Colorado's 21st Century Career & Technical Education Programs have evolved beyond the historic perception of vocational education. They are Colorado's best kept secret for:

- Relevant & rigorous learning
- Raising achievement among all students
- Strengthening Colorado's workforce & economy!

Colorado Career & Technical Education serves over 116,000 Colorado secondary students annually through 1,200 programs in 160 school districts, 270 High Schools, 8 Technical Centers, 6 Community Colleges & 3 Technical Colleges. One out of every three Colorado high school students gains valuable experiences by their enrollment in these programs.

**ALIGNMENT REQUIRED BY SB 08-212**

22-7-1005. Preschool through elementary and secondary education - aligned standards - adoption - revisions.

2(b): In developing the preschool through elementary and secondary education standards, the State Board shall also **take into account any Career & Technical Education standards** adopted by the State Board for Community Colleges and Occupational Education, created in Section 23-60-104, C.R.S., and, to the extent practicable, shall **align the appropriate portions of the preschool through elementary and secondary Education standards with the Career and Technical standards.**

**STANDARDS REVIEW AND ALIGNMENT PROCESS**

Beginning in the fall of 2008, the Colorado Community College System conducted an intensive standards review and alignment process that involved:

**NATIONAL BENCHMARK REVIEW**

Colorado Career & Technical Education recently adopted the Career Cluster and Pathway Model endorsed by the United State Department of Education, Division of Adult and Technical Education. This model provided access a benchmark review of business and industry validated knowledge and skill statements for 16 of the 17 cluster areas. California and Ohio provided the comparative standards for the Energy cluster

- Based on this review Colorado CTE has moved from program specific to Cluster & Pathway based standards and outcomes
- In addition, we arrived at fewer, higher, clearer & more transferrable standards, expectations and outcomes.

**COLORADO CONTENT TEAMS REVIEW**

The review, benchmarking and adjusting of the Colorado Cluster and Pathway standards, expectations and outcomes was through the dedicated work of Content Teams comprised of secondary and postsecondary faculty from across the state. These individuals also proposed the draft academic alignments for math, science and reading, writing & communication.
ACADEMIC ALIGNMENT REVIEW

In order to validate the alignment of the Academic standards to the Career & Technical Education standards, subject matter experts in math, science and reading, writing and communication were partnered with career & technical educators to determine if and when a true alignment existed.

CURRENT STATUS*

• One set of aligned Essential skills to drive Postsecondary and Workforce Readiness inclusion in all Career & Technical Education programs.

• 52 pathways with validated academic alignments

• 12 pathways with revised standards ready for alignment (currently no approved programs in these pathways)

• 21 pathways where no secondary programming currently exists. Standards and alignments will be developed as programs emerge.

• Available for review at: www.coloradostateplan.com/content_standards.htm

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Colorado Career Cluster Model

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* STEM (Science, Technology, Engineering & Math)
  * See site STEM@ColoStatePlan.org
  * Research, Exploration & Innovation
  * Design, Development & Application
  * Arts, A/V Technology & Communication
  * Information Technology
  * Skilled Trades & Technical Sciences
  * Transportation, Distribution & Logistics

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Revised February 9, 2020 - www.cccs.edu
The Career & Technical Education standards have been organized by Career Cluster (17) and Pathway (81). In addition, a set of “Essential Skills” was developed to ensure the Postsecondary and Workforce Readiness within any cluster or pathway. These workforce ready skills are applicable to all career clusters and should form the base of each CTE program.

**CTE Standards Numbering System**

![Diagram of CTE Standards Numbering System]

**Academic Alignments**

Academic alignments where appropriate in Math, Reading Writing and Communication were defined by CTE and academic subject matter experts using the following criteria:

- It was a point where technical and academic content naturally collided;
- The student must demonstrate adequate proficiency with the academic standard to perform the technical skill; and
- It could be assessed for both academic and technical understanding.

With these alignments comes a new expectation. If a CTE instructor is teaching a CTE concept that has an identified alignment, they must also be intentional about their instruction of the academic standard. CCCS will be providing professional development and teaching and learning resources to assist with the successful implementation of this new expectation.

For each set of Cluster and Pathway standards, the academic alignments have been included separated by academic area. CCCS chose to align at the “Evidence Outcome” level. The aligned academic evidence outcome follows the CTE evidence outcome to which it has been aligned. For a sample see Illustration A.
AGBS.01 The student will describe agribusinesses, the relationship of agribusiness to the industry of agriculture and will identify opportunities in the agribusiness systems pathway

AGBS.01.01 The student will understand the history and global significance of agribusinesses

AGBS.01.01.b Define the major trends and relationship of agribusiness to global agriculture production

MA10-GR.HS-S.1-GLE.2-EO.a Reason quantitatively and use units to solve problems (CCSS: N-Q)

MA10-GR.HS-S.3-GLE.2-EO.b Make inferences and justify conclusions from sample surveys, experiments, and observational studies. (CCSS: S-IC)

The academic standard number used in the alignments matches the Colorado Department of Education standards numbering convention.

### Career Pathway Abbreviations

<table>
<thead>
<tr>
<th>Sector</th>
<th>Career Cluster</th>
<th>Career Pathway</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Natural Resources and Energy</td>
<td>Agriculture and Natural Resources Cluster</td>
<td>Agriculture and Natural Resources Cluster</td>
<td>AGCL</td>
</tr>
<tr>
<td></td>
<td>Agriculture and Natural Resources Cluster</td>
<td>Agribusiness Systems Pathway</td>
<td>AGBS</td>
</tr>
<tr>
<td></td>
<td>Agriculture and Natural Resources Cluster</td>
<td>Animal Science Pathway</td>
<td>ANSC</td>
</tr>
<tr>
<td></td>
<td>Agriculture and Natural Resources Cluster</td>
<td>Food Products and Processing Systems Pathway</td>
<td>FPPS</td>
</tr>
<tr>
<td></td>
<td>Agriculture and Natural Resources Cluster</td>
<td>Natural Resources and Environmental Systems Pathway</td>
<td>NRES</td>
</tr>
<tr>
<td></td>
<td>Agriculture and Natural Resources Cluster</td>
<td>Plant Science Pathway</td>
<td>PLSC</td>
</tr>
<tr>
<td></td>
<td>Agriculture and Natural Resources Cluster</td>
<td>Power Structural and Technical Systems Pathway</td>
<td>PSTS</td>
</tr>
<tr>
<td>Energy Cluster</td>
<td>Energy Efficiency &amp; Environmental Technology</td>
<td>EEET</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>Energy Cluster</td>
<td>Renewable Energy Production</td>
<td>RNEP</td>
<td></td>
</tr>
<tr>
<td>Energy Cluster</td>
<td>Electrical Energy Transmission &amp; Distribution</td>
<td>ELTD</td>
<td></td>
</tr>
<tr>
<td>Energy Cluster</td>
<td>Electromechanical Generation &amp; Maintenance</td>
<td>EMGN</td>
<td></td>
</tr>
<tr>
<td>Energy Cluster</td>
<td>Fossil Energy Extraction, Processing &amp; Distribution</td>
<td>FSEP</td>
<td></td>
</tr>
<tr>
<td>Business, Marketing, Government and Public Administration</td>
<td>Finance Cluster</td>
<td>Accounting Pathway</td>
<td>FIAC</td>
</tr>
<tr>
<td>Finance Cluster</td>
<td>Banking Services Pathway</td>
<td>FIBS</td>
<td></td>
</tr>
<tr>
<td>Finance Cluster</td>
<td>Corporate Finance Pathway</td>
<td>FICF</td>
<td></td>
</tr>
<tr>
<td>Finance Cluster</td>
<td>Insurance Pathway</td>
<td>FIIN</td>
<td></td>
</tr>
<tr>
<td>Finance Cluster</td>
<td>Securities and Investments Pathway</td>
<td>FISI</td>
<td></td>
</tr>
<tr>
<td>Government and Public Administration Cluster</td>
<td>Foreign Service Pathway</td>
<td>GPFS</td>
<td></td>
</tr>
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<td>Government and Public Administration Cluster</td>
<td>Governance Pathway</td>
<td>GPAG</td>
<td></td>
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<tr>
<td>Government and Public Administration Cluster</td>
<td>Planning Pathway</td>
<td>GPAP</td>
<td></td>
</tr>
<tr>
<td>Government and Public Administration Cluster</td>
<td>Public Management and Administration Pathway</td>
<td>GPMA</td>
<td></td>
</tr>
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<td>Government and Public Administration Cluster</td>
<td>Regulation Pathway</td>
<td>GPAR</td>
<td></td>
</tr>
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<td>Government and Public Administration Cluster</td>
<td>Revenue and Taxation Pathway</td>
<td>GPRT</td>
<td></td>
</tr>
<tr>
<td>Management and Administration Cluster</td>
<td>Administrative Services Pathway</td>
<td>MAAS</td>
<td></td>
</tr>
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<td>Management and Administration Cluster</td>
<td>Business Information Technology Pathway</td>
<td>MAIT</td>
<td></td>
</tr>
<tr>
<td>Management and Administration Cluster</td>
<td>Corporate/General Management Pathway</td>
<td>MAGM</td>
<td></td>
</tr>
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<td>Human Resource Management Pathway</td>
<td>MAHR</td>
<td></td>
</tr>
<tr>
<td>Management and Administration Cluster</td>
<td>Operations Management Pathway</td>
<td>MAOM</td>
<td></td>
</tr>
<tr>
<td>Marketing Cluster</td>
<td>Marketing Communications Pathway</td>
<td>MKTC</td>
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<td>Marketing Management Pathway</td>
<td>MKMN</td>
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<td>Marketing Cluster</td>
<td>Marketing Research Pathway</td>
<td>MKMR</td>
<td></td>
</tr>
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<td>Merchandising Pathway</td>
<td>MKME</td>
<td></td>
</tr>
<tr>
<td>Marketing Cluster</td>
<td>Professional Sales/Sales Management Pathway</td>
<td>MKPS</td>
<td></td>
</tr>
<tr>
<td>Postsecondary and Workforce Readiness</td>
<td>Academic &amp; Career Success</td>
<td>ACE</td>
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<td>World of Work</td>
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<td>Health Science Cluster</td>
<td>Therapeutic Services Pathway</td>
<td>THSR</td>
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<td>Law, Public Safety, Corrections, &amp; Security</td>
<td>Emergency and Fire Management Services Pathway</td>
<td>EMFM</td>
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</tr>
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<td>----------------------------------------------</td>
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<td>Law Enforcement Services Pathway</td>
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<td>Teaching and Training Pathway</td>
<td>TCTR</td>
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<td>Restaurants and Food and Beverage Services Pathway (Culinary Arts)</td>
<td>CULA</td>
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<td>Restaurants and Food and Beverage Services Pathway (Catering)</td>
<td>CATR</td>
<td></td>
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<td>Human Service Cluster</td>
<td>Early Childhood Development Pathway (Child &amp; Adolescent Development)</td>
<td>CADV</td>
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<td>Family and Community Services Pathway (Nutrition and Wellness)</td>
<td>NUWL</td>
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<td>Family and Community Services Pathway (Life Management)</td>
<td>LMG</td>
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<td>Family and Community Services Pathway (Relationships)</td>
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<td>Personal Care Services Pathway (Cosmetology)</td>
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<td>Visual and Design Arts Pathway (Interior Design)</td>
<td>INTD</td>
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<tr>
<td>Cluster</td>
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<td>Interactive Media Pathway</td>
<td>ITIM</td>
<td></td>
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<td>Information Technology Cluster</td>
<td>Network Systems Pathway &amp; Telecommunications</td>
<td>TNT</td>
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<td>Information Technology Cluster</td>
<td>Programming and Software Engineering Pathway</td>
<td>TPR</td>
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<td>STEM Cluster</td>
<td>STEM Cluster Standards</td>
<td>STCO</td>
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</tr>
</tbody>
</table>
**Essential Skills**

**ESSK.01** ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.

**ESSK.01.01** Complete required training, education, and certification to prepare for employment in a particular career field.

ESSK.01.01.a Identify training, education, and certification requirements for occupational choice.

ESSK.01.01.b Participate in career-related training and/or degree programs.

ESSK.01.01.c Pass certification tests to qualify for licensure and/or certification in chosen occupational area.

**ESSK.01.02** Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities.

ESSK.01.02.a Model behaviors that demonstrate active listening.

ESSK.01.02.b Adapt language for audience, purpose, situation. (i.e. diction/structure, style).

ESSK.01.02.c Organize oral and written information.

ESSK.01.02.d Compose focused copy for a variety of written documents such as agendas, audio-visuals, bibliographies, drafts, forms/documents, notes, oral presentations, reports, and technical terminology.

ESSK.01.02.e Edit copy to create focused written documents such as agendas, audiovisuals, bibliographies, drafts, forms/documents, notes, oral presentations, reports, and technical terminology.

ESSK.01.02.f Comprehend key elements of oral and written information such as cause/effect, comparisons/contrasts, conclusions, context, purpose, charts/tables/graphs, evaluation/critiques, mood, persuasive text, sequence, summaries, and technical subject matter.

ESSK.01.02.g Evaluate oral and written information for accuracy, adequacy/sufficiency, appropriateness, clarity, conclusions/solutions, fact/opinion, propaganda, relevancy, validity, and relationship of ideas.

ESSK.01.02.h Identify assumptions, purpose, outcomes/solutions, and propaganda techniques.

ESSK.01.02.i Predict potential outcomes and/or solutions based on oral and written information regarding trends.

ESSK.01.02.j Present formal and informal speeches including discussion, information requests, interpretation, and persuasive arguments.

**ESSK.01.03** Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.

ESSK.01.03.a Identify whole numbers, decimals, and fractions.

ESSK.01.03.b Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication, and division.

ESSK.01.03.c Demonstrate use of relational expressions such as equal to, not equal, greater than, less than, etc.

ESSK.01.03.d Apply data and measurements to solve a problem.

ESSK.01.03.e Analyze Mathematical problem statements for missing and/or irrelevant data.

ESSK.01.03.f Construct charts/tables/graphs from functions and data.

ESSK.01.03.g Analyze data when interpreting operational documents.

**ESSK.01.04** Demonstrate science knowledge and skills required to pursue the full range of postsecondary and career education opportunities.

ESSK.01.04.a Evaluate scientific constructs including conclusions, conflicting data, controls, data, inferences, limitations, questions, sources of errors, and variables.

ESSK.01.04.b Apply scientific methods in qualitative and quantitative analysis, data gathering, direct and indirect observation, predictions, and problem identification.

**ESSK.02** Communications: Use oral and written communication skills in creating, expressing, and interpreting information and ideas including technical terminology and information.

**ESSK.02.01** Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.

ESSK.02.01.a Determine the most appropriate reading strategy for identifying the overarching purpose of a text (i.e. skimming, reading for detail, reading for meaning or critical analysis).

ESSK.02.01.b Demonstrate use of content, technical concepts and vocabulary when analyzing information and following directions.

ESSK.02.01.c Select the reading strategy or strategies needed to fully comprehend the content within a written document (i.e., skimming, reading for detail, reading for meaning or critical analysis).
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSK.02.01.d</td>
<td>Interpret information, data, and observations to apply information learned from reading to actual practice.</td>
</tr>
<tr>
<td>ESSK.02.01.e</td>
<td>Transcribe information, data, and observations to apply information learned from reading to actual practice.</td>
</tr>
<tr>
<td>ESSK.02.01.f</td>
<td>Communicate information, data, and observations to apply information learned from reading to actual practice.</td>
</tr>
<tr>
<td>ESSK.02.02</td>
<td>Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace.</td>
</tr>
<tr>
<td>ESSK.02.02.a</td>
<td>Employ verbal skills when obtaining and conveying information.</td>
</tr>
<tr>
<td>ESSK.02.02.b</td>
<td>Record information needed to present a report on a given topic or problem.</td>
</tr>
<tr>
<td>ESSK.02.02.c</td>
<td>Write internal and external business correspondence that conveys and/or obtains information effectively.</td>
</tr>
<tr>
<td>ESSK.02.02.d</td>
<td>Communicate with other employees to clarify workplace objectives.</td>
</tr>
<tr>
<td>ESSK.02.02.e</td>
<td>Communicate effectively with customers and employees to foster positive relationships.</td>
</tr>
<tr>
<td>ESSK.02.03</td>
<td>Locate, organize and reference written information from various sources to communicate with coworkers and clients/participants.</td>
</tr>
<tr>
<td>ESSK.02.03.a</td>
<td>Locate written information used to communicate with co-workers and customers.</td>
</tr>
<tr>
<td>ESSK.02.03.b</td>
<td>Organize information to use in written and oral communications.</td>
</tr>
<tr>
<td>ESSK.02.03.c</td>
<td>Reference the sources of information.</td>
</tr>
<tr>
<td>ESSK.02.04</td>
<td>Evaluate and use information resources to accomplish specific occupational tasks.</td>
</tr>
<tr>
<td>ESSK.02.04.a</td>
<td>Use informational texts, Internet web sites, and/or technical materials to review and apply information sources for occupational tasks.</td>
</tr>
<tr>
<td>ESSK.02.04.b</td>
<td>Evaluate the reliability of information from informational texts, Internet Websites, and/or technical materials and resources.</td>
</tr>
<tr>
<td>ESSK.02.05</td>
<td>Use correct grammar, punctuation, and terminology to write and edit documents.</td>
</tr>
<tr>
<td>ESSK.02.05.a</td>
<td>Compose multi-paragraph documents clearly, succinctly, and accurately.</td>
</tr>
<tr>
<td>ESSK.02.05.b</td>
<td>Use descriptions of audience and purpose when preparing and editing written documents.</td>
</tr>
<tr>
<td>ESSK.02.05.c</td>
<td>Use correct grammar, spelling, punctuation, and capitalization when preparing written documents.</td>
</tr>
<tr>
<td>ESSK.02.06</td>
<td>Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.</td>
</tr>
<tr>
<td>ESSK.02.06.a</td>
<td>Prepare oral presentations to provide information for specific purposes and audiences.</td>
</tr>
<tr>
<td>ESSK.02.06.b</td>
<td>Identify support materials that will enhance an oral presentation.</td>
</tr>
<tr>
<td>ESSK.02.06.c</td>
<td>Prepare support materials that will enhance an oral presentation.</td>
</tr>
<tr>
<td>ESSK.02.06.d</td>
<td>Deliver an oral presentation that sustains listeners' attention and interest.</td>
</tr>
<tr>
<td>ESSK.02.06.e</td>
<td>Align presentation strategies to the intended audience.</td>
</tr>
<tr>
<td>ESSK.02.06.f</td>
<td>Implement multi-media strategies for presentations.</td>
</tr>
<tr>
<td>ESSK.02.07</td>
<td>Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants.</td>
</tr>
<tr>
<td>ESSK.02.07.a</td>
<td>Interpret verbal behaviors when communicating with clients and coworkers.</td>
</tr>
<tr>
<td>ESSK.02.07.b</td>
<td>Interpret nonverbal behaviors when communicating with clients and coworkers.</td>
</tr>
<tr>
<td>ESSK.02.08</td>
<td>Apply active listening skills to obtain and clarify information.</td>
</tr>
<tr>
<td>ESSK.02.08.a</td>
<td>Interpret a given verbal message/information.</td>
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<tr>
<td>ESSK.02.08.b</td>
<td>Respond with restatement and clarification techniques to clarify information.</td>
</tr>
<tr>
<td>ESSK.02.09</td>
<td>Develop and interpret tables, charts, and figures to support written and oral communications.</td>
</tr>
<tr>
<td>ESSK.02.09.a</td>
<td>Create tables, charts, and figures to support written and oral communications.</td>
</tr>
<tr>
<td>ESSK.02.09.b</td>
<td>Interpret tables, charts, and figures used to support written and oral communication.</td>
</tr>
</tbody>
</table>
ESSK.02.10 Listen to and speak with diverse individuals to enhance communication skills.

ESSK.02.10.a Apply factors and strategies for communicating with a diverse workforce.

ESSK.02.10.b Demonstrate ability to communicate and resolve conflicts within a diverse workforce.

ESSK.02.11 Exhibit public relations skills to increase internal and external customer/client satisfaction.

ESSK.02.11.a Communicate effectively when developing positive customer/client relationships.

ESSK.03 Problem Solving and Critical Thinking: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.

ESSK.03.01 Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate).

ESSK.03.01.a Identify common tasks that require employees to use problem-solving skills.

ESSK.03.01.b Analyze elements of a problem to develop creative solutions.

ESSK.03.01.c Describe the value of using problem-solving and critical thinking skills to improve a situation or process.

ESSK.03.01.d Create ideas, proposals, and solutions to problems.

ESSK.03.01.e Evaluate ideas, proposals, and solutions to problems.

ESSK.03.01.f Use structured problem-solving methods when developing proposals and solutions.

ESSK.03.01.g Generate new and creative ideas to solve problems by brainstorming possible solutions.

ESSK.03.01.h Critically analyze information to determine value to the problem-solving task.

ESSK.03.01.i Guide individuals through the process of recognizing concerns and making informed decisions.

ESSK.03.01.j Identify alternatives using a variety of problem solving and critical thinking skills.

ESSK.03.01.k Evaluate alternatives using a variety of problem solving and critical thinking skills.

ESSK.03.02 Employ critical thinking and interpersonal skills to resolve conflicts with staff and/or customers.

ESSK.03.02.a Analyze situations and behaviors that affect conflict management.

ESSK.03.02.b Determine best options/outcomes for conflict resolution using critical thinking skills.

ESSK.03.02.c Identify with others' feelings, needs, and concerns.

ESSK.03.02.d Implement stress management techniques.

ESSK.03.02.e Resolve conflicts with/for customers using conflict resolution skills.

ESSK.03.02.f Implement conflict resolution skills to address staff issues/problems.

ESSK.03.03 Identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability.

ESSK.03.03.a Write realistic performance goals, objectives and action plans.

ESSK.03.03.b Monitor performance goals and adjust as necessary.

ESSK.03.03.c Recognize goal achievement using appropriate rewards in the workplace.

ESSK.03.03.d Communicate goal achievement with managers and co-workers.

ESSK.03.04 Conduct technical research to gather information necessary for decision-making.

ESSK.03.04.a Align the information gathered to the needs of the audience.

ESSK.03.04.b Gather technical information and data using a variety of resources.

ESSK.03.04.c Analyze information and data for value to the research objectives.

ESSK.03.04.d Evaluate information and data to determine value to research objectives.

ESSK.04 Information Technology Applications: Use information technology tools specific to the career cluster to access, manage, integrate, and create information.

ESSK.04.01 Use Personal Information Management (PIM) applications to increase workplace efficiency.

ESSK.04.01.a Manage personal schedules and contact information.

ESSK.04.01.b Create memos and notes.

ESSK.04.02 Employ technological tools to expedite workflow.

ESSK.04.02.a Use information technology tools to manage and perform work responsibilities.
ESSK.04.03  Operate electronic mail applications to communicate within a workplace.
  ESSK.04.03.a  Use email to share files and documents.
  ESSK.04.03.b  Identify the functions and purpose of email systems.
  ESSK.04.03.c  Use email to communicate within and across organizations.
ESSK.04.04  Operate Internet applications to perform workplace tasks.
  ESSK.04.04.a  Access and navigate Internet (e.g., use a web browser).
  ESSK.04.04.b  Search for information and resources.
  ESSK.04.04.c  Evaluate Internet resources for reliability and validity.
ESSK.04.05  Operate writing and publishing applications to prepare business communications.
  ESSK.04.05.a  Prepare simple documents and other business communications.
  ESSK.04.05.b  Prepare reports and other business communications by integrating graphics and other non-text elements.
  ESSK.04.05.c  Prepare complex multi-media publications.
ESSK.04.06  Operate presentation applications to prepare presentations.
  ESSK.04.06.a  Prepare presentations for training, sales and information sharing.
  ESSK.04.06.b  Deliver presentations with supporting materials.
ESSK.04.07  Employ spreadsheet applications to organize and manipulate data.
  ESSK.04.07.a  Create a spreadsheet.
  ESSK.04.07.b  Perform calculations and analyses on data using a spreadsheet.
ESSK.04.08  Employ database applications to manage data.
  ESSK.04.08.a  Manipulate data elements.
  ESSK.04.08.b  Manage interrelated data elements.
  ESSK.04.08.c  Analyze interrelated data elements.
  ESSK.04.08.d  Generate reports showing interrelated data elements.
ESSK.04.09  Employ collaborative/groupware applications to facilitate group work.
  ESSK.04.09.a  Facilitate group work through management of shared schedule and contact information.
  ESSK.04.09.b  Facilitate group work through management of shared files and online information.
  ESSK.04.09.c  Facilitate group work through instant messaging or virtual meetings.
ESSK.04.10  Employ computer operations applications to manage work tasks.
  ESSK.04.10.a  Manage computer operations.
  ESSK.04.10.b  Manage file storage.
  ESSK.04.10.c  Compress or alter files.
ESSK.04.11  Use computer-based equipment (containing embedded computers or processors) to control devices.
  ESSK.04.11.a  Operate computer-driven equipment and machines.
  ESSK.04.11.b  Use installation and operation manuals.
  ESSK.04.11.c  Troubleshoot computer driven equipment and machines.
  ESSK.04.11.d  Access support as needed to maintain operation of computer driven equipment and machines.
ESSK.05  SYSTEMS: Understand roles within teams, work units, departments, organizations, interorganizational systems, and the larger environment. Identify how key organizational systems affect organizational performance and the quality of products and services. Un-
ESSK.05.01  Describe the nature and types of business organizations to build an understanding of the scope of organizations.
  ESSK.05.01.a  List the types and functions of businesses.
  ESSK.05.01.b  Describe the types and functions of businesses.
  ESSK.05.01.c  Explain the functions and interactions of common departments within a business.
ESSK.05.02  Implement quality control systems and practices to ensure quality products and services.
  ESSK.05.02.a  Describe quality control standards and practices common to the workplace.
ESSK.06 SAFETY, HEALTH AND ENVIRONMENTAL: Understand the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. Follow organizational policies and procedure

ESSK.06.01 Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.

- ESSK.06.01.a Assess workplace conditions with regard to safety and health.
- ESSK.06.01.b Align safety issues with appropriate safety standards to ensure a safe workplace/jobsite.
- ESSK.06.01.c Identify safety hazards common to workplaces.
- ESSK.06.01.d Identify safety precautions to maintain a safe worksite.
- ESSK.06.01.e Select appropriate personal protective equipment as needed for a safe workplace/jobsite.
- ESSK.06.01.f Inspect personal protective equipment commonly used for selected career pathway.
- ESSK.06.01.g Use personal protective equipment according to manufacturer rules and regulations.
- ESSK.06.01.h Employ a safety hierarchy and communication system within the workplace/jobsite.
- ESSK.06.01.i Implement safety precautions to maintain a safe worksite.

ESSK.06.02 Complete work tasks in accordance with employee rights and responsibilities and employers obligations to maintain workplace safety and health.

- ESSK.06.02.a Identify rules and laws designed to promote safety and health in the workplace.
- ESSK.06.02.b State the rationale of rules and laws designed to promote safety and health.

ESSK.06.03 Employ emergency procedures as necessary to provide aid in workplace accidents.

- ESSK.06.03.a Use knowledge of First Aid procedures as necessary.
- ESSK.06.03.b Use knowledge of CPR procedures as necessary.
- ESSK.06.03.c Use safety equipment as necessary.

ESSK.06.04 Employ knowledge of response techniques to create a disaster and/or emergency response plan.

- ESSK.06.04.a Complete an assessment of an emergency and/or disaster situation.
- ESSK.06.04.b Create an emergency and/or disaster plan.

ESSK.07 LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

ESSK.07.01 Employ leadership skills to accomplish organizational goals and objectives.

- ESSK.07.01.a Analyze the various roles of leaders within organizations (e.g. contribute ideas; share in building an organization; act as role models to employees by adhering to company policies, procedures, and standards; promote the organization’s vision; and mentor
- ESSK.07.01.b Exhibit traits such as empowerment, risk, communication, focusing on results, decision-making, problem solution, and investment in individuals when leading a group in solving a problem.
- ESSK.07.01.c Exhibit traits such as compassion, service, listening, coaching, developing others, team development, and understanding and appreciating others when acting as a manager of others in the workplace.
- ESSK.07.01.d Exhibit traits such as enthusiasm, creativity, conviction, mission, courage, concept, focus, principle-centered living, and change when interacting with others in general.
- ESSK.07.01.e Consider issues related to self, team, community, diversity, environment, and global awareness when Leading others.
- ESSK.07.01.f Exhibit traits such as innovation, intuition, adaptation, life-long learning and coachability to develop leadership potential over time.
- ESSK.07.01.g Analyze leadership in relation to trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation.
- ESSK.07.01.h Describe observations of outstanding leaders using effective management styles.
- ESSK.07.01.i Participate in civic and community leadership and teamwork opportunities to enhance skills.

ESSK.07.02 Employ organizational and staff development skills to foster positive working relationships and accomplish organizational goals.

- ESSK.07.02.a Implement organizational skills when facilitating others’ work efforts.
- ESSK.07.02.b Explain how to manage a staff that satisfies work demands while adhering to budget constraints.
- ESSK.07.02.c Describe how staff growth and development to increase productivity and employee satisfaction.
- ESSK.07.02.d Organize team involvement within a group environment.
- ESSK.07.02.e Work with others to develop and gain commitment to team goals.
ESSK.07.02.f Distribute responsibility and work load fairly.
ESSK.07.02.g Model leadership and teamwork qualities to aid in employee morale.
ESSK.07.02.h Identify best practices for successful team functioning.
ESSK.07.02.i Explain best practices for successful team functioning.

ESSK.07.03 Employ teamwork skills to achieve collective goals and use team members’ talents effectively.

ESSK.07.03.a Work with others to achieve objectives in a timely manner.
ESSK.07.03.b Promote the full involvement and use of team members’ individual talents and skills.
ESSK.07.03.c Employ conflict-management skills to facilitate solutions.
ESSK.07.03.d Demonstrate teamwork skills through working cooperatively with coworkers, supervisory staff, and others, both in and out of the organization, to achieve particular tasks.
ESSK.07.03.e Demonstrate teamwork processes that provide team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution.
ESSK.07.03.f Develop plans to improve team performance.
ESSK.07.03.g Demonstrate commitment to and a positive attitude toward team goals.
ESSK.07.03.h Take responsibility for shared group and individual work tasks.
ESSK.07.03.i Assist team members in completing their work.
ESSK.07.03.j Adapt effectively to changes in projects and work activities.
ESSK.07.03.k Negotiate effectively to arrive at decisions.

ESSK.07.04 Establish and maintain effective working relationships with all levels of personnel and other departments in order to accomplish objectives and tasks.

ESSK.07.04.a Build effective working relationships using interpersonal skills.
ESSK.07.04.b Use positive interpersonal skills to work cooperatively with coworkers representing different cultures, genders and backgrounds.
ESSK.07.04.c Manage personal skills to accomplish assignments.
ESSK.07.04.d Treat people with respect.
ESSK.07.04.e Provide constructive praise and criticism.
ESSK.07.04.f Demonstrate sensitivity to and value for diversity.
ESSK.07.04.g Manage stress and control emotions.

ESSK.07.05 Conduct and participate in meetings to accomplish work tasks.

ESSK.07.05.a Develop meeting goals, objectives and agenda.
ESSK.07.05.b Assign responsibilities for preparing materials and leading discussions.
ESSK.07.05.c Prepare materials for leading discussion.
ESSK.07.05.d Assemble and distribute meeting materials.
ESSK.07.05.e Conduct meeting to achieve objectives within scheduled time.
ESSK.07.05.f Demonstrate effective communication skills in meetings.
ESSK.07.05.g Produce meeting minutes including decisions and next steps.
ESSK.07.05.h Use parliamentary procedure, as needed, to conduct meetings.

ESSK.07.06 Employ mentoring skills to inspire and teach others.

ESSK.07.06.a Use motivational techniques to enhance performance in others.
ESSK.07.06.b Provide guidance to enhance performance in others.

ESSK.08 ETHICS AND LEGAL RESPONSIBILITIES: Know and understand the importance of professional ethics and legal responsibilities.

ESSK.08.01 Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions.

ESSK.08.01.a Evaluate alternative responses to workplace situations based on legal responsibilities and employer policies.
ESSK.08.01.b Evaluate alternative responses to workplace situations based on personal or professional ethical responsibilities.
ESSK.08.01.c Identify personal and long-term workplace consequences of unethical or illegal behaviors.
ESSK.08.01.d Explain personal and long-term workplace consequences of unethical or illegal behaviors.
ESSK.08.01.e Determine the most appropriate response to workplace situations based on legal and ethical considerations.
ESSK.08.01.f Explain the most appropriate response to workplace situations based on legal and ethical
Interpret and explain written organizational policies and procedures to help employees perform their jobs according to employer rules and expectations.

ESSK.08.02.a Locate information on organizational policies in handbooks and manuals.

ESSK.08.02.b Discuss how specific organizational policies and procedures influence a specific work situation.

ESSK.09 Employability and Career Development: Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.

ESSK.09.01 Identify and demonstrate positive work behaviors and personal qualities needed to be employable.

ESSK.09.01.a Demonstrate self-discipline, self-worth, positive attitude, and integrity in a work situation.

ESSK.09.01.b Demonstrate flexibility and willingness to learn new knowledge and skills.

ESSK.09.01.c Exhibit commitment to the organization.

ESSK.09.01.d Identify how work varies with regard to site, from indoor confined spaces to outdoor areas, including aerial space and a variety of climatic and physical conditions.

ESSK.09.01.e Apply communication strategies when adapting to a culturally diverse environment.

ESSK.09.01.f Manage resources in relation to the position (i.e. budget, supplies, computer, etc).

ESSK.09.01.g Identify positive work-qualities typically desired in each of the career cluster's pathways.

ESSK.09.01.h Manage work roles and responsibilities to balance them with other life roles and responsibilities.

ESSK.09.02 Develop a personal career plan to meet career goals and objectives.

ESSK.09.02.a Develop career goals and objectives as part of a plan for future career direction.

ESSK.09.02.b Develop strategies to reach career objectives.

ESSK.09.03 Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.

ESSK.09.03.a Use multiple resources to locate job opportunities.

ESSK.09.03.b Prepare a résumé.

ESSK.09.03.c Prepare a letter of application.

ESSK.09.03.d Complete an employment application.

ESSK.09.03.e Interview for employment.

ESSK.09.03.f List the standards and qualifications that must be met in order to enter a given industry.

ESSK.09.03.g Employ critical thinking and decision-making skills to exhibit qualifications to a potential employer.

ESSK.09.04 Maintain a career portfolio to document knowledge, skills and experience in a career field.

ESSK.09.04.a Select educational and work history highlights to include in a career portfolio.

ESSK.09.04.b Produce a record of work experiences, licenses, certifications and products.

ESSK.09.04.c Organize electronic or physical portfolio for use in demonstrating knowledge, skills and experiences.

ESSK.09.05 Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.

ESSK.09.05.a Compare employment opportunities to individual needs and career plan objectives.

ESSK.09.05.b Evaluate employment opportunities based upon individual needs and career plan objectives.

ESSK.09.05.c Demonstrate appropriate methods for accepting or rejecting employment offers.

ESSK.09.06 Identify and exhibit traits for retaining employment to maintain employment once secured.

ESSK.09.06.a Model behaviors that demonstrate reliability and dependability.

ESSK.09.06.b Maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.

ESSK.09.06.c Complete required employment forms and documentation such as I-9 form, work visa, W-4 and licensures to meet employment requirements.

ESSK.09.06.d Summarize key activities necessary to retain a job in the industry.

ESSK.09.06.e Identify positive work behaviors and personal qualities necessary to retain employment.

ESSK.09.07 Identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster.

ESSK.09.07.a Locate and identify career opportunities that appeal to personal career goals.

ESSK.09.07.b Match personal interest and aptitudes to selected careers.

ESSK.09.08 Recognize and act upon requirements for career advancement to plan for continuing education and training.

ESSK.09.08.a Identify opportunities for career advancement.

ESSK.09.08.b Pursue education and training opportunities to acquire skills necessary for career advancement.
| ESSK.09.08.c | Examine the organization and structure of various segments of the industry to prepare for career advancement. |
| ESSK.09.08.d | Research local and regional labor (workforce) market and job growth information to project potential for advancement. |
| ESSK.09.08.e | Manage employment relations to make career advancements. |
| ESSK.09.09 | Continue professional development to keep current on relevant trends and information within the industry. |
| ESSK.09.09.a | Use self assessment, organizational priorities, journals, Internet sites, professional associations, peers and other resources to develop goals that address training, education and selfimprovement issues. |
| ESSK.09.09.b | Read trade magazines and journals, manufacturers' catalogues, industry publications and Internet sites to keep current on industry trends. |
| ESSK.09.09.c | Participate in relevant conferences, workshops, mentoring activities and in-service training to stay current with recent changes in the field. |
| ESSK.09.10 | Examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements. |
| ESSK.09.10.a | Examine continuing education requirements related to licensing, certification, and credentialing requirements at the local, state and national levels for chosen occupation. |
| ESSK.09.10.b | Examine the procedures and paperwork involved in maintaining and updating licensure, certification and credentials for chosen occupation. |
| ESSK.09.10.c | Align ongoing licensing, certification and credentialing requirements to career plans and goals. |
| ESSK.09.10 | Examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements. |
| ESSK.09.11 | Examine employment opportunities in entrepreneurship to consider entrepreneurship as an option for career planning. |
| ESSK.09.11.a | Describe the opportunities for entrepreneurship in a given industry. |
| ESSK.10 | Technical Skills: Use of technical knowledge and skills required to pursue careers in all career clusters, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster. |
| ESSK.10.01 | Employ information management techniques and strategies in the workplace to assist in decision-making. |
| ESSK.10.01.a | Use information literacy skills when accessing, evaluating and disseminating information. |
| ESSK.10.01.b | Describe the nature and scope of information management. |
| ESSK.10.01.c | Maintain records to facilitate ongoing business operations. |
| ESSK.10.02 | Employ planning and time management skills and tools to enhance results and complete work tasks. |
| ESSK.10.02.a | Develop goals and objectives. |
| ESSK.10.02.b | Prioritize tasks to be completed. |
| ESSK.10.02.c | Develop timelines using time management knowledge and skills. |
| ESSK.10.02.d | Use project-management skills to improve workflow and minimize costs. |
| ESSK.11 | Independent Living: Know and understand the skills, rights, resources, and responsibilities required to live independently in society. |
| ESSK.11.01 | Demonstrate the financial knowledge and skills necessary for independent living. |
| ESSK.11.01.a | Develop a personal budget based on a given income level. |
| ESSK.11.01.b | Demonstrate the ability to open and maintain checking and savings accounts. |
| ESSK.11.01.c | Demonstrate an understanding of investments (types, purposes, rates of return, and compound interest). |
| ESSK.11.01.d | Demonstrate an understanding of credit (types, usage, and costs). |
| ESSK.11.01.e | Demonstrate the ability to calculate wages, overtime, and commission. |
| ESSK.11.01.f | Understand different types of insurance (auto, health, life, disability, renters) and how to compare costs. |
| ESSK.11.01.g | Demonstrate an understanding of taxes by calculating tax rates and completing personal income tax returns. |
| ESSK.11.01.h | Demonstrate an understanding of Social Security benefits and how to access them. |
| ESSK.11.01.i | Compare and calculate the costs of purchasing a car. |
| ESSK.11.01.j | Demonstrate an understanding of how to rent an apartment (compare features and costs, understand lease agreements). |
| ESSK.11.02 | Identify federal, state, and local resources available to community members. |
| ESSK.11.02.a | Identify transportation options and resources in the community. |
| ESSK.11.02.b | Identify resources for housing assistance. |
| ESSK.11.02.c | Identify resources for medical assistance. |
| ESSK.11.02.d | Identify resources for legal assistance. |
| ESSK.11.02.e | Identify community options for recreation. |

**ESSK.11.03** Understand an individual’s rights in society.
- ESSK.11.03.a  Identify how to access Workmen’s Compensation for an injury that occurs on the job.
- ESSK.11.03.b  Demonstrate an understanding of the role of OSHA in workplace safety.
- ESSK.11.03.d  Demonstrate an understanding of how to apply for unemployment benefits.
- ESSK.11.03.e  Demonstrate knowledge of how to access a personal credit report.
- ESSK.11.03.f  Identify the steps to follow in the case of identity theft.
- ESSK.11.03.g  Demonstrate an understanding of how to handle workplace discrimination and sexual harassment on the job.

**ESSK.11.04** Understand the responsibilities of citizenship.
- ESSK.11.04.a  Identify the requirements to become a registered voter.
- ESSK.11.04.b  Demonstrate an understanding of the importance of volunteerism and giving back to the community, on both the personal and corporate levels.
- ESSK.11.04.c  Explain the importance of health and wellness in an individual’s personal and employment environments.

**ESSK.11.03** Understand an individual’s rights in society.
- ESSK.11.03.c  Demonstrate an understanding of workers’ rights under the Fair Labor Standards Act.
Essential Skills

ESSK.01 ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.

ESSK.01.01 Complete required training, education, and certification to prepare for employment in a particular career field.

ESSK.01.01.a Identify training, education, and certification requirements for occupational choice.

RWC10-GR.10-S.4-GLE.1-EO.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)

ESSK.01.01.b Participate in career-related training and/or degree programs.

RWC10-GR.10-S.4-GLE.1-EO.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)

ESSK.01.01.c Pass certification tests to quality for licensure and/or certification in chosen occupational area.

RWC10-GR.10-S.4-GLE.1-EO.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)

ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities.

ESSK.01.02.a Model behaviors that demonstrate active listening.

RWC10-GR.9-S.1-GLE.2-EO.b Follow the speaker’s arguments as they develop; take notes when appropriate

RWC10-GR.9-S.1-GLE.2-EO.c Give verbal and nonverbal feedback to the speaker

RWC10-GR.9-S.1-GLE.2-EO.d Ask clarifying questions

RWC10-GR.9-S.1-GLE.2-EO.e Evaluate arguments and evidence

ESSK.01.02.b Adapt language for audience, purpose, situation. (i.e. diction/structure, style).

RWC10-GR.10-S.3-GLE.3-EO.a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1), i. Use parallel structure. (CCSS: L.9-10.1a), ii. Distinguish between the active and passive voice, and write in the active voice, iii. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)

RWC10-GR.11-S.2-GLE.3-EO.d Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.11-12.6)

RWC10-GR.12-S.1-GLE.1-EO.c Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)

ESSK.01.02.c Organize oral and written information.

RWC10-GR.10-S.1-GLE.1-EO.a Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS: SL.9-10.4)

RWC10-GR.10-S.3-GLE.3-EO.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)

RWC10-GR.11-S.3-GLE.3-EO.c Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.11-12.4)
ESSK.01.02.d Compose focused copy for a variety of written documents such as agendas, audio-visuals, bibliographies, drafts, forms/documents, notes, oral presentations, reports, and technical terminology.

RWC10-GR.10-S.3-GLE.3-EO.a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1), i. Use parallel structure. (CCSS: L.9-10.1a), ii. Distinguish between the active and passive voice, and write in the active voice, iii. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)

RWC10-GR.10-S.3-GLE.3-EO.b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2), i. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (CCSS: L.9-10.2a), ii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b)

RWC10-GR.10-S.3-GLE.3-EO.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)

RWC10-GR.11-S.2-GLE.3-EO.b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.11-12.2), i. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.11-12.2a), ii. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (CCSS: W.11-12.2b), iii. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.11-12.2c), iv. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS: W.11-12.2d), v. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.11-12.2e), vi. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (CCSS: W.11-12.2f)

RWC10-GR.11-S.3-GLE.3-EO.e Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)

RWC10-GR.9-S.3-GLE.3-EO.a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2), i. Identify comma splices and fused sentences in writing and revise to eliminate them, ii. Distinguish between phrases and clauses and use this knowledge to write varied, strong, correct, complete sentences, iii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b), iv. Spell correctly. (CCSS: L.9-10.2c)

RWC10-GR.9-S.3-GLE.3-EO.b Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1 and 2 above.) (CCSS: W.9-10.4)

RWC10-GR.9-S.3-GLE.3-EO.d Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
ESSK.01.02.e  Edit copy to create focused written documents such as agendas, audiovisuals, bibliographies, drafts, forms/documents, notes, oral presentations, reports, and technical terminology.

RWC10-GR.10-S.3-GLE.3-EO.e  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)


RWC10-GR.11-S.3-GLE.3-EO.d  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.11-12.5)

RWC10-GR.9-S.3-GLE.3-EO.c  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)

ESSK.01.02.f  Comprehend key elements of oral and written information such as cause/effect, comparisons/contrasts, conclusions, context, purpose, charts/tables/graphs, evaluation/critiques, mood, persuasive text, sequence, summaries, and technical subject matter.

RWC10-GR.11-S.4-GLE.2-EO.a  Analyze the logic of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts

ESSK.01.02.g  Evaluate oral and written information for accuracy, adequacy/sufficiency, appropriateness, clarity, conclusions/solutions, fact/opinion, propaganda, relevancy, validity, and relationship of ideas.

RWC10-GR.11-S.4-GLE.1-EO.d  Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources

RWC10-GR.9-S.1-GLE.2-EO.e  Evaluate arguments and evidence

RWC10-GR.9-S.2-GLE.2-EO.c  Evaluate clarity and accuracy of information through close text study and investigation via other sources

ESSK.01.02.h  Identify assumptions, purpose, outcomes/solutions, and propaganda techniques.

RWC10-GR.11-S.4-GLE.1-EO.d  Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources

RWC10-GR.11-S.4-GLE.3-EO.a  Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking

RWC10-GR.11-S.4-GLE.3-EO.b  Assess strengths and weaknesses of thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision

RWC10-GR.12-S.4-GLE.2-EO.c  Identify false premises or assumptions

ESSK.01.02.i  Predict potential outcomes and/or solutions based on oral and written information regarding trends.

RWC10-GR.12-S.2-GLE.2-EO.e  Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems

ESSK.01.02.j  Present formal and informal speeches including discussion, information requests, interpretation, and persuasive arguments.

RWC10-GR.10-S.3-GLE.3-EO.a  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1), i. Use parallel structure. (CCSS: L.9-10.1a), ii. Distinguish between the active and passive voice, and write in the active voice, iii. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS: SL.11-12.4)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)

Identify a central idea or thesis, organize ideas, and develop a speech for an intended purpose and audience

Choose specific words and word order for intended effect and meaning

Select appropriate technical or specialized language

**Communications:** Use oral and written communication skills in creating, expressing, and interpreting information and ideas including technical terminology and information.

Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.

Determine the most appropriate reading strategy for identifying the overarching purpose of a text (i.e. skimming, reading for detail, reading for meaning or critical analysis).

Use flexible reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts

Demonstrate use of content, technical concepts and vocabulary when analyzing information and following directions.

Identify, explain, and use content-specific vocabulary, terminology, dialect, or jargon unique to particular groups, perspectives, or contexts (such as social, professional, political, cultural, historical or geographical)

Select the reading strategy or strategies needed to fully comprehend the content within a written document (i.e., skimming, reading for detail, reading for meaning or critical analysis).

Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts

Use flexible reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts

Interpret information, data, and observations to apply information learned from reading to actual practice.

Use Integration of Knowledge and Ideas to: i. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). (CCSS: RL.11-12.8), ii. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. (CCSS: RL.11-12.9)

Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems

Transcribe information, data, and observations to apply information learned from reading to actual practice.

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.11-12.2), i. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables),
and multimedia when useful to aiding comprehension. (CCSS: W.11-12.2a), ii. Develop the
topic thoroughly by selecting the most significant and relevant facts, extended definitions,
concrete details, quotations, or other information and examples appropriate to the
audience’s knowledge of the topic. (CCSS: W.11-12.2b), iii. Use appropriate and varied
transitions and syntax to link the major sections of the text, create cohesion, and clarify the
relationships among complex ideas and concepts. (CCSS: W.11-12.2c), iv. Use precise
language, domain-specific vocabulary, and techniques such as metaphor, simile, and
analogy to manage the complexity of the topic. (CCSS: W.11-12.2d), v. Establish and
maintain a formal style and objective tone while attending to the norms and conventions
of the discipline in which they are writing. (CCSS: W.11-12.2e), vi. Provide a concluding
statement or section that follows from and supports the information or explanation
presented (e.g., articulating implications or the significance of the topic). (CCSS: W.11-12.2f)

Obtain and use information from text and text features (index, bold or italicized text,
subheadings, graphics) to answer questions, perform specific tasks, or identify and solve
problems

Communicate information, data, and observations to apply information learned from reading to actual
practice.

Demonstrate command of the conventions of standard English grammar and usage when
writing or speaking. (CCSS: L.9-10.1), i. Use parallel structure. (CCSS: L.9-10.1a), ii.
Distinguish between the active and passive voice, and write in the active voice, iii. Use
various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional,
absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey
specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)

Produce clear and coherent writing in which the development, organization, and style are
appropriate to task, purpose, and audience. (Grade-specific expectations for writing types
are defined in expectations 1-2 above.) (CCSS: W.11-12.4)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or
trying a new approach, focusing on addressing what is most significant for a specific
purpose and audience. (CCSS: W.11-12.5)

Obtain and use information from text and text features (index, bold or italicized text,
subheadings, graphics) to answer questions, perform specific tasks, or identify and solve
problems

Use verbal and nonverbal techniques to communicate information

Demonstrate command of the conventions of standard English capitalization, punctuation,
and spelling when writing. (CCSS: L.9-10.2), i. Identify comma splices and fused sentences
in writing and revise to eliminate them, ii. Distinguish between phrases and clauses and
use this knowledge to write varied, strong, correct, complete sentences, iii. Use a colon to
introduce a list or quotation. (CCSS: L.9-10.2b), iv. Spell correctly. (CCSS: L.9-10.2c)

Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to
enhance communication in the workplace.

Employ verbal skills when obtaining and conveying information.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English
when indicated or appropriate. (CCSS: SL.9-10.6)

Use verbal and nonverbal techniques to communicate information

Record information needed to present a report on a given topic or problem.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or
trying a new approach, focusing on addressing what is most significant for a specific
purpose and audience. (CCSS: W.11-12.5)

Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning,
key word search) to organize information and make connections within and across
informational texts

Select appropriate and relevant information (excluding extraneous details) to set context
ESSK.02.02.c Write internal and external business correspondence that conveys and/or obtains information effectively.

RWC10-GR.11-S.3-GLE.2-EO.b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.11-12.2), i. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.11-12.2a), ii. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (CCSS: W.11-12.2b), iii. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.11-12.2c), iv. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS: W.11-12.2d), v. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.11-12.2e), vi. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (CCSS: W.11-12.2f)


RWC10-GR.11-S.3-GLE.3-EO.c Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.11-12.4)

RWC10-GR.11-S.3-GLE.3-EO.e Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)

RWC10-GR.9-S.3-GLE.3-EO.a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2), i. Identify comma splices and fused sentences in writing and revise to eliminate them, ii. Distinguish between phrases and clauses and use this knowledge to write varied, strong, correct, complete sentences, iii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b), iv. Spell correctly. (CCSS: L.9-10.2c)

RWC10-GR.9-S.3-GLE.3-EO.b Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1 and 2 above.) (CCSS: W.9-10.4)

RWC10-GR.9-S.3-GLE.3-EO.c Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)

RWC10-GR.9-S.3-GLE.3-EO.d Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

ESSK.02.02.d Communicate with other employees to clarify workplace objectives.

RWC10-GR.11-S.3-GLE.3-EO.c Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.11-12.4)

RWC10-GR.12-S.1-GLE.1-EO.c Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)

ESSK.02.02.e Communicate effectively with customers and employees to foster positive relationships.

RWC10-GR.12-S.1-GLE.1-EO.c Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)

RWC10-GR.12-S.1-GLE.1-EO.e Choose specific words and word order for intended effect and meaning

RWC10-GR.12-S.1-GLE.1-EO.f Select appropriate technical or specialized language
RWC10-GR.12-S.1-GLE.2-EO.a Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

RWC10-GR.9-S.1-GLE.1-EO.a Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.9-10.6)

ESSK.02.03 Locate, organize and reference written information from various sources to communicate with coworkers and clients/participants.

ESSK.02.03.a Locate written information used to communicate with co-workers and customers.

RWC10-GR.10-S.4-GLE.1-EO.d Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

RWC10-GR.11-S.2-GLE.2-EO.b Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS: SL.11-12.2)

RWC10-GR.11-S.3-GLE.3-EO.e Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)

ESSK.02.03.b Organize information to use in written and oral communications.

RWC10-GR.11-S.3-GLE.3-EO.c Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.11-12.4)

RWC10-GR.11-S.3-GLE.3-EO.e Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)

RWC10-GR.12-S.1-GLE.1-EO.d Identify a central idea or thesis, organize ideas, and develop a speech for an intended purpose and audience

ESSK.02.03.c Reference the sources of information.

RWC10-GR.11-S.4-GLE.1-EO.e Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)

ESSK.02.04 Evaluate and use information resources to accomplish specific occupational tasks.

ESSK.02.04.a Use informational texts, Internet web sites, and/or technical materials to review and apply information sources for occupational tasks.

RWC10-GR.11-S.4-GLE.1-EO.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)

ESSK.02.04.b Evaluate the reliability of information from informational texts, Internet Websites, and/or technical materials and resources.

RWC10-GR.11-S.4-GLE.1-EO.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)

ESSK.02.05 Use correct grammar, punctuation, and terminology to write and edit documents.

ESSK.02.05.a Compose multi-paragraph documents clearly, succinctly, and accurately.

RWC10-GR.10-S.3-GLE.2-EO.a Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2), i. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a), ii. Develop the topic with well-chosen, relevant,
and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b), iii. Choose and develop an effective appeal, iv. Collect, organize, and evaluate materials to support ideas, v. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.9-10.2c), vi. Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d), vii. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.2e), viii. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (CCSS: W.9-10.2f), ix. Revise writing by evaluating relationship of central idea, evidence, and organizational pattern, x. Explain how writers use organization and details to communicate their purposes, xi. Present writing to an authentic audience and gauge effect on audience for intended purpose.

RWC10-GR.9-S.3-GLE.3-EO.b Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1 and 2 above.) (CCSS: W.9-10.4)

RWC10-GR.9-S.3-GLE.3-EO.c Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)

ESSK.02.05.b Use descriptions of audience and purpose when preparing and editing written documents.

RWC10-GR.10-S.3-GLE.2-EO.a Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.

ESSK.02.06 Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
when indicated or appropriate. (CCSS: SL.9-10.6)

ESSK.02.06.b Identify support materials that will enhance an oral presentation.

RWC10-GR.10-S.4-GLE.1-EO.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)

RWC10-GR.11-S.1-GLE.2-EO.b Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS: SL.11-12.2)

RWC10-GR.11-S.3-GLE.3-EO.e Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)

RWC10-GR.12-S.1-GLE.1-EO.b Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.11-12.5)

RWC10-GR.12-S.2-GLE.2-EO.b Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RL.11-12.7)

RWC10-GR.9-S.1-GLE.1-EO.f Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.9-10.5)

RWC10-GR.9-S.1-GLE.2-EO.g Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (CCSS: SL.9-10.2)

RWC10-GR.9-S.4-GLE.1-EO.a Integrate information from different sources to research and complete a project

ESSK.02.06.d Deliver an oral presentation that sustains listeners' attention and interest.

RWC10-GR.11-S.1-GLE.1-EO.a Give informal talks using an appropriate level of formality of verbal language and nonverbal interaction with audience

RWC10-GR.12-S.1-GLE.1-EO.a Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS: SL.11-12.4)

RWC10-GR.9-S.1-GLE.1-EO.f Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence
and to add interest. (CCSS: SL.9-10.5)

ESSK.02.06.e Align presentation strategies to the intended audience.
RWC10-GR.12-S.1-GLE.1-EO.d Identify a central idea or thesis, organize ideas, and develop a speech for an intended purpose and audience
RWC10-GR.12-S.1-GLE.1-EO.e Choose specific words and word order for intended effect and meaning

ESSK.02.06.f Implement multi-media strategies for presentations.
RWC10-GR.11-S.1-GLE.2-EO.b Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)
RWC10-GR.9-S.1-GLE.1-EO.b Use verbal and nonverbal techniques to communicate information
RWC10-GR.9-S.1-GLE.2-EO.c Give verbal and nonverbal feedback to the speaker

ESSK.02.07 Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants.
ESSK.02.07.a Interpret verbal behaviors when communicating with clients and coworkers.
RWC10-GR.10-S.1-GLE.2-EO.b Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS: SL.9-10.3)
RWC10-GR.9-S.1-GLE.1-EO.b Use verbal and nonverbal techniques to communicate information
RWC10-GR.9-S.1-GLE.2-EO.c Give verbal and nonverbal feedback to the speaker

ESSK.02.08 Apply active listening skills to obtain and clarify information.
ESSK.02.08.a Interpret a given verbal message/information.
RWC10-GR.10-S.1-GLE.2-EO.b Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS: SL.9-10.3)
RWC10-GR.9-S.1-GLE.2-EO.b Follow the speaker’s arguments as they develop; take notes when appropriate
RWC10-GR.9-S.1-GLE.2-EO.c Give verbal and nonverbal feedback to the speaker

ESSK.02.09 Develop and interpret tables, charts, and figures to support written and oral communications.
ESSK.02.09.a Create tables, charts, and figures to support written and oral communications.
RWC10-GR.10-S.1-GLE.1-EO.a Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS: SL.9-10.4)
RWC10-GR.12-S.2-GLE.2-EO.b Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)

RWC10-GR.9-S.1-GLE.1-EO.f Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.9-10.5)

ESSK.02.09.b Interpret tables, charts, and figures used to support written and oral communication.
RWC10-GR.12-S.2-GLE.2-EO.b Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RL.11-12.7)

RWC10-GR.12-S.2-GLE.2-EO.f Explain and interpret the visual components supporting the text (maps, complex tables and diagrams, and transitional devices, such as use of white space)
RWC10-GR.9-S.1-GLE.1-EO.f Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.9-10.5)

ESSK.02.10 Listen to and speak with diverse individuals to enhance communication skills.
ESSK.02.10.a Apply factors and strategies for communicating with a diverse workforce.
RWC10-GR.10-S.1-GLE.2-EO.a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) a.i-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a) a.ii-Support others in discussions, activities, and presentations through active listening. a.iii-Listen actively in groups to accomplish a goal. a.iv-Contribute effectively in both small and large groups to collaboratively accomplish a goal. a.v-Choose specific words for intended effect on particular audiences. a.vi-Facilitate (or lead) a group by developing an agenda designed to accomplish a specified goal. a.vii-Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1b). a.viii-Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1c)

RWC10-GR.9-S.1-GLE.2-EO.a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) a.i-Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b)

ESSK.02.11 Demonstrate ability to communicate and resolve conflicts within a diverse workforce.
RWC10-GR.12-S.1-GLE.2-EO.a Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

RWC10-GR.9-S.1-GLE.1-EO.a Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.(CCSS: SL.9-10.6)

RWC10-GR.9-S.1-GLE.2-EO.a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) a.i-Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b)

ESSK.02.11 Exhibit public relations skills to increase internal and external customer/client satisfaction.
ESSK.02.11.a Communicate effectively when developing positive customer/client relationships.
RWC10-GR.12-S.1-GLE.1-E0.c Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)

RWC10-GR.12-S.1-GLE.1-E0.e Choose specific words and word order for intended effect and meaning

RWC10-GR.12-S.1-GLE.1-E0.f Select appropriate technical or specialized language

RWC10-GR.9-S.1-GLE.1-E0.a Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.9-10.6)

RWC10-GR.9-S.1-GLE.1-E0.b Use verbal and nonverbal techniques to communicate information

ESSK.03 Problem Solving and Critical Thinking: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.

ESSK.03.01 Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate).

ESSK.03.01.a Identify common tasks that require employees to use problem-solving skills.

ESSK.03.01.b Analyze elements of a problem to develop creative solutions.

ESSK.03.01.c Describe the value of using problem-solving and critical thinking skills to improve a situation or process.

ESSK.03.01.d Create ideas, proposals, and solutions to problems.

ESSK.03.01.e Evaluate ideas, proposals, and solutions to problems.

ESSK.03.01.f Use structured problem-solving methods when developing proposals and solutions.

ESSK.03.01.g Generate new and creative ideas to solve problems by brainstorming possible solutions.

ESSK.03.01.h Critically analyze information to determine value to the problem-solving task.

ESSK.03.01.i Guide individuals through the process of recognizing concerns and making informed decisions.

ESSK.03.01.j Identify alternatives using a variety of problem solving and critical thinking skills.

ESSK.03.01.k Evaluate alternatives using a variety of problem solving and critical thinking skills.

ESSK.03.01.l Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
**RWC10-GR.9-S.4-GLE.2-EO.c** Implement a purposeful and articulated process to solve a problem

**ESSK.03.02** Employ critical thinking and interpersonal skills to resolve conflicts with staff and/or customers.

**ESSK.03.02.a** Analyze situations and behaviors that affect conflict management.

**RWC10-GR.10-S.1-GLE.2-EO.b** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS: SL.9-10.3)

**RWC10-GR.12-S.1-GLE.2-EO.b** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)

**ESSK.03.02.b** Determine best options/outcomes for conflict resolution using critical thinking skills.

**RWC10-GR.12-S.1-GLE.2-EO.a** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

**RWC10-GR.12-S.1-GLE.2-EO.c** Implement an effective group effort that achieves a goal

**ESSK.03.02.c** Identify with others’ feelings, needs, and concerns.

**RWC10-GR.10-S.1-GLE.2-EO.b** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS: SL.9-10.3)

**RWC10-GR.12-S.1-GLE.2-EO.b** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)

**ESSK.03.02.d** Implement stress management techniques.

**RWC10-GR.9-S.1-GLE.1-EO.b** Use verbal and nonverbal techniques to communicate information

**ESSK.03.02.e** Resolve conflicts with/for customers using conflict resolution skills.

**RWC10-GR.10-S.1-GLE.2-EO.b** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS: SL.9-10.3)

**RWC10-GR.9-S.1-GLE.1-EO.a** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.9-10.6)

**RWC10-GR.9-S.1-GLE.2-EO.b** Follow the speaker's arguments as they develop; take notes when appropriate

**RWC10-GR.9-S.1-GLE.2-EO.c** Give verbal and nonverbal feedback to the speaker

**RWC10-GR.9-S.1-GLE.2-EO.d** Ask clarifying questions

**RWC10-GR.9-S.1-GLE.2-EO.e** Evaluate arguments and evidence

**ESSK.03.02.f** Implement conflict resolution skills to address staff issues/problems.

**RWC10-GR.10-S.1-GLE.2-EO.b** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS: SL.9-10.3)

**RWC10-GR.12-S.1-GLE.2-EO.b** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)

**RWC10-GR.9-S.1-GLE.1-EO.a** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.9-10.6)

**RWC10-GR.9-S.1-GLE.2-EO.b** Follow the speaker's arguments as they develop; take notes when appropriate

**RWC10-GR.9-S.1-GLE.2-EO.c** Give verbal and nonverbal feedback to the speaker

**RWC10-GR.9-S.1-GLE.2-EO.d** Ask clarifying questions

**RWC10-GR.9-S.1-GLE.2-EO.e** Evaluate arguments and evidence

**ESSK.03.03** Identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability.
ESSK.03.03.a  Write realistic performance goals, objectives and action plans.

RWC10-GR.11-S.3-GLE.3-EO.c  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.11-12.4)

ESSK.03.03.b  Monitor performance goals and adjust as necessary.

RWC10-GR.9-S.4-GLE.2-EO.c  Implement a purposeful and articulated process to solve a problem

ESSK.03.03.c  Recognize goal achievement using appropriate rewards in the workplace.

RWC10-GR.12-S.1-GLE.2-EO.f  Self-evaluate roles in the preparation and completion of the group goal

RWC10-GR.9-S.4-GLE.2-EO.d  Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process

ESSK.03.03.d  Communicate goal achievement with managers and co-workers.

RWC10-GR.9-S.4-GLE.2-EO.d  Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process

ESSK.03.04  Conduct technical research to gather information necessary for decision-making.

ESSK.03.04.a  Align the information gathered to the needs of the audience.

RWC10-GR.9-S.4-GLE.1-EO.a  Integrate information from different sources to research and complete a project

ESSK.03.04.b  Gather technical information and data using a variety of resources.

RWC10-GR.11-S.4-GLE.1-EO.b  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)

ESSK.03.04.c  Analyze information and data for value to the research objectives.

RWC10-GR.11-S.4-GLE.1-EO.b  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)

RWC10-GR.11-S.4-GLE.1-EO.d  Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources

ESSK.03.04.d  Evaluate information and data to determine value to research objectives.

RWC10-GR.10-S.4-GLE.1-EO.d  Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

RWC10-GR.11-S.4-GLE.1-EO.b  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)

RWC10-GR.11-S.4-GLE.1-EO.d  Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources

ESSK.04  Information Technology Applications: Use information technology tools specific to the career cluster to access, manage, integrate, and create information.

ESSK.04.01  Use Personal Information Management (PIM) applications to increase workplace efficiency.

ESSK.04.01.a  Manage personal schedules and contact information.

RWC10-GR.9-S.3-GLE.3-EO.d  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

ESSK.04.01.b  Create memos and notes.

RWC10-GR.10-S.3-GLE.3-EO.f  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other
information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

ESSK.04.02 Employ technological tools to expedite workflow.

ESSK.04.02.a Use information technology tools to manage and perform work responsibilities.

RWC10-GR.10-S.3-GLE.3-EO.f Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

ESSK.04.03 Operate electronic mail applications to communicate within a workplace.

ESSK.04.03.a Use email to share files and documents.

RWC10-GR.10-S.3-GLE.3-EO.f Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

ESSK.04.03.b Identify the functions and purpose of email systems.

RWC10-GR.10-S.3-GLE.3-EO.f Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

ESSK.04.03.c Use email to communicate within and across organizations.

RWC10-GR.10-S.3-GLE.3-EO.f Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

ESSK.04.04 Operate Internet applications to perform workplace tasks.

ESSK.04.04.a Access and navigate Internet (e.g., use a web browser).

RWC10-GR.10-S.3-GLE.3-EO.f Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

ESSK.04.04.b Search for information and resources.

RWC10-GR.10-S.4-GLE.1-EO.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)

ESSK.04.04.c Evaluate Internet resources for reliability and validity.

RWC10-GR.10-S.4-GLE.1-EO.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)

RWC10-GR.11-S.4-GLE.1-EO.d Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources

ESSK.04.05 Operate writing and publishing applications to prepare business communications.

ESSK.04.05.a Prepare simple documents and other business communications.

RWC10-GR.10-S.3-GLE.3-EO.a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1), i. Use parallel structure. (CCSS: L.9-10.1a), ii. Distinguish between the active and passive voice, and write in the active voice, iii. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)

RWC10-GR.10-S.3-GLE.3-EO.b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2), i. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (CCSS: L.9-10.2a), ii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b)

RWC10-GR.11-S.3-GLE.3-EO.c Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.11-12.4)
RWC10-GR.11-S.3-GLE.3-EO.d Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.11-12.5)

RWC10-GR.11-S.3-GLE.3-EO.e Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)

RWC10-GR.9-S.3-GLE.3-EO.a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2), i. Identify comma splices and fused sentences in writing and revise to eliminate them, ii. Distinguish between phrases and clauses and use this knowledge to write varied, strong, correct, complete sentences, iii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b), iv. Spell correctly. (CCSS: L.9-10.2c)

ESSK.04.05.b Prepare reports and other business communications by integrating graphics and other non-text elements.

RWC10-GR.10-S.3-GLE.3-EO.a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1), i. Use parallel structure. (CCSS: L.9-10.1a), ii. Distinguish between the active and passive voice, and write in the active voice, iii. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)

RWC10-GR.11-S.3-GLE.3-EO.b Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)

RWC10-GR.11-S.3-GLE.3-EO.c Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.11-12.4)

RWC10-GR.11-S.3-GLE.3-EO.e Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)

RWC10-GR.12-S.1-GLE.1-EO.b Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.11-12.5)

RWC10-GR.9-S.3-GLE.3-EO.a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2), i. Identify comma splices and fused sentences in writing and revise to eliminate them, ii. Distinguish between phrases and clauses and use this knowledge to write varied, strong, correct, complete sentences, iii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b), iv. Spell correctly. (CCSS: L.9-10.2c)

ESSK.04.05.c Prepare complex multi-media publications.

RWC10-GR.12-S.1-GLE.1-EO.b Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.11-12.5)

RWC10-GR.12-S.2-GLE.2-EO.b Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RL.11-12.7)

RWC10-GR.9-S.1-GLE.1-EO.f Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.9-10.5)

ESSK.04.06 Operate presentation applications to prepare presentations.

ESSK.04.06.a Prepare presentations for training, sales and information sharing.

RWC10-GR.12-S.1-GLE.1-EO.b Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.11-12.5)
RWC10-GR.12-S.2-GLE.2-EO.b Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)

RWC10-GR.9-S.1-GLE.1-EO.f Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.9-10.5)

ESSK.04.06.b Deliver presentations with supporting materials.

RWC10-GR.12-S.1-GLE.1-EO.a Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS: SL.11-12.4)

RWC10-GR.12-S.1-GLE.1-EO.b Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.11-12.5)

RWC10-GR.12-S.2-GLE.2-EO.b Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)

RWC10-GR.9-S.1-GLE.1-EO.f Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.9-10.5)

ESSK.04.07 Employ spreadsheet applications to organize and manipulate data.

RWC10-GR.10-S.3-GLE.3-EO.f Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

ESSK.04.08 Employ database applications to manage data.

RWC10-GR.10-S.4-GLE.1-EO.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)

ESSK.04.08.b Manage interrelated data elements.

RWC10-GR.10-S.4-GLE.1-EO.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)

ESSK.04.08.c Analyze interrelated data elements.

RWC10-GR.10-S.4-GLE.1-EO.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)

ESSK.04.08.d Generate reports showing interrelated data elements.

RWC10-GR.10-S.4-GLE.1-EO.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)

ESSK.04.09 Employ collaborative/groupware applications to facilitate group work.

RWC10-GR.10-S.3-GLE.3-EO.f Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
RWC10-GR.12-S.1-GLE.2-EO.c  Implement an effective group effort that achieves a goal
RWC10-GR.12-S.1-GLE.2-EO.d  Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities

ESSK.04.09.b  Facilitate group work through management of shared files and online information.
RWC10-GR.10-S.3-GLE.3-EO.f  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
RWC10-GR.12-S.1-GLE.2-EO.c  Implement an effective group effort that achieves a goal
RWC10-GR.12-S.1-GLE.2-EO.d  Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities

ESSK.04.09.c  Facilitate group work through instant messaging or virtual meetings.
RWC10-GR.10-S.3-GLE.3-EO.f  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
RWC10-GR.12-S.1-GLE.2-EO.c  Implement an effective group effort that achieves a goal
RWC10-GR.12-S.1-GLE.2-EO.d  Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities

ESSK.04.10  Employ computer operations applications to manage work tasks.
ESSK.04.10.a  Manage computer operations.
RWC10-GR.10-S.4-GLE.1-EO.b  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
ESSK.04.10.b  Manage file storage.
RWC10-GR.10-S.4-GLE.1-EO.b  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
ESSK.04.10.c  Compress or alter files.
RWC10-GR.10-S.4-GLE.1-EO.b  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)

ESSK.04.11  Use computer-based equipment (containing embedded computers or processors) to control devices.
ESSK.04.11.a  Operate computer-driven equipment and machines.
RWC10-GR.10-S.3-GLE.3-EO.f  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
ESSK.04.11.b  Use installation and operation manuals.
RWC10-GR.12-S.2-GLE.2-EO.c  Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts

ESSK.04.11.c  Troubleshoot computer driven equipment and machines.
RWC10-GR.11-S.4-GLE.1-EO.a  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)
RWC10-GR.12-S.2-GLE.2-EO.e  Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems
Implement a purposeful and articulated process to solve a problem

Access support as needed to maintain operation of computer driven equipment and machines.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)

Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems

Implement a purposeful and articulated process to solve a problem

Describe the nature and types of business organizations to build an understanding of the scope of organizations.

List the types and functions of businesses.

Select appropriate and relevant information (excluding extraneous details) to set context

Describe the types and functions of businesses.

Select appropriate and relevant information (excluding extraneous details) to set context

Deliberately manipulate the conventions of standard English for stylistic effect appropriate to the needs of a particular audience and purpose

Describe quality control standards and practices common to the workplace.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS: SL.9-10.4)

Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.

Assess workplace conditions with regard to safety and health.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)

Align safety issues with appropriate safety standards to ensure a safe workplace/jobsite.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)

Implement a purposeful and articulated process to solve a problem

Identify safety hazards common to workplaces.
the subject under investigation. (CCSS: W.9-10.7)

ESSK.06.01.d Identify safety precautions to maintain a safe worksite.
RWC10-GR.10-S.4-GLE.1-EO.a Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)

ESSK.06.01.e Select appropriate personal protective equipment as needed for a safe workplace/jobsite.
RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

ESSK.06.01.f Inspect personal protective equipment commonly used for selected career pathway.
RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

ESSK.06.01.g Use personal protective equipment according to manufacturer rules and regulations.
RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

ESSK.06.01.h Employ a safety hierarchy and communication system within the workplace/jobsite.
RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

ESSK.06.01.i Implement safety precautions to maintain a safe worksite.
RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

ESSK.06.02 Complete work tasks in accordance with employee rights and responsibilities and employers obligations to maintain workplace safety and health.

ESSK.06.02.a Identify rules and laws designed to promote safety and health in the workplace.
RWC10-GR.12-S.2-GLE.2-EO.e Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems

ESSK.06.02.b State the rationale of rules and laws designed to promote safety and health.
RWC10-GR.12-S.1-GLE.1-EO.a Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS: SL.11-12.4)

RWC10-GR.12-S.1-GLE.1-EO.f Select appropriate technical or specialized language

ESSK.06.03 Employ emergency procedures as necessary to provide aid in workplace accidents.

ESSK.06.03.a Use knowledge of First Aid procedures as necessary.
RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

ESSK.06.03.b Use knowledge of CPR procedures as necessary.
RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

ESSK.06.03.c Use safety equipment as necessary.
RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

ESSK.06.04 Employ knowledge of response techniques to create a disaster and/or emergency response plan.

ESSK.06.04.a Complete an assessment of an emergency and/or disaster situation.
RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

RWC10-GR.9-S.4-GLE.2-EO.d Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process

ESSK.06.04.b Create an emergency and/or disaster plan.
RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

RWC10-GR.9-S.4-GLE.2-EO.d Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process

ESSK.07 LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.
ESSK.07.01  Employ leadership skills to accomplish organizational goals and objectives.

ESSK.07.01.a  Analyze the various roles of leaders within organizations (e.g. contribute ideas; share in building an organization; act as role models to employees by adhering to company policies, procedures, and standards; promote the organization’s vision; and mentor

RWC10-GR.12-S.1-GLE.2-EO.d  Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities

ESSK.07.01.b  Exhibit traits such as empowerment, risk, communication, focusing on results, decision-making, problem solution, and investment in individuals when leading a group in solving a problem.

RWC10-GR.12-S.1-GLE.2-EO.e  Assume a leadership role in a group that is collaboratively working to accomplish a goal

RWC10-GR.9-S.4-GLE.2-EO.c  Implement a purposeful and articulated process to solve a problem

ESSK.07.01.c  Exhibit traits such as compassion, service, listening, coaching, developing others, team development, and understanding and appreciating others when acting as a manager of others in the workplace.

RWC10-GR.10-S.1-GLE.2-EO.a  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) a.i-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a) a.ii-Support others in discussions, activities, and presentations through active listening, a.iii-Listen actively in groups to accomplish a goal. a.iv-Contribute effectively in both small and large groups to collaboratively accomplish a goal. a.v-Choose specific words for intended effect on particular audiences. a.vi-Facilitate (or lead) a group by developing an agenda designed to accomplish a specified goal. a.vii-Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1b). a.viii-Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1c)

ESSK.07.01.d  Exhibit traits such as enthusiasm, creativity, conviction, mission, courage, concept, focus, principle-centered living, and change when interacting with others in general.

RWC10-GR.10-S.1-GLE.2-EO.a  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) a.i-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a) a.ii-Support others in discussions, activities, and presentations through active listening, a.iii-Listen actively in groups to accomplish a goal. a.iv-Contribute effectively in both small and large groups to collaboratively accomplish a goal. a.v-Choose specific words for intended effect on particular audiences. a.vi-Facilitate (or lead) a group by developing an agenda designed to accomplish a specified goal. a.vii-Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1b). a.viii-Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1c)

ESSK.07.01.e  Consider issues related to self, team, community, diversity, environment, and global awareness when leading others.

RWC10-GR.10-S.1-GLE.2-EO.a  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) a.i-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS:
SL.9-10.1a) a.ii-Support others in discussions, activities, and presentations through active listening, a.iii-Listen actively in groups to accomplish a goal. a.iv-Contribute effectively in both small and large groups to collaboratively accomplish a goal. a.v-Choose specific words for intended effect on particular audiences. a.vi-Facilitate (or lead) a group by developing an agenda designed to accomplish a specified goal. a.vii-Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1b). a.viii-Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1c)

ESSK.07.01.f  Exhibit traits such as innovation, intuition, adaptation, life-long learning and coachability to develop leadership potential over time.

RWC10-GR.10-S.1-GLE.2-EO.a  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) a.i-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a) a.ii-Support others in discussions, activities, and presentations through active listening. a.iii-Listen actively in groups to accomplish a goal. a.iv-Contribute effectively in both small and large groups to collaboratively accomplish a goal. a.v-Choose specific words for intended effect on particular audiences. a.vi-Facilitate (or lead) a group by developing an agenda designed to accomplish a specified goal. a.vii-Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1b). a.viii-Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1c)

ESSK.07.01.g  Analyze leadership in relation to trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation.

RWC10-GR.12-S.1-GLE.2-EO.f  Self-evaluate roles in the preparation and completion of the group goal

ESSK.07.01.h  Describe observations of outstanding leaders using effective management styles.

RWC10-GR.10-S.4-GLE.1-EO.a  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)

RWC10-GR.9-S.4-GLE.2-EO.a  Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts inherent in thinking

ESSK.07.01.i  Participate in civic and community leadership and teamwork opportunities to enhance skills.

RWC10-GR.12-S.1-GLE.2-EO.a  Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

RWC10-GR.12-S.1-GLE.2-EO.d  Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities

ESSK.07.02  Employ organizational and staff development skills to foster positive working relationships and accomplish organizational goals.

ESSK.07.02.a  Implement organizational skills when facilitating others’ work efforts.

RWC10-GR.12-S.1-GLE.2-EO.d  Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities

ESSK.07.02.b  Explain how to manage a staff that satisfies work demands while adhering to budget constraints.

RWC10-GR.9-S.4-GLE.2-EO.c  Implement a purposeful and articulated process to solve a problem

RWC10-GR.9-S.4-GLE.2-EO.d  Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process
ESSK.07.02.c  Describe how staff growth and development to increase productivity and employee satisfaction.
RWC10-GR.12-S.1-GLE.1-EO.a  Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS: SL.11-12.4)

ESSK.07.02.d  Organize team involvement within a group environment.
RWC10-GR.12-S.1-GLE.2-EO.a  Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

ESSK.07.02.e  Work with others to develop and gain commitment to team goals.
RWC10-GR.12-S.1-GLE.2-EO.c  Implement an effective group effort that achieves a goal

ESSK.07.02.f  Distribute responsibility and work load fairly.
RWC10-GR.12-S.1-GLE.2-EO.d  Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities

RWC10-GR.12-S.1-GLE.2-EO.e  Assume a leadership role in a group that is collaboratively working to accomplish a goal

ESSK.07.02.g  Model leadership and teamwork qualities to aid in employee morale.
RWC10-GR.12-S.1-GLE.2-EO.e  Assume a leadership role in a group that is collaboratively working to accomplish a goal

ESSK.07.02.h  Identify best practices for successful team functioning.
RWC10-GR.12-S.1-GLE.2-EO.d  Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities

RWC10-GR.12-S.1-GLE.2-EO.e  Assume a leadership role in a group that is collaboratively working to accomplish a goal

RWC10-GR.12-S.1-GLE.2-EO.f  Self-evaluate roles in the preparation and completion of the group goal

ESSK.07.02.i  Explain best practices for successful team functioning.
RWC10-GR.12-S.1-GLE.2-EO.b  Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)

RWC10-GR.12-S.1-GLE.2-EO.f  Self-evaluate roles in the preparation and completion of the group goal

ESSK.07.03  Employ teamwork skills to achieve collective goals and use team members' talents effectively.
ESSK.07.03.a  Work with others to achieve objectives in a timely manner.
RWC10-GR.12-S.1-GLE.2-EO.a  Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

RWC10-GR.12-S.1-GLE.2-EO.b  Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)

RWC10-GR.12-S.1-GLE.2-EO.d  Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities

ESSK.07.03.b  Promote the full involvement and use of team members' individual talents and skills.
RWC10-GR.10-S.1-GLE.2-EO.a  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) a.i-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a) a.ii-Support others in discussions, activities, and presentations through active listening. a.iii-Listen actively in groups to accomplish a goal. a.iv-Contribute effectively in both small and large groups to collaboratively accomplish a goal. a.v-Choose specific words for intended effect on particular audiences. a.vi-Facilitate (or lead) a group by developing
an agenda designed to accomplish a specified goal. a.vii Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1b). a.viii Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1c)

ESSK.07.03.c Employ conflict-management skills to facilitate solutions.
RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem
RWC10-GR.9-S.4-GLE.2-EO.d Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process

ESSK.07.03.d Demonstrate teamwork skills through working cooperatively with coworkers, supervisory staff, and others, both in and out of the organization, to achieve particular tasks.
RWC10-GR.12-S.1-GLE.2-EO.d Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities

ESSK.07.03.e Demonstrate teamwork processes that provide team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution.
RWC10-GR.12-S.1-GLE.2-EO.c Implement an effective group effort that achieves a goal
RWC10-GR.12-S.1-GLE.2-EO.d Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities

ESSK.07.03.f Develop plans to improve team performance.
RWC10-GR.12-S.1-GLE.2-EO.g Critique and offer suggestions for improving presentations given by own group and other groups

ESSK.07.03.g Demonstrate commitment to and a positive attitude toward team goals.
RWC10-GR.12-S.1-GLE.2-EO.a Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

ESSK.07.03.h Take responsibility for shared group and individual work tasks.
RWC10-GR.12-S.1-GLE.2-EO.d Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities

ESSK.07.03.i Assist team members in completing their work.
RWC10-GR.12-S.1-GLE.2-EO.d Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities

ESSK.07.03.j Adapt effectively to changes in projects and work activities.
RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem
RWC10-GR.9-S.4-GLE.2-EO.d Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process

ESSK.07.03.k Negotiate effectively to arrive at decisions.
RWC10-GR.9-S.4-GLE.2-EO.b Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision

ESSK.07.04 Establish and maintain effective working relationships with all levels of personnel and other departments in order to accomplish objectives and tasks.
ESSK.07.04.a Build effective working relationships using interpersonal skills.
RWC10-GR.10-S.1-GLE.2-EO.a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) a.i Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a) a.ii Support others in discussions, activities, and presentations through active listening. a.iii Listen actively in groups to accomplish a goal. a.iv Contribute effectively in
both small and large groups to collaboratively accomplish a goal. a.v-Choose specific words for intended effect on particular audiences. a.vi-Facilitate (or lead) a group by developing an agenda designed to accomplish a specified goal. a.vii-Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1b). a.viii-Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1c)

ESSK.07.04.b Use positive interpersonal skills to work cooperatively with coworkers representing different cultures, genders and backgrounds.

RWC10-GR.10-S.1-GLE.2-EO.a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) a.i-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a) a.ii-Support others in discussions, activities, and presentations through active listening. a.iii-Listen actively in groups to accomplish a goal. a.iv-Contribute effectively in both small and large groups to collaboratively accomplish a goal. a.v-Choose specific words for intended effect on particular audiences. a.vi-Facilitate (or lead) a group by developing an agenda designed to accomplish a specified goal. a.vii-Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1b). a.viii-Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1c)

ESSK.07.04.c Manage personal skills to accomplish assignments.

RWC10-GR.12-S.1-GLE.2-EO.a Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities.

ESSK.07.04.d Treat people with respect.

RWC10-GR.10-S.1-GLE.2-EO.a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) a.i-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a) a.ii-Support others in discussions, activities, and presentations through active listening. a.iii-Listen actively in groups to accomplish a goal. a.iv-Contribute effectively in both small and large groups to collaboratively accomplish a goal. a.v-Choose specific words for intended effect on particular audiences. a.vi-Facilitate (or lead) a group by developing an agenda designed to accomplish a specified goal. a.vii-Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1b). a.viii-Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1c)

RWC10-GR.12-S.1-GLE.2-EO.a Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

ESSK.07.04.e Provide constructive praise and criticism.

RWC10-GR.9-S.1-GLE.1-EO.b Use verbal and nonverbal techniques to communicate information.

ESSK.07.04.f Demonstrate sensitivity to and value for diversity.

RWC10-GR.10-S.1-GLE.2-EO.a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues,
building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) a.i-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a) a.ii-Support others in discussions, activities, and presentations through active listening. a.iii-Listen actively in groups to accomplish a goal. a.iv-Contribute effectively in both small and large groups to collaboratively accomplish a goal. a.v-Choose specific words for intended effect on particular audiences. a.vi-Facilitate (or lead) a group by developing an agenda designed to accomplish a specified goal. a.vii-Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1b). a.viii-Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1c)

**ESSK.07.04.g** Manage stress and control emotions.
**RWC10-GR.12-S.1-GLE.2-EO.a** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

**ESSK.07.05** Conduct and participate in meetings to accomplish work tasks.

**ESSK.07.05.a** Develop meeting goals, objectives and agenda.

**RWC10-GR.11-S.3-GLE.3-EO.c** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.11-12.4)

**RWC10-GR.11-S.3-GLE.3-EO.e** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)

**RWC10-GR.12-S.1-GLE.2-EO.d** Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities

**ESSK.07.05.b** Assign responsibilities for preparing materials and leading discussions.

**RWC10-GR.12-S.1-GLE.2-EO.d** Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities

**ESSK.07.05.c** Prepare materials for leading discussion.

**RWC10-GR.10-S.1-GLE.2-EO.a** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) a.i-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a) a.ii-Support others in discussions, activities, and presentations through active listening. a.iii-Listen actively in groups to accomplish a goal. a.iv-Contribute effectively in both small and large groups to collaboratively accomplish a goal. a.v-Choose specific words for intended effect on particular audiences. a.vi-Facilitate (or lead) a group by developing an agenda designed to accomplish a specified goal. a.vii-Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1b). a.viii-Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1c)

**RWC10-GR.11-S.3-GLE.3-EO.c** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.11-12.4)

**RWC10-GR.11-S.3-GLE.3-EO.e** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)
RWC10-GR.12-S.1-GLE.2-EO.d Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities.

ESSK.07.05.d Assemble and distribute meeting materials.

RWC10-GR.12-S.1-GLE.2-EO.d Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities.

ESSK.07.05.e Conduct meeting to achieve objectives within scheduled time.

RWC10-GR.12-S.1-GLE.2-EO.e Assume a leadership role in a group that is collaboratively working to accomplish a goal.

ESSK.07.05.f Demonstrate effective communication skills in meetings.

RWC10-GR.10-S.3-GLE.3-EO.f Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

RWC10-GR.12-S.1-GLE.1-EO.a Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS: SL.11-12.4)

RWC10-GR.9-S.3-GLE.3-EO.d Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

ESSK.07.05.g Produce meeting minutes including decisions and next steps.

RWC10-GR.11-S.3-GLE.3-EO.e Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)

RWC10-GR.9-S.3-GLE.3-EO.b Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1 and 2 above.) (CCSS: W.9-10.4)

RWC10-GR.9-S.3-GLE.3-EO.d Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

ESSK.07.05.h Use parliamentary procedure, as needed, to conduct meetings.

RWC10-GR.9-S.1-GLE.1-EO.a Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.9-10.6)

ESSK.07.06 Employ mentoring skills to inspire and teach others.

ESSK.07.06.a Use motivational techniques to enhance performance in others.

RWC10-GR.12-S.1-GLE.2-EO.c Implement an effective group effort that achieves a goal.

ESSK.07.06.b Provide guidance to enhance performance in others.

RWC10-GR.12-S.1-GLE.2-EO.b Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)

RWC10-GR.12-S.1-GLE.2-EO.g Critique and offer suggestions for improving presentations given by own group and other groups.

ESSK.08 ETHICS AND LEGAL RESPONSIBILITIES: Know and understand the importance of professional ethics and legal responsibilities.

ESSK.08.01 Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions.

ESSK.08.01.a Evaluate alternative responses to workplace situations based on legal responsibilities and employer policies.

RWC10-GR.11-S.4-GLE.1-EO.a Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)
RWC10-GR.9-S.4-GLE.2-EO.d  Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process

ESSK.08.01.b  Evaluate alternative responses to workplace situations based on personal or professional ethical responsibilities.

RWC10-GR.11-S.4-GLE.1-EO.a  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)

RWC10-GR.9-S.4-GLE.2-EO.d  Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process

ESSK.08.01.c  Identify personal and long-term workplace consequences of unethical or illegal behaviors.

RWC10-GR.11-S.4-GLE.3-EO.a  Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking

ESSK.08.01.d  Explain personal and long-term workplace consequences of unethical or illegal behaviors.

RWC10-GR.11-S.4-GLE.3-EO.a  Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking

ESSK.08.01.e  Determine the most appropriate response to workplace situations based on legal and ethical considerations.

RWC10-GR.9-S.4-GLE.2-EO.c  Implement a purposeful and articulated process to solve a problem

RWC10-GR.9-S.4-GLE.2-EO.d  Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process

ESSK.08.01.f  Explain the most appropriate response to workplace situations based on legal and ethical considerations.

RWC10-GR.9-S.4-GLE.2-EO.c  Implement a purposeful and articulated process to solve a problem

RWC10-GR.9-S.4-GLE.2-EO.d  Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process

ESSK.08.02  Interpret and explain written organizational policies and procedures to help employees perform their jobs according to employer rules and expectations.

ESSK.08.02.a  Locate information on organizational policies in handbooks and manuals.

RWC10-GR.12-S.2-GLE.2-EO.e  Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems

ESSK.08.02.b  Discuss how specific organizational policies and procedures influence a specific work situation.

RWC10-GR.11-S.1-GLE.1-EO.e  Identify, explain, and use content-specific vocabulary, terminology, dialect, or jargon unique to particular groups, perspectives, or contexts (such as social, professional, political, cultural, historical or geographical)

RWC10-GR.11-S.1-GLE.2-EO.b  Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS: SL.11-12.2)

RWC10-GR.12-S.1-GLE.1-EO.a  Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS: SL.11-12.4)

RWC10-GR.12-S.2-GLE.2-EO.e  Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems

RWC10-GR.9-S.1-GLE.1-EO.a  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.9-10.6)

ESSK.09  Employability and Career Development: Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.
ESSK.09.01 Identify and demonstrate positive work behaviors and personal qualities needed to be employable.

ESSK.09.01.a Demonstrate self-discipline, self-worth, positive attitude, and integrity in a work situation.

RWC10-GR.11-S.4-GLE.2-EO.b Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision

ESSK.09.01.b Demonstrate flexibility and willingness to learn new knowledge and skills.

RWC10-GR.10-S.1-GLE.2-EO.a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) a.i-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a) a.ii-Support others in discussions, activities, and presentations through active listening. a.iii-Listen actively in groups to accomplish a goal. a.iv-Choose specific words for intended effect on particular audiences. a.vi-Facilitate (or lead) a group by developing an agenda designed to accomplish a specified goal. a.vii-Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1b). a.viii-Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1c)

ESSK.09.01.c Exhibit commitment to the organization.

RWC10-GR.12-S.1-GLE.2-EO.f Self-evaluate roles in the preparation and completion of the group goal

ESSK.09.01.d Identify how work varies with regard to site, from indoor confined spaces to outdoor areas, including aerial space and a variety of climatic and physical conditions.

RWC10-GR.11-S.1-GLE.1-EO.e Identify, explain, and use content-specific vocabulary, terminology, dialect, or jargon unique to particular groups, perspectives, or contexts (such as social, professional, political, cultural, historical or geographical)

ESSK.09.01.e Apply communication strategies when adapting to a culturally diverse environment.

RWC10-GR.12-S.1-GLE.1-EO.c Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)

ESSK.09.01.g Identify positive work-qualities typically desired in each of the career cluster’s pathways.

RWC10-GR.11-S.4-GLE.1-EO.a Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)

ESSK.09.01.h Manage work roles and responsibilities to balance them with other life roles and responsibilities.

RWC10-GR.11-S.4-GLE.2-EO.a Analyze the logic of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences inferences, assumptions and concepts

RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

RWC10-GR.9-S.4-GLE.2-EO.d Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process

ESSK.09.02 Develop a personal career plan to meet career goals and objectives.

ESSK.09.02.a Develop career goals and objectives as part of a plan for future career direction.

RWC10-GR.11-S.4-GLE.1-EO.a Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)

ESSK.09.02.b Develop strategies to reach career objectives.
RWC\textsuperscript{10-GR.11-S.4-GLE.1-EO.a} Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)

ESSK.09.03 Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.

ESSK.09.03.a Use multiple resources to locate job opportunities.

RWC\textsuperscript{10-GR.10-S.3-GLE.3-EO.f} Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

RWC\textsuperscript{10-GR.11-S.3-GLE.3-EO.e} Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)

RWC\textsuperscript{10-GR.9-S.3-GLE.3-EO.d} Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

RWC\textsuperscript{10-GR.9-S.4-GLE.1-EO.a} Integrate information from different sources to research and complete a project

ESSK.09.03.b Prepare a résumé.

RWC\textsuperscript{10-GR.10-S.3-GLE.3-EO.f} Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

RWC\textsuperscript{10-GR.11-S.3-GLE.3-EO.e} Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)

RWC\textsuperscript{10-GR.12-S.3-GLE.3-EO.c} Seek and use an appropriate style guide to govern conventions for a particular audience and purpose

RWC\textsuperscript{10-GR.9-S.3-GLE.3-EO.d} Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

ESSK.09.03.c Prepare a letter of application.

RWC\textsuperscript{10-GR.10-S.3-GLE.3-EO.f} Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

RWC\textsuperscript{10-GR.11-S.3-GLE.3-EO.e} Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)

RWC\textsuperscript{10-GR.12-S.3-GLE.3-EO.c} Seek and use an appropriate style guide to govern conventions for a particular audience and purpose

RWC\textsuperscript{10-GR.9-S.3-GLE.3-EO.d} Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

ESSK.09.03.d Complete an employment application.

RWC\textsuperscript{10-GR.10-S.3-GLE.3-EO.f} Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

RWC\textsuperscript{10-GR.11-S.3-GLE.3-EO.e} Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)

RWC\textsuperscript{10-GR.12-S.3-GLE.3-EO.c} Seek and use an appropriate style guide to govern conventions for a particular audience and purpose
RWC10-GR.9-S.3-GLE.3-EO.d  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

ESSK.09.03.e  Interview for employment.

RWC10-GR.10-S.1-GLE.1-EO.c  Make decisions about how to establish credibility and enhance appeal to the audience.

RWC10-GR.10-S.1-GLE.1-EO.d  Rehearse the presentation to gain fluency, to adjust tone and modulate volume for emphasis, and to develop poise.

RWC10-GR.11-S.1-GLE.1-EO.b  Deliver formal oral presentations for intended purpose and audience, using effective verbal and nonverbal communication.

RWC10-GR.11-S.1-GLE.1-EO.c  Deliver oral talks with clear enunciation, vocabulary, and appropriate organization; nonverbal gestures; and tone.

ESSK.09.03.f  List the standards and qualifications that must be met in order to enter a given industry.

RWC10-GR.10-S.3-GLE.3-EO.f  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

RWC10-GR.11-S.3-GLE.3-EO.e  Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)

RWC10-GR.12-S.3-GLE.2-EO.b  Select appropriate and relevant information (excluding extraneous details) to set context.

RWC10-GR.9-S.3-GLE.3-EO.d  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

ESSK.09.03.g  Employ critical thinking and decision-making skills to exhibit qualifications to a potential employer.

RWC10-GR.12-S.1-GLE.1-EO.a  Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS: SL.11-12.4)

ESSK.09.04  Maintain a career portfolio to document knowledge, skills and experience in a career field.

ESSK.09.04.a  Select educational and work history highlights to include in a career portfolio.

RWC10-GR.10-S.1-GLE.1-EO.c  Make decisions about how to establish credibility and enhance appeal to the audience.

ESSK.09.04.b  Produce a record of work experiences, licenses, certifications and products.

RWC10-GR.10-S.4-GLE.1-EO.b  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)

RWC10-GR.11-S.3-GLE.3-EO.e  Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)

ESSK.09.04.c  Organize electronic or physical portfolio for use in demonstrating knowledge, skills and experiences.

RWC10-GR.10-S.3-GLE.3-EO.f  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

RWC10-GR.9-S.3-GLE.3-EO.d  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
ESSK.09.05 Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.

ESSK.09.05.a Compare employment opportunities to individual needs and career plan objectives.

ESSK.09.05.b Evaluate employment opportunities based upon individual needs and career plan objectives.

ESSK.09.05.c Demonstrate appropriate methods for accepting or rejecting employment offers.

ESSK.09.06 Identify and exhibit traits for retaining employment to maintain employment once secured.

ESSK.09.06.a Model behaviors that demonstrate reliability and dependability.

ESSK.09.06.b Maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.

ESSK.09.06.c Complete required employment forms and documentation such as I-9 form, work visa, W-4 and licensures to meet employment requirements.

ESSK.09.06.d Summarize key activities necessary to retain a job in the industry.

ESSK.09.06.e Identify positive work behaviors and personal qualities necessary to retain employment.

ESSK.09.07 Identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster.

ESSK.09.07.a Locate and identify career opportunities that appeal to personal career goals.

ESSK.09.07.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
ESSK.09.07.b  Match personal interest and aptitudes to selected careers.

RWC10-GR.10-S.4-GLE.1-EO.a  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)

RWC10-GR.12-S.2-GLE.2-EO.b  Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)

ESSK.09.08  Recognize and act upon requirements for career advancement to plan for continuing education and training.

ESSK.09.08.a  Identify opportunities for career advancement.

RWC10-GR.10-S.4-GLE.1-EO.a  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)

ESSK.09.08.b  Pursue education and training opportunities to acquire skills necessary for career advancement.

RWC10-GR.9-S.4-GLE.2-EO.c  Implement a purposeful and articulated process to solve a problem

ESSK.09.08.c  Examine the organization and structure of various segments of the industry to prepare for career advancement.

RWC10-GR.9-S.4-GLE.1-EO.a  Integrate information from different sources to research and complete a project

ESSK.09.08.d  Research local and regional labor (workforce) market and job growth information to project potential for advancement.

RWC10-GR.10-S.4-GLE.1-EO.a  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)

ESSK.09.08.e  Manage employment relations to make career advancements.

RWC10-GR.11-S.4-GLE.1-EO.a  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)

ESSK.09.09  Continue professional development to keep current on relevant trends and information within the industry.

ESSK.09.09.a  Use self assessment, organizational priorities, journals, Internet sites, professional associations, peers and other resources to develop goals that address training, education and self improvement issues.

RWC10-GR.10-S.4-GLE.1-EO.b  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)

ESSK.09.09.b  Read trade magazines and journals, manufacturers’ catalogues, industry publications and Internet sites to keep current on industry trends.

RWC10-GR.12-S.2-GLE.2-EO.b  Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)

RWC10-GR.12-S.2-GLE.2-EO.c  Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts

ESSK.09.09.c  Participate in relevant conferences, workshops, mentoring activities and in-service training to stay current with recent changes in the field.

RWC10-GR.12-S.1-GLE.2-EO.d  Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities
ESSK.09.10 Examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements.

ESSK.09.10.a Examine continuing education requirements related to licensing, certification, and credentialing requirements at the local, state and national levels for chosen occupation.

RWC10-GR.12-S.2-GLE.2-EO.b Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)

RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

ESSK.09.10.b Examine the procedures and paperwork involved in maintaining and updating licensure, certification and credentials for chosen occupation.

RWC10-GR.12-S.2-GLE.2-EO.b Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)

RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

ESSK.09.10.c Align ongoing licensing, certification and credentialing requirements to career plans and goals.

RWC10-GR.12-S.2-GLE.2-EO.b Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)

RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

ESSK.09.11 Examine employment opportunities in entrepreneurship to consider entrepreneurship as an option for career planning.

ESSK09.11.a Describe the opportunities for entrepreneurship in a given industry.

RWC10-GR.11-S.4-GLE.2-EO.a Analyze the logic of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences inferences, assumptions and concepts

ESSK.10 Technical Skills: Use of technical knowledge and skills required to pursue careers in all career clusters, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.

ESSK.10.01 Employ information management techniques and strategies in the workplace to assist in decision-making.

ESSK.10.01.a Use information literacy skills when accessing, evaluating and disseminating information.

RWC10-GR.10-S.3-GLE.3-EO.f Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

RWC10-GR.11-S.3-GLE.2-EO.b Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS: SL.11-12.2)

RWC10-GR.11-S.3-GLE.3-EO.e Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)

RWC10-GR.11-S.4-GLE.1-EO.d Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources

RWC10-GR.9-S.3-GLE.3-EO.d Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

ESSK.10.01.b Describe the nature and scope of information management.

RWC10-GR.12-S.3-GLE.2-EO.b Select appropriate and relevant information (excluding extraneous details) to set context

ESSK.10.01.c Maintain records to facilitate ongoing business operations.

RWC10-GR.11-S.3-GLE.3-EO.c Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.11-12.4)
RWC10-GR.11-S.3-GLE.3-EO.e Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)

RWC10-GR.12-S.2-GLE.2-EO.b Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)

ESSK.10.02 Employ planning and time management skills and tools to enhance results and complete work tasks.

ESSK.10.02.a Develop goals and objectives.

ESSK.10.02.b Prioritize tasks to be completed.

ESSK.10.02.c Develop timelines using time management knowledge and skills.

ESSK.10.02.d Use project-management skills to improve workflow and minimize costs.

ESSK.11 Independent Living: Know and understand the skills, rights, resources, and responsibilities required to live independently in society.

ESSK.11.01 Demonstrate the financial knowledge and skills necessary for independent living.

ESSK.11.01.h Demonstrate an understanding of Social Security benefits and how to access them.

ESSK.11.02 Identify federal, state, and local resources available to community members.

ESSK.11.02.a Identify transportation options and resources in the community.

ESSK.11.02.b Identify resources for housing assistance.

ESSK.11.02.c Identify resources for medical assistance.

ESSK.11.02.d Identify resources for legal assistance.
ESSK.11.02.e Identify community options for recreation.

RWC10-GR.9-S.4-GLE.1-EO.a Integrate information from different sources to research and complete a project

RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

ESSK.11.03 Understand an individual’s rights in society.

ESSK.11.03.a Identify how to access Workmen’s Compensation for an injury that occurs on the job.

RWC10-GR.9-S.4-GLE.1-EO.a Integrate information from different sources to research and complete a project

RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

ESSK.11.03.b Demonstrate an understanding of the role of OSHA in workplace safety.

RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

ESSK.11.03.d Demonstrate an understanding of how to apply for unemployment benefits.

RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

ESSK.11.03.e Demonstrate knowledge of how to access a personal credit report.

RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

ESSK.11.03.f Identify the steps to follow in the case of identity theft.

RWC10-GR.10-S.4-GLE.1-EO.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)

RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

ESSK.11.03.g Demonstrate an understanding of how to handle workplace discrimination and sexual harassment on the job.

RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

ESSK.11.04 Understand the responsibilities of citizenship.

ESSK.11.04.a Identify the requirements to become a registered voter.

RWC10-GR.11-S.4-GLE.2-EO.a Analyze the logic of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences inferences, assumptions and concepts

RWC10-GR.11-S.4-GLE.2-EO.b Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision

RWC10-GR.11-S.4-GLE.2-EO.c Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)

RWC10-GR.11-S.4-GLE.2-EO.e Monitor and assess the extent to which their own beliefs and biases influenced their reactions to the viewpoints and logic of others

RWC10-GR.11-S.4-GLE.3-EO.c Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), were open to constructive critique (intellectual open-mindedness)

RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem
ESSK.11.04.b Demonstrate an understanding of the importance of volunteerism and giving back to the community, on both the personal and corporate levels.

RWC10-GR.11-S.4-GLE.2-EO.a Analyze the logic of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences inferences, assumptions and concepts

RWC10-GR.11-S.4-GLE.2-EO.b Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision

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RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

ESSK.11.04.c Explain the importance of health and wellness in an individual’s personal and employment environments.

RWC10-GR.11-S.4-GLE.2-EO.a Analyze the logic of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences inferences, assumptions and concepts

RWC10-GR.11-S.4-GLE.2-EO.b Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision

RWC10-GR.11-S.4-GLE.2-EO.c Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)

RWC10-GR.11-S.4-GLE.2-EO.e Monitor and assess the extent to which their own beliefs and biases influenced their reactions to the viewpoints and logic of others

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RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

ESSK.11.03 Understand an individual’s rights in society.

ESSK.11.03.c Demonstrate an understanding of workers’ rights under the Fair Labor Standards Act.

RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem
### Essential Skills

**ESSK.01**  
**ACADEMIC FOUNDATIONS:** Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.

**ESSK.01.03**  
Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.

**ESSK.01.03.a**  
Identify whole numbers, decimals, and fractions.  
**MA10-GR.HS-S.1-GLE.2-EO.a** Reason quantitatively and use units to solve problems (CCSS: N-Q)

**ESSK.01.03.b**  
Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication, and division.  
**MA10-GR.HS-S.1-GLE.2-EO.a** Reason quantitatively and use units to solve problems (CCSS: N-Q)

**ESSK.01.03.c**  
Demonstrate use of relational expressions such as equal to, not equal, greater than, less than, etc.  
**MA10-GR.HS-S.2-GLE.3-EO.g** Rewrite simple rational expressions in different forms. (CCSS: A-APR.6)  
**MA10-GR.HS-S.2-GLE.4-EO.a** Create equations that describe numbers or relationships. (CCSS: A-CED)

**ESSK.01.03.d**  
Apply data and measurements to solve a problem.  
**MA10-GR.HS-S.1-GLE.2-EO.a** Reason quantitatively and use units to solve problems (CCSS: N-Q)

**ESSK.01.03.e**  
Analyze Mathematical problem statements for missing and/or irrelevant data.  
**MA10-GR.HS-S.1-GLE.1-EO.a** Summarize, represent, and interpret data on a single count or measurement variable. (CCSS: S-ID)

**ESSK.01.03.f**  
Construct charts/tables/graphs from functions and data.  
**MA10-GR.HS-S.1-GLE.1-EO.c** Perform arithmetic operations with complex numbers. (CCSS: N-CN)

**ESSK.01.03.g**  
Analyze data when interpreting operational documents.  
**MA10-GR.HS-S.3-GLE.2-EO.b.vi** Evaluate reports based on data. (CCSS: S-IC.6)

**ESSK.04**  
**Information Technology Applications:** Use information technology tools specific to the career cluster to access, manage, integrate, and create information.

**ESSK.04.07**  
Employ spreadsheet applications to organize and manipulate data.

**ESSK.04.07.a**  
Create a spreadsheet.  
**MA10-GR.HS-S.3-GLE.1-EO.a** Summarize, represent, and interpret data on a single count or measurement variable. (CCSS: S-ID)

**ESSK.04.07.b**  
Perform calculations and analyses on data using a spreadsheet.  
**MA10-GR.HS-S.2-GLE.1-EO.a.ii** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. (CCSS: F-IF.2)

**MA10-GR.HS-S.2-GLE.1-EO.c.i** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. (CCSS: F-IF.7)
Colorado Essential Skills Math Alignments

ESSK.09
Employability and Career Development: Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.

ESSK.09.01
Identify and demonstrate positive work behaviors and personal qualities needed to be employable.

ESSK.09.01.f
Manage resources in relation to the position (i.e. budget, supplies, computer, etc).

MA10-GR.HS-S.1-GLE.2-EO.a.v
Design and use a budget, including income (net take-home pay) and expenses (mortgage, car loans, and living expenses) to demonstrate how living within your means is essential for a secure financial future (PFL)

MA10-GR.HS-S.3-GLE.2-EO.b.vi
Evaluate reports based on data. (CCSS: S-IC.6)

ESSK.11
Independent Living: Know and understand the skills, rights, resources, and responsibilities required to live independently in society.

ESSK.11.01
Demonstrate the financial knowledge and skills necessary for independent living.

ESSK.11.01.a
Develop a personal budget based on a given income level.

MA10-GR.HS-S.1-GLE.2-EO.a.iv
Describe factors affecting take-home pay and calculate the impact (PFL)

MA10-GR.HS-S.1-GLE.2-EO.a.v
Design and use a budget, including income (net take-home pay) and expenses (mortgage, car loans, and living expenses) to demonstrate how living within your means is essential for a secure financial future (PFL)

MA10-GR.HS-S.2-GLE.2-EO.d
Model personal financial situations

ESSK.11.01.b
Demonstrate the ability to open and maintain checking and savings accounts.

MA10-GR.HS-S.1-GLE.2-EO.a.v
Design and use a budget, including income (net take-home pay) and expenses (mortgage, car loans, and living expenses) to demonstrate how living within your means is essential for a secure financial future (PFL)

MA10-GR.HS-S.2-GLE.2-EO.d
Model personal financial situations

MA10-GR.HS-S.2-GLE.2-EO.d.iii
Analyze various lending sources, services, and financial institutions (PFL)

ESSK.11.01.c
Demonstrate an understanding of investments (types, purposes, rates of return, and compound interest).

MA10-GR.HS-S.2-GLE.1-EO.c.i
Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★ (CCSS: F-IF.7)

MA10-GR.HS-S.2-GLE.2-EO.d
Model personal financial situations

MA10-GR.HS-S.2-GLE.2-EO.d.i
Analyze* the impact of interest rates on a personal financial plan (PFL)

ESSK.11.01.d
Demonstrate an understanding of credit (types, usage, and costs).

MA10-GR.HS-S.2-GLE.2-EO.d
Model personal financial situations

MA10-GR.HS-S.2-GLE.2-EO.d.ii
Evaluate* the costs and benefits of credit (PFL)

MA10-GR.HS-S.2-GLE.2-EO.d.iii
Analyze various lending sources, services, and financial institutions (PFL)

ESSK.11.01.e
Demonstrate the ability to calculate wages, overtime, and commission.

MA10-GR.HS-S.1-GLE.2-EO.a.iv
Describe factors affecting take-home pay and calculate the impact (PFL)

MA10-GR.HS-S.2-GLE.2-EO.d
Model personal financial situations

ESSK.11.01.f
Understand different types of insurance (auto, health, life, disability, renters) and how to compare costs.

MA10-GR.HS-S.2-GLE.2-EO.d
Model personal financial situations

MA10-GR.HS-S.3-GLE.3-EO.c
Analyze* the cost of insurance as a method to offset the risk of a situation (PFL)

ESSK.11.01.g
Demonstrate an understanding of taxes by calculating tax rates and completing personal income tax returns.

MA10-GR.HS-S.1-GLE.2-EO.a.iv
Describe factors affecting take-home pay and calculate the impact (PFL)

MA10-GR.HS-S.1-GLE.2-EO.a.v
Design and use a budget, including income (net take-home pay) and expenses (mortgage, car loans, and living expenses) to demonstrate how living within your means is essential for a secure financial future (PFL)

MA10-GR.HS-S.2-GLE.2-EO.d
Model personal financial situations
<table>
<thead>
<tr>
<th>ESSK.11.01.i</th>
<th>Compare and calculate the costs of purchasing a car.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA10-GR.HS-S.1-GLE.2-EO.a.v</td>
<td>Design and use a budget, including income (net take-home pay) and expenses (mortgage, car loans, and living expenses) to demonstrate how living within your means is essential for a secure financial future (PFL)</td>
</tr>
<tr>
<td>MA10-GR.HS-S.2-GLE.2-EO.d</td>
<td>Model personal financial situations</td>
</tr>
<tr>
<td>MA10-GR.HS-S.2-GLE.2-EO.d.i</td>
<td>Analyze* the impact of interest rates on a personal financial plan (PFL)</td>
</tr>
<tr>
<td>MA10-GR.HS-S.2-GLE.2-EO.d.ii</td>
<td>Evaluate* the costs and benefits of credit (PFL)</td>
</tr>
<tr>
<td>MA10-GR.HS-S.2-GLE.2-EO.d.iii</td>
<td>Analyze various lending sources, services, and financial institutions (PFL)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESSK.11.01.j</th>
<th>Demonstrate an understanding of how to rent an apartment (compare features and costs, understand lease agreements).</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA10-GR.HS-S.1-GLE.2-EO.a.v</td>
<td>Design and use a budget, including income (net take-home pay) and expenses (mortgage, car loans, and living expenses) to demonstrate how living within your means is essential for a secure financial future (PFL)</td>
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<td>MA10-GR.HS-S.2-GLE.2-EO.d</td>
<td>Model personal financial situations</td>
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</table>