-1: Creating a Budget</strong></td>
<td>McREL</td>
</tr>
<tr>
<td>1. Describe the components of a personal financial plan</td>
<td>3-1</td>
</tr>
<tr>
<td>2. Identify steps for creating and developing a personal financial plan</td>
<td>3-1</td>
</tr>
<tr>
<td>3. Explain the elements of a budget</td>
<td>3-1</td>
</tr>
</tbody>
</table>

<p>| <strong>1-2: Savings and Bank Accounts</strong>        | McREL | Math | Common Core Math | NETS-S |
| 1. Describe the types of services provided by the bank | 6-7 | N/A | N/A | 1.d, 2.a, 2.d, 3.b, 4.b, 4.c, 4.d, 6.a |
| 2. Compare and understand services when choosing a bank | 6-7 | Numbers &amp; Operations: 1, 2, 3 Process: 1.a, 1.b, 1.c | High School Modeling: 1, 2 | 1.d, 2.a, 2.d, 3.b, 4.b, 4.c, 4.d, 6.a |
| 3. Demonstrate how to conduct bank transactions | 6-7 | Numbers &amp; Operations: 1, 2, 3 Process: 1.a, 1.b, 1.c | High School Modeling: 1, 2 | 1.d, 2.a, 2.d, 3.b, 4.b, 4.c, 4.d, 6.a |</p>
<table>
<thead>
<tr>
<th></th>
<th>McREL</th>
<th>Math</th>
<th>Common Core Math</th>
<th>NETS-S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3: Real-Life Issues in Buying and Selling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>3-2</td>
<td>High School Modeling: 1, 2</td>
<td>2.a, 2.d, 3.b, 3.c, 4.b, 4.c, 4.d, 6.a, 6.b</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>3-2, 6-6</td>
<td>High School Modeling: 1, 2</td>
<td>2.a, 2.d, 3.b, 3.c, 4.b, 4.c, 4.d, 6.a, 6.b</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>3-2, 6-8</td>
<td>High School Modeling: 1, 2</td>
<td>2.a, 2.d, 3.b, 3.c, 4.b, 4.c, 4.d, 6.a, 6.b</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2-1: Avoiding the Credit Trap</th>
<th>McREL</th>
<th>Math</th>
<th>Common Core Math</th>
<th>NETS-S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>3-3, 3-4, 3-5</td>
<td>Numbers &amp; Operations: 1, 2, 3</td>
<td>1.a, 2.a, 2.d, 3.b, 3.c, 4.b, 6.a</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>3-2, 3-3, 3-4, 3-5</td>
<td>N/A</td>
<td>1.a, 2.a, 2.d, 3.b, 3.c, 4.b, 6.a</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>3-2, 3-3, 3-4, 3-5</td>
<td>N/A</td>
<td>1.a, 2.a, 2.d, 3.b, 3.c, 4.b, 6.a</td>
</tr>
</tbody>
</table>
| 4. Calculate how credit works | 3-3, 3-4, 3-5 | Numbers & Operations: 1, 2, 3  
Process: 1.a, 1.b, 1.c | High School Modeling: 1 | 1.a, 2.a, 2.d, 3.b, 3.c, 4.b, 6.a |
| 5. Describe how to use credit responsibly | 3-2, 3-3, 3-4, 3-5 | Numbers & Operations: 1, 2, 3  
Process: 1.a, 1.b, 1.c | High School Modeling: 1 | 1.a, 2.a, 2.d, 3.b, 3.c, 4.b, 6.a |
| 6. Differentiate between credit and credit card options | 3-3, 3-4, 3-5 | Numbers & Operations: 1, 2, 3  
Process: 1.a, 1.b, 1.c | High School Modeling: 1 | 1.a, 2.a, 2.d, 3.b, 3.c, 4.b, 6.a |
| 7. Examine how to avoid credit card fraud | 3-3, 3-4, 3-5 | N/A | N/A | 1.a, 2.a, 2.d, 3.b, 3.c, 4.b, 6.a |
| 8. Analyze the consequences of deficit spending | 3-2, 3-3, 3-4, 3-5 | N/A | N/A | 1.a, 2.a, 2.d, 3.b, 3.c, 4.b, 6.a |

### 2-2: Insurance for Protecting Your Resources

<table>
<thead>
<tr>
<th>McREL</th>
<th>Math</th>
<th>Common Core Math</th>
<th>NETS-S</th>
</tr>
</thead>
</table>
| 1. Recall what insurance is and why it is necessary | 5-12, 5-14 | Numbers & Operations: 1, 2, 3  
Process: 1.a, 1.b, 1.c | High School Modeling: 1 | 2.a, 2.d, 3.a, 3.b, 3.c, 4.b, 4.c, 5.b, 5.c, 5.d, 6.a |
| 2. Analyze the major types of insurance available to you | 5-12, 5-14 | N/A | N/A | 2.a, 2.d, 3.a, 3.b, 3.c, 4.b, 4.c, 5.b, 5.c, 5.d, 6.a |
### 3-1: Researching Careers

<table>
<thead>
<tr>
<th></th>
<th>McREL</th>
<th>Math</th>
<th>Common Core Math</th>
<th>NETS-S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recall the importance of selecting and charting a career path</td>
<td>5-10, 5-11, 5-17</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 3.b, 3.c, 4.c, 6.a, 6.d</td>
</tr>
<tr>
<td>2. Compare having a careers versus getting a job</td>
<td>4-7, 5-10, 5-17</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 3.b, 3.c, 4.c, 6.a, 6.d</td>
</tr>
<tr>
<td>3. Analyze a process to plan for career options</td>
<td>4-7, 4-8, 5-11, 5-13, 5-15, 5-17, 5-18, 5-19, 5-20</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 3.b, 3.c, 4.c, 6.a, 6.d</td>
</tr>
<tr>
<td>4. Evaluate factors to consider when planning a career path and career planning information sources</td>
<td>4-7, 4-8, 5-11, 5-13, 5-15, 5-17, 5-18, 5-19, 5-20</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 3.b, 3.c, 4.c, 6.a, 6.d</td>
</tr>
</tbody>
</table>

### 3-2: Self-Discovery

<table>
<thead>
<tr>
<th></th>
<th>McREL</th>
<th>Math</th>
<th>Common Core Math</th>
<th>NETS-S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Utilize personal inventories to understand yourself and career direction</td>
<td>4-7, 5-11, 5-13, 5-16, 5-17, 5-18</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 3.b, 3.c, 3.d, 4.1, 4.b, 4.c, 6.a, 6.d</td>
</tr>
<tr>
<td>2. Identify your aptitudes and interests</td>
<td>4-7, 5-13, 5-16</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 3.b, 3.c, 3.d, 4.1, 4.b, 4.c, 6.a, 6.d</td>
</tr>
<tr>
<td>3. Identify your preferred learning style</td>
<td>4-7, 5-18</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 3.b, 3.c, 3.d, 4.1, 4.b, 4.c, 6.a, 6.d</td>
</tr>
<tr>
<td>4.</td>
<td>Analyze personal preferences associated with various work environments and fields of interest</td>
<td>4-7, 5-11, 5-13, 5-16, 5-17, 5-18</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>5.</td>
<td>Evaluate career paths that link to your personal aptitudes</td>
<td>4-7, 5-11, 5-13, 5-16, 5-17, 5-18</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 3-3: Career Paths

<table>
<thead>
<tr>
<th>1. Recall the advantages of a technically-oriented career path</th>
<th>McREL</th>
<th>Math</th>
<th>Common Core Math</th>
<th>NETS-S</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-3, 5-4, 5-15, 5-17</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 3.b, 3.c, 4.c, 6.a</td>
<td></td>
</tr>
</tbody>
</table>

| 2. Explain the types of job classifications associated with technically-oriented career paths | 4-1, 4-7, 4-8, 5-2, 5-3, 5-4, 5-13, 5-15, 5-17, 5-18, 5-19, 5-20 | N/A | N/A | 2.a, 3.b, 3.c, 4.c, 6.a |

| 3. Analyze the earning potential of various technically-oriented career paths | 4-1, 4-7, 4-8, 5-2, 5-3, 5-4, 5-13, 5-15, 5-17, 5-18, 5-19, 5-20 | N/A | N/A | 2.a, 3.b, 3.c, 4.c, 6.a |

| 4. Analyze different ways of pursuing a technically-oriented career path | 4-1, 4-7, 4-8, 5-2, 5-3, 5-4, 5-13, 5-15, 5-17, 5-18, 5-19, 5-20 | N/A | N/A | 2.a, 3.b, 3.c, 4.c, 6.a |

| 5. Recall the advantages of a pursuing post-secondary degrees | 5-4, 5-17, 5-19 | N/A | N/A | 2.a, 3.b, 3.c, 4.c, 6.a |

| 6. Explain the types of careers associated with educational tracks | 4-7, 4-8, 5-2, 5-3, 5-4, 5-13, 5-15, 5-17, 5-18, 5-19, 5-20 | N/A | N/A | 2.a, 3.b, 3.c, 4.c, 6.a |

| 7. Investigate the earning potential of various education-oriented career path | 4-1, 4-7, 4-8, 5-2, 5-3, 5-4, 5-13, 5-15, 5-17, 5-18, 5-19, 5-20 | N/A | N/A | 2.a, 3.b, 3.c, 4.c, 6.a |
8. Analyze different ways of pursuing an education-oriented career path

<table>
<thead>
<tr>
<th>4-1: Financing for College</th>
<th>McREL</th>
<th>Math</th>
<th>Common Core Math</th>
<th>NETS-S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the financial costs of college</td>
<td>5-4, 6-6</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 2.b, 2.d, 3.a, 3.b, 4.b, 4.c, 4.d, 6.a</td>
</tr>
<tr>
<td>2. Describe sources for college funding</td>
<td>5-4, 6-6</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 2.b, 2.d, 3.a, 3.b, 4.b, 4.c, 4.d, 6.a</td>
</tr>
<tr>
<td>3. Create a plan to finance a college education</td>
<td>5-4, 6-6</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 2.b, 2.d, 3.a, 3.b, 4.b, 4.c, 4.d, 6.a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4-2: Selecting a College</th>
<th>McREL</th>
<th>Math</th>
<th>Common Core Math</th>
<th>NETS-S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the process for choosing a college</td>
<td>5-4, 6-6</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 2.d, 3.b, 3.d, 4.c, 5.c, 6.a</td>
</tr>
<tr>
<td>2. Summarize the criteria for selecting a college</td>
<td>5-4, 6-6</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 2.d, 3.b, 3.d, 4.c, 5.c, 6.a</td>
</tr>
<tr>
<td>3. Compare alternative programs for earning college credit</td>
<td>5-4, 6-6</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 2.d, 3.b, 3.d, 4.c, 5.c, 6.a</td>
</tr>
<tr>
<td>4. Evaluate the college application process</td>
<td>6-6</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 2.d, 3.b, 3.d, 4.c, 5.c, 6.a</td>
</tr>
<tr>
<td></td>
<td><strong>4-3: Navigating the Testing Maze</strong></td>
<td><strong>McREL</strong></td>
<td><strong>Math</strong></td>
<td><strong>Common Core Math</strong></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------</td>
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<td>---------------------</td>
</tr>
<tr>
<td>5.</td>
<td>Identify colleges that will best meet your needs</td>
<td>5-4, 6-6</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>1.</td>
<td>Describe college entrance examinations</td>
<td>5-6</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2.</td>
<td>Compare college placement exams</td>
<td>5-6</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>3.</td>
<td>Identify methods for conquering test anxiety</td>
<td>5-6</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>4.</td>
<td>Evaluate strategies for test-taking</td>
<td>5-6</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>5.</td>
<td>Outline procedures for taking standardized tests</td>
<td>5-6</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td><strong>4-4: Essays, Interviews, and Campus Visits</strong></td>
<td><strong>McREL</strong></td>
<td><strong>Math</strong></td>
<td><strong>Common Core Math</strong></td>
</tr>
<tr>
<td>1.</td>
<td>Explore the personal side of the college application process</td>
<td>5-5</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
2. Examine how to write a college application essay

| 3-4 | 5-5 | N/A | N/A | 2.a, 3.b, 4.c, 5.c, 6.a |

3. Describe how to have a successful interview

| 5-5 | N/A | N/A | 2.a, 2.d, 3.b, 4.c, 5.c, 6.a |

4. Summarize the importance of campus visits

| 5-5 | N/A | N/A | 2.a, 2.d, 3.b, 4.c, 5.c, 6.a |

Mid-Continent Research for Education and Learning (McREL)


Life Skills - Life Work

Standard 1. Makes effective use of basic tools

Level IV (Grade 9-12)

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

Standard 2. Uses various information sources, including those of a technical nature, to accomplish specific tasks

Level IV (Grade 9-12)

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

Standard 3. Manages money effectively

Level IV (Grade 9-12)
1. Prepares and follows a budget (e.g., develops spending plan, saving plan, record keeping system, investment plan, tracks budget performance)

2. Uses sound buying principles (e.g., comparing costs and benefits, making informed choices) for purchasing goods and services

3. Understands credit (e.g., different types of credit; finance charges, outstanding balance, effects of early payoff) and uses it effectively

4. Understands the benefits and dangers of using credit

5. Knows ways to avoid or correct credit problems

Standard 4. Studies or pursues specific job interests

Level IV (Grade 9-12)

1. Knows strategies used to develop liaisons with community and professional organizations (e.g., internships, volunteer work membership in organizations, career development centers, alumni)

2. Determines procedures for applying for a job at a company’s personnel office

3. Knows important benefits and procedures of prospective employers (salary, deductions, vacation)

4. Identifies a prospective employer's products and services

5. Prepares documents related to job-seeking (e.g., created a letter of inquiry or application; fills out a job application)

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)

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

8. Uses multiple resources to obtain information about prospective jobs (e.g., classified, word of mouth, free services provided by state, private employment agencies)

Standard 5. Makes general preparation for entering the work force

Level IV (Grade 9-12)

1. Understands how demographic, geographic, and technological trends affect education, training programs, and work opportunities

2. Determines the types of preparation and training needed for entry-level jobs

3. Understands occupational apprenticeships and other training opportunities (e.g., job shadowing, mentorships, community service, youth entrepreneurship)

4. Understands available educational opportunities (e.g., college, junior college, job training program)

5. Understands community resources such as, availability of child care, that support education and training
6. Understands significant life decisions (e.g., career choices, decisions about family) and their effect on the present
7. Knows strategies for managing the interrelationships among various life roles and activities (e.g., career, family, leisure)
8. Applies for a social security card, work permit, license
9. Prepares a resume summarizing experience, education, and job training
10. Establishes an explicit career action plan, including short- and long-term goals
11. Makes an accurate appraisal of available work options, prior work experience, career goals, personal character, job references, and personal aptitudes
12. Understands the nature and function of worker's compensation, disability insurance, and unemployment insurance
13. Evaluates the chances of getting a job now and in the future in fields of work that are of interest
14. Makes an accurate appraisal of basic insurance needs
15. Uses a variety of resources to explore career options (e.g., occupation classification systems, labor market information, mass media, internet, magazines, and books)
16. Develops and maintains a portfolio that demonstrates personal aptitudes, skills, and career competence
17. Understands how academic knowledge and skills are related to specific careers or occupational groups
18. Evaluate potential career choices in relation to personal interests, strengths, and values
19. Analyze information (e.g., compare benefits, annual incomes, job opportunities) associated with careers of interest
20. Knows the technical skills required for careers of personal interest (e.g., operating and trouble-shooting workplace tools and machines; using email)

Standard 6. Makes effective use of basic life skills

Level IV (Grade 9-12)

1. Knows acceptable telecommunications ethics, etiquette, guidelines, and laws
2. Uses public transportation effectively (e.g., identifies transportation alternatives, determines transportation needs)
3. Understands the purpose of income tax returns and how to calculate them
4. Understands the availability of health care and child care services
5. Understands the basic nature of contracts (e.g., contracting practices, elements of contracts, types of contracts)
6. Understands important points in searching for and renting an apartment
7. Understands basic banking services (e.g., checking accounts, savings accounts)
8. Understands the basic process of buying and maintaining a car
9. Knows how to correctly enter information into basic forms

Standard 7. Displays reliability and a basic work ethic

Level IV (Grade 9-12)

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

Standard 8. Operates effectively within organizations

Level IV (Grade 9-12)

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

Life Skills - Working With Others

Standard 1. Contributes to the overall effort of a group

Level IV (Grade K-12)
1. Knows the behaviors and skills that contribute to team effectiveness
2. Works cooperatively within a group to complete tasks, achieve goals, and solve problems
3. Challenges practices in a group that are not working and proposes measures to enhance team effectiveness
4. Demonstrates respect for others’ rights, feelings, and points of view in a group
5. Identifies and uses the individual strengths and interests of others to accomplish team goals
6. Identifies causes of conflict in a group and works cooperatively with others to deal with conflict though negotiation, compromise, and consensus
7. Helps the group establish goals, taking personal responsibility for accomplishing such goals
8. Evaluates the overall progress of a group toward a goal
9. Contributes to the development of a supportive climate in groups
10. Actively listens to the ideas of others and asks clarifying questions
11. Takes the initiative in interacting with others
12. Uses appropriate strategies when making requests of other people

Standard 2. Uses conflict-resolution techniques

Level IV (Grade K-12)
1. Communicates ideas in a manner that does not irritate others
2. Identifies goals and values important to opponents and demonstrates the ability to compromise (e.g., generates options with win/win potential)
3. Understands the impact of criticism on psychological state, emotional state, habitual behavior, and beliefs
4. Understands that three ineffective responses to criticism are (1) being aggressive, (2) being passive, and (3) being both
5. Understands that three effective responses to criticism are (1) acknowledgment, (2) token agreement with a critic, and (3) probing for clarification
6. Determines the causes and potential sources of conflicts
7. Determines the seriousness of conflicts, and identifies explicit strategies to deal conflict depending on its nature and seriousness
8. Identifies individual vs. group or organizational interests in conflicts (e.g., works to build consensus within a group while maintaining minority viewpoints)
9. Establishes guidelines and rules for negotiating (e.g., clarifying problem, considering other viewpoints, listening to others; meeting at mutually agreeable times)

Standard 3. Works well with diverse individuals and in diverse situations

Level IV (Grade K-12)
1. Works well with those of the opposite gender, of differing abilities, and from different age groups
2. Works well with those from different ethnic groups, of different religious orientations, and of cultures different from their own
3. Understands the concept of customer service

Standard 4. Displays effective interpersonal communication skills
Level IV (Grade K-12)
1. Demonstrates appropriate behaviors for relating well with others (e.g., empathy, caring, respect, helping, friendliness, politeness)
2. Exhibits positive character traits towards others, including honesty, fairness, dependability, and integrity
3. Knows strategies to effectively communicate in a variety of settings (e.g., selects appropriate strategy for audience and situation)
4. Provides feedback in a constructive manner, and recognizes the importance of seeking and receiving constructive feedback in a nondefense manner
5. Uses nonverbal communication such as eye contact, body position, and gestures effectively
6. Demonstrates attentive listening by clarifying messages received (e.g., paraphrasing, questioning)
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)
8. Adjusts tone, content, and delivery of information to accommodate the likes of others
9. Attends to both verbal and nonverbal messages
10. Uses emotions appropriately in personal dialogues
11. Makes use of confrontation when appropriate
12. Demonstrates sensitivity to cultural diversity (e.g., personal space, use of eye contact, gestures, bias-free language)
13. Acknowledges the strengths and achievements of others

Standard 5. Demonstrates leadership skills
Level IV (Grade K-12)
1. Understands one’s own role as a leader or follower in various situations
2. Knows the qualities of good leaders and followers
3. Knows a variety of leadership strategies, and knows which strategies to implement in specific situations
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 (NETS-S). 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. 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.

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**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
   1. a. Build new mathematical knowledge through problem solving
   1. b. Solve problems that arise in mathematics and in other contexts
   1. 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.

LE-300: Life Skills and Career Opportunities

The following provides a correlation of Life Skills and Career Opportunities with the National Mid-Continent Research for Education and Learning, the national Math Standards and Expectations developed by the National Council of Teachers of Mathematics, the Common Core State Standards for Mathematics developed by the Common Core State Standards Initiative, and National Educational Technology Standards for Students (NETS-S) developed by the International Society for Technology in Education.

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5-1: Adjusting to College Life</strong></td>
<td>McREL</td>
</tr>
<tr>
<td>1. Discuss aspects of campus life</td>
<td>5-4, 7-1</td>
</tr>
<tr>
<td>2. Summarize what is expected of you as a student</td>
<td>5-4, 7-1</td>
</tr>
<tr>
<td></td>
<td>3. Organize recommendations on how to make healthy lifestyle choices</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td></td>
<td>4. Evaluate the importance of personal accountability</td>
</tr>
<tr>
<td>5-2: Choosing a Major</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Identify majors that match your personal interests</td>
</tr>
<tr>
<td>2.</td>
<td>Understand basic areas of college study</td>
</tr>
<tr>
<td>3.</td>
<td>Evaluate careers associated with possible majors</td>
</tr>
<tr>
<td>4.</td>
<td>Create a six-step process for selecting a college major</td>
</tr>
</tbody>
</table>
### 5-3: Planning Your Schedule

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>McREL</th>
<th>Math</th>
<th>Common Core Math</th>
<th>NETS-S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Recall the importance of time management</td>
<td>5-7, 7-1</td>
<td>N/A</td>
<td>N/A</td>
<td>1.a, 1.b, 2.a, 2.d, 3.a, 3.b, 3.c, 3.d, 4.b, 4.c, 4.d, 5.a, 5.b, 5.c, 6.a</td>
</tr>
<tr>
<td></td>
<td>Benchmarks of Self-Regulation: 4-1, 4-3, 4-4, 4-5, 4-6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Describe procrastination and identify methods to beat It</td>
<td>7-1</td>
<td>N/A</td>
<td>N/A</td>
<td>1.a, 1.b, 2.a, 2.d, 3.a, 3.b, 3.c, 3.d, 4.b, 4.c, 4.d, 5.a, 5.b, 5.c, 6.a</td>
</tr>
<tr>
<td></td>
<td>Benchmarks of Self-Regulation: 4-1, 4-3, 4-4, 4-5, 4-6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Evaluate methods to manage your college schedule</td>
<td>5-4, 5-7, 7-1</td>
<td>N/A</td>
<td>N/A</td>
<td>1.a, 1.b, 2.a, 2.d, 3.a, 3.b, 3.c, 3.d, 4.b, 4.c, 4.d, 5.a, 5.b, 5.c, 6.a</td>
</tr>
<tr>
<td></td>
<td>Benchmarks of Self-Regulation: 4-1, 4-3, 4-4, 4-5, 4-6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 6-1: The Job Search Process

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>McREL</th>
<th>Math</th>
<th>Common Core Math</th>
<th>NETS-S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Describe potential jobs that meet personal preferences</td>
<td>4-1, 4-7, 4-8, 5-2, 5-11, 5-13, 5-15, 5-18, 8-2</td>
<td>N/A</td>
<td>N/A</td>
<td>1.a, 1.b, 2.a, 2.b, 2.d, 4.b, 4.c, 5.a, 5.b, 6.a, 6.b</td>
</tr>
<tr>
<td>2</td>
<td>Organize ideas for selling your skills to an employer</td>
<td>4-1, 4-2, 5-11, 8-2, 8-3, 8-4</td>
<td>N/A</td>
<td>N/A</td>
<td>1.a, 1.b, 2.a, 2.b, 2.d, 4.b, 4.c, 5.a, 5.b, 6.a, 6.b</td>
</tr>
</tbody>
</table>
3. Evaluate multiple sources for finding job openings

<table>
<thead>
<tr>
<th>6-2: Preparing Your Résumé</th>
<th>McREL</th>
<th>Math</th>
<th>Common Core Math</th>
<th>NETS-S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the purpose of a résumé</td>
<td>4-5, 5-9</td>
<td>N/A</td>
<td>N/A</td>
<td>1.a, 1.b, 2.a, 2.b, 2.d, 3.b, 4.b, 4.c, 5.a, 5.d, 6.a</td>
</tr>
<tr>
<td>2. Classify the different types of résumés</td>
<td>4-5, 5-9</td>
<td>N/A</td>
<td>N/A</td>
<td>1.a, 1.b, 2.a, 2.b, 2.d, 3.b, 4.b, 4.c, 5.a, 5.d, 6.a</td>
</tr>
<tr>
<td>3. Identify tips for writing a great résumé</td>
<td>4-5, 5-9</td>
<td>N/A</td>
<td>N/A</td>
<td>1.a, 1.b, 2.a, 2.b, 2.d, 3.b, 4.b, 4.c, 5.a, 5.d, 6.a</td>
</tr>
<tr>
<td>4. Create a personal résumé</td>
<td>4-2, 4-4, 4-5, 5-9</td>
<td>N/A</td>
<td>N/A</td>
<td>1.a, 1.b, 2.a, 2.b, 2.d, 3.b, 4.b, 4.c, 5.a, 5.d, 6.a</td>
</tr>
<tr>
<td>5. Create a cover letter specific to a job opening</td>
<td>4-2, 4-4, 4-5</td>
<td>N/A</td>
<td>N/A</td>
<td>1.a, 1.b, 2.a, 2.b, 2.d, 3.b, 4.b, 4.c, 5.a, 5.d, 6.a</td>
</tr>
</tbody>
</table>
6. Create a portfolio to be used during a job search | 4-2, 4-4, 4-5, 5-9, 5-16 | N/A | N/A | 1.a, 1.b, 2.a, 2.b, 2.d, 3.b, 4.b, 4.c, 5.a, 5.d, 6.a

<table>
<thead>
<tr>
<th>6-3: Building Interviewing Skills</th>
<th>McREL</th>
<th>Math</th>
<th>Common Core Math</th>
<th>NETS-S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the interview process</td>
<td>4-6, 7-3, 7-8</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 2.b, 2.d, 3.b, 3.c, 3.d, 6.a</td>
</tr>
<tr>
<td>2. Explain the do's and don'ts of interviews</td>
<td>4-6, 7-3, 7-8</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 2.b, 2.d, 3.b, 3.c, 3.d, 6.a</td>
</tr>
<tr>
<td>3. Identify different types of interviews</td>
<td>4-6, 7-3, 7-8</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 2.b, 2.d, 3.b, 3.c, 3.d, 6.a</td>
</tr>
<tr>
<td>4. Outline basic interview questions</td>
<td>4-6, 7-3, 7-8</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 2.b, 2.d, 3.b, 3.c, 3.d, 6.a</td>
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<tr>
<td>5. Evaluate how employers evaluate interviewees</td>
<td>4-6, 7-3, 7-8</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 2.b, 2.d, 3.b, 3.c, 3.d, 6.a</td>
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<tr>
<th>7-1: Military Careers</th>
<th>McREL</th>
<th>Math</th>
<th>Common Core Math</th>
<th>NETS-S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the branches of the US military</td>
<td>4-4</td>
<td>N/A</td>
<td>N/A</td>
<td>1.b, 2.a, 2.b, 2.d, 3.b, 3.d, 4.b, 4.c, 4.d, 5.a, 5.d, 6.a</td>
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<tr>
<td></td>
<td>Recall careers in aerospace</td>
<td>4-4, 4-7, 5-6, 5-13, 5-17, 5-18</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>7-2: Careers in Aerospace</td>
<td>McREL</td>
<td>Math</td>
<td>Common Core Math</td>
<td>NETS-S</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>Analyze the reasons for choosing a military career</td>
<td>4-2, 4-3, 4-4, 4-7, 5-2, 5-3, 5-6, 5-11, 5-15</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>3.</td>
<td>Analyze entering the military as an enlisted member</td>
<td>4-2, 4-3, 4-4, 4-6, 4-7, 5-2, 5-3, 5-4, 5-6, 5-11, 5-15</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>4.</td>
<td>Compare the educational opportunities for enlisted military members by service</td>
<td>4-4, 5-3, 5-4</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>5.</td>
<td>Describe serving the military as a warrant officer</td>
<td>4-2, 4-3, 4-4, 4-7, 5-2, 5-3, 5-6, 5-11, 5-15</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>6.</td>
<td>Create a plan for entering the military as a member of the Officer Corps</td>
<td>4-2, 4-3, 4-4, 4-6, 4-7, 5-2, 5-3, 5-4, 5-6, 5-11, 5-15</td>
<td>N/A</td>
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### 7-3: Careers in Public Service

<table>
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<tr>
<th>Nr.</th>
<th>Task Description</th>
<th>McREL</th>
<th>Math</th>
<th>Common Core Math</th>
<th>NETS-S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identify types of public service careers</td>
<td>4-7, 5-1, 5-6, 5-13</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 2.c, 2.d, 3.a, 3.b, 3.c, 3.d, 4.a, 4.c, 4.d, 5.a, 5.b, 6.a, 6.d</td>
</tr>
<tr>
<td>2.</td>
<td>Evaluate careers available in the public service sector</td>
<td>4-2, 4-7, 5-1, 5-2, 5-4, 5-6, 5-13, 5-15, 5-16, 5-17, 5-187-1, 7-2, 7-3, 7-4, 7-5, 7-6</td>
<td>N/A</td>
<td>N/A</td>
<td>1.b, 2.a, 2.c, 2.d, 3.a, 3.b, 3.c, 3.d, 4.a, 4.c, 4.d, 5.a, 5.b, 6.a, 6.d</td>
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<tr>
<td>3.</td>
<td>Analyze options for criminal justice careers</td>
<td>4-2, 4-7, 5-1, 5-2, 5-4, 5-6, 5-13, 5-15, 5-16, 5-17, 5-187-1, 7-2, 7-3, 7-4, 7-5, 7-6</td>
<td>N/A</td>
<td>N/A</td>
<td>1.b, 2.a, 2.c, 2.d, 3.a, 3.b, 3.c, 3.d, 4.a, 4.c, 4.d, 5.a, 5.b, 6.a, 6.d</td>
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<tr>
<td>4.</td>
<td>Analyze careers in fire science and technology</td>
<td>4-2, 4-7, 5-1, 5-2, 5-4, 5-6, 5-13, 5-15, 5-16, 5-17, 5-187-1, 7-2, 7-3, 7-4, 7-5, 7-6</td>
<td>N/A</td>
<td>N/A</td>
<td>1.b, 2.a, 2.c, 2.d, 3.a, 3.b, 3.c, 3.d, 4.a, 4.c, 5.a, 5.b, 6.a, 6.d</td>
</tr>
<tr>
<td>5.</td>
<td>Recall careers in homeland security</td>
<td>4-2, 4-7, 5-1, 5-2, 5-4, 5-6, 5-13, 5-15, 5-16, 5-17, 5-187-1, 7-2, 7-3, 7-4, 7-5, 7-6</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 2.c, 2.d, 3.a, 3.b, 3.c, 3.d, 4.a, 4.c, 5.a, 5.b, 6.a, 6.d</td>
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</tbody>
</table>

| 8-1: Planning Your Professional Development | McREL | Math | Common Core Math | NETS-S |
| 1. | Summarize the process of planning for professional development | 4-7, 5-6, 5-11, 6-1, 8-1, 8-2, 8-3, 8-4, 8-5, 8-6 | N/A | N/A | 1.a, 1.b, 2.a, 2.b, 2.d, 3.a, 3.b, 3.c, 3.d, 4.b, 4.c, 4.d, 5.a, 5.b, 6.a |
| 2. | Create a career portfolio | 4-7, 5-6, 5-10, 5-11, 5-16, 6-1 | N/A | N/A | 1.a, 1.b, 2.a, 2.b, 2.d, 3.a, 3.b, 3.c, 3.d, 4.b, 4.c, 4.d, 5.a, 5.b, 6.a |
3. Identify organizational and personal values that contribute to success

<table>
<thead>
<tr>
<th>8-2: Learning to Work With Others</th>
<th>McREL</th>
<th>Math</th>
<th>Common Core Math</th>
<th>NETS-S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand the communication process</td>
<td>5-7, 6-1, 7-1, 7-2, 7-4, 7-5, 7-6, 7-7</td>
<td>N/A</td>
<td>N/A</td>
<td>1.a, 1.b, 2.a, 2.b, 2.d, 3.a, 3.b, 3.c, 3.d, 4.b, 4.c, 4.d, 5.a, 5.b, 5.c, 6.a, 6.d</td>
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<td></td>
<td>Working with Others: 1-1, 1-6, 1-10, 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8, 4-9, 4-10, 4-11, 4-12, 4-13</td>
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<tr>
<td>2. Recall verbal and non-verbal communication</td>
<td>5-7, 6-1, 7-1, 7-2, 7-4, 7-5, 7-6, 7-7</td>
<td>N/A</td>
<td>N/A</td>
<td>1.a, 1.b, 2.a, 2.b, 2.d, 3.a, 3.b, 3.c, 3.d, 4.a, 4.b, 4.c, 4.d, 5.a, 5.b, 5.c, 6.a, 6.d</td>
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<td>Working with Others: 1-1, 1-4, 1-6, 1-10, 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8, 4-9, 4-10, 4-11, 4-12, 4-13</td>
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<tr>
<td>3.</td>
<td>Describe barriers to effective communication</td>
<td>5-7, 6-1, 7-1, 7-2, 7-4, 7-5, 7-6, 7-7, 8-5</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>4.</td>
<td>Evaluate communications within organizations</td>
<td>5-7, 6-1, 7-1, 7-2, 7-4, 7-5, 7-6, 7-7, 7-8, 7-9, 8-1, 8-2, 8-3, 8-4, 8-5, 8-6</td>
<td>N/A</td>
<td>N/A</td>
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<td>5.</td>
<td>Demonstrate collaboration and teamwork</td>
<td>5-7, 6-1, 7-1, 7-2, 7-4, 7-5, 7-6, 7-7, 7-8, 7-9, 8-5</td>
<td>N/A</td>
<td>N/A</td>
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8-3: Seeking Feedback and Promotions | McREL | Math | Common Core Math | NETS-S |
<table>
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<tr>
<th></th>
<th>Analyze feedback in the workplace</th>
<th>4-1, 4-7, 7-7</th>
<th>N/A</th>
<th>N/A</th>
<th>2.a, 2.d, 3.b, 3.c, 3.d, 4.b, 4.c, 4.d, 5.c, 6.a</th>
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<tbody>
<tr>
<td></td>
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<td>Working with</td>
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<td>Others: 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-13, 5-1, 5-2, 5-4</td>
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<td></td>
<td>Describe strategies for earning a promotion</td>
<td>4-1, 4-7, 5-10, 5-11, 5-13</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 2.d, 3.b, 3.c, 3.d, 4.b, 4.c, 4.d, 5.c, 6.a</td>
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<td>Working with</td>
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<td>Others: 5-1, 5-2, 5-4</td>
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<td>Develop a career-path strategy</td>
<td>4-1, 4-7, 5-10, 5-11, 5-13</td>
<td>N/A</td>
<td>N/A</td>
<td>2.a, 2.d, 3.b, 3.c, 3.d, 4.b, 4.c, 4.d, 5.c, 6.a</td>
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<td>Working with</td>
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<td>Others: 5-1, 5-2, 5-4</td>
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<table>
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<tr>
<th></th>
<th>8-4: Your Civic Responsibilities</th>
<th>McREL</th>
<th>Math</th>
<th>Common Core Math</th>
<th>NETS-S</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Recall the importance of civic responsibility</td>
<td>5-5, 7-1, 7-2</td>
<td>N/A</td>
<td>N/A</td>
<td>1.a, 1.b, 1.d, 2.a, 2.b, 2.d, 3.b, 3.c, 3.d, 4.a, 4.b, 4.c, 4.d, 5.c, 6.a</td>
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<td>Historical Understanding: 2-4, 2-10</td>
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<td>Explain the process to register to vote</td>
<td>5-5, 6-9</td>
<td>N/A</td>
<td>N/A</td>
<td>1.a, 1.b, 1.d, 2.a, 2.b, 2.d, 3.b, 3.c, 3.d, 4.a, 4.b, 4.c, 4.d, 5.c, 6.a</td>
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<td>Historical Understanding: 2-4, 2-10</td>
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<td></td>
<td>Summarize the selection process for jury duty</td>
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<td>N/A</td>
<td>N/A</td>
<td>1.a, 1.b, 1.d, 2.a, 2.b, 2.d, 3.b, 3.c, 3.d, 4.a, 4.b, 4.c, 4.d, 5.c, 6.a</td>
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<td>5-5, 6-9, 7-1, 7-2</td>
<td>Historical Understanding: 2-4, 2-10</td>
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<td></td>
<td>Recommend ways to become involved in the community</td>
<td></td>
<td>5-5, 7-1, 7-2</td>
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<td>Historical Understanding: 2-4, 2-10</td>
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