

CAREER AND EMPLOYABILITY SKILLS

CONTENT STANDARDS & BENCHMARKS

**with Recommended Revisions
by the Michigan Business Leaders for Education Excellence (MBLEE)**

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CAREER AND EMPLOYABILITY SKILLS

CONTENT STANDARDS AND WORKING DRAFT BENCHMARKS

How to Read this Document:

Additions to the existing core content standards and benchmarks are indicated in bold print or as a strikeout.

Where an addition has been made, a citation is included indicating the supporting source (e.g. SCANS, North Central Accreditation, existing core curriculum benchmark etc.).

Citation Key:

CES	Career and Employability Skills Standards and Benchmarks (Michigan Department of Education)
ELA	English and Language Arts Standards and Benchmarks (Michigan Department of Education)
MS	Mathematics Skills Standards and Benchmarks (Michigan Department of Education)
NCA	North Central Accreditation
S	Science Standards and Benchmarks (Michigan Department of Education)
TCH	Technology Standards and Benchmarks (Michigan Department of Education)
WKAM	Work Keys Applied Math Skill Comparisons, 1999 ACT, Inc.
WKAT	Work Keys Applied Technology Skill Comparisons, 1999 ACT, Inc.
WKL	Work Keys Listening Skill Comparisons, 1999 ACT, Inc.
WKRFI	Work Keys Reading for Information Skill Comparisons, 1999 ACT, Inc.
WKT	Work Keys Teamwork Skill Comparisons, 1999 ACT, Inc.
WKW	Work Keys Writing Skill Comparisons, 1999 ACT, Inc.

Pestillo & Yokich Governor's Commission on Jobs and Economic Development: A Michigan Employability Profile, Employability Skills Task Force, 1988, Peter Pestillo & Stephen Yokich

SCANS Secretary's Commission on Achieving Necessary Skills, 1992, U.S. Department of Labor

NCA North Central Accreditation Transitions Endorsement

Examples:

MS III:2	Mathematics Skills Standards and Benchmarks (Michigan Department of Education) Tract III, Standard 2
ELA 1, 2, 7, 8	English and Language Arts Standards and Benchmarks (Michigan Department of Education) Standards 1, 2, 7 & 8
CES 8: 1-3	Career and Employability Skills Standards and Benchmarks (Michigan Department of Education) Standard 8, Benchmarks 1-3

RECOMMENDED ADDITIONS TO EXISTING MICHIGAN CAREER AND EMPLOYABILITY SKILLS STANDARDS

Michigan Career and Employability Skills

APPLIED ACADEMIC SKILLS	1. All students will apply basic communication skills (e.g., reading, writing, speaking, and listening), apply scientific and social studies concepts, perform mathematical processes, and apply technology^a in work-related situations.
CAREER PLANNING	2. All students will acquire, organize, interpret, and evaluate information from career awareness and exploration activities, career assessment, and work-based experiences to identify and to pursue their career goals.
DEVELOPING AND PRESENTING INFORMATION	3. All students will demonstrate the ability to combine ideas or information in new ways, make connections between seemingly unrelated ideas, and organize and present information in formats such as symbols, pictures, schematics, charts, and graphs.
PROBLEM SOLVING	4. All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action,^b and evaluating results.
PERSONAL MANAGEMENT	5. All students will display personal qualities such as responsibility, self-management, self-confidence,^c ethical behavior, and respect for self and others.
ORGANIZATIONAL SKILLS	6. All students will identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
TEAMWORK	7. All students will work cooperatively with people of diverse backgrounds and abilities, identify with the group's goals and values,^d learn to exercise leadership, teach others new skills, serve clients or customers,^e and will contribute to a group process with ideas, suggestions, and efforts.
NEGOTIATION SKILLS	8. All students will communicate ideas to support a position and negotiate to resolve divergent interests.
UNDERSTANDING SYSTEMS	9. All students will learn to understand, monitor, and improve^f complex systems, including social, technical, and mechanical^g systems, and work with and maintain^f a variety of technologies.
USING EMPLOYABILITY SKILLS	10. All students will integrate employability skills into behaviors which prepare one for obtaining, maintaining, advancing, and changing employment.

^aNCA 5-1

^bSCANS xviii

^cIbid

^dPestillo & Yokich 5

^eSCANS xvii, NCA 5-1

^fSCANS xvii

^gWork Keys 2

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APPLIED ACADEMIC SKILLS

Content Standard 1: All students will apply basic communication skills (e.g., reading, writing, speaking, and listening), apply scientific and social studies concepts, perform mathematical processes, **and apply technology** in work-related situations.

Elementary	Middle School	High School
<p><i>These applied skills will be accomplished in the English language arts, mathematics, science, and social studies benchmarks, and may be accomplished through cross disciplinary teaching strategies with other subject areas.</i></p>	<p><i>These applied skills will be accomplished in the English language arts, mathematics, science, and social studies benchmarks, and may be accomplished through cross disciplinary teaching strategies with other subject areas.</i></p>	<p><i>These applied skills will be accomplished in the English language arts, mathematics, science, and social studies benchmarks, and may be accomplished through cross disciplinary teaching strategies with other subject areas.</i></p>
<p>(Reading, English & Language Arts)</p>		
<p>1. Explore careers by reading about them and write a report using correct grammar, spelling, and punctuation.</p> <p>(ELA 1, 2, 3, 4, 6, 7, 9, 10, 11)</p>	<p>1. Read and interpret a business report that includes charts, graphs, and schedules. Use maps to find locations using coordinates or other marking tools.</p> <p>(ELA 1, 2, 3, 4, 6, 7, 9, 10, 11; MS III:2)</p> <p>2. Read a passage containing a problem and identify the details about the situation. Identify cause-effect relationships, and interpret or summarize the events leading to a conclusion.</p> <p>(ELA 1, 6, 7, 9, 10, 11; WKRFI 4)</p>	<p>1. Read from a technical manual, and write a clear and logical report explaining the information using standard business English (including correct spelling, grammar and punctuation). Give a verbal report explaining what the manual says.</p> <p>(ELA 1, 2, 3, 4, 6, 7, 9, 10, 11; MS III: 2; WKW 5)</p> <p>2. Read a case study and identify the details about the situation, define technical terms, jargon, or words with multiple meanings based on context, and summarize the conclusion. Relate the results of the study to a similar situation in a verbal or written report.</p> <p>(ELA 1, 2, 3, 4, 6, 7, 9, 10, 11; WKRFI 5)</p>

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3. Select an article from the newspaper and write a report explaining it (using correct spelling, grammar, and punctuation).

(ELA 1, 2, 3, 4, 6, 7, 9, 10, 11)

3. Take a verbal and written position on a topic and use correct grammar to defend it.

(CES 8: 1-3; ELA 1, 2, 3, 4, 6, 7, 9, 10, 11)

(Mathematics)

2. Perform basic mathematical computations to solve workplace problems (such as using measuring devices). Write a report explaining the process and the answer

(MS II:3, IV:1,2; ELA 3, 9, 10, 11)

4. Apply mathematical reasoning to workplace situations (e.g. making correct change without a calculator, measuring materials, balancing a checkbook, measuring for changes). Situations will include fractions, decimals, percentages, and averages.

(MS II:3, IV:1,2; WKAM 3, 4)

4. Approach practical and workplace problems using a variety of mathematical techniques (e.g. figuring discounts or calculating perimeter and area). Problems include making conversions between the metric system and non-English systems of measurement, mixed units (such as hours and minutes), and can require several steps to finding a solution.

(MS II:1,2,3, III:1,2,3, IV:1,2,3; WKAM 4, 5)

5. Research how math is used in the workplace and make a presentation detailing the process.

(ELA 1, 2, 3, 4, 6, 7, 9, 10, 11)

(Listening & Presentation Skills)

5. Use correct grammar to communicate verbally.

(ELA 3, 4, 6)

6. Use correct grammar to communicate verbally.

(ELA 3, 4, 6)

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3. Work in teams on projects that require listening to directions, outlining the processes used. Give a verbal presentation detailing the process, the time spent, and the results.

(ELA 3, 4; WKL 3)

6. Listen to a spoken message and record important information. Report back identifying the central idea and key points.

(ELA 3, 7, 9, 10; WKL 4)

7. Listen to a presentation and record important information. Report back identifying central themes and use key points to explain how the message applies to a similar situation.

(ELA 3, 7, 9, 10; WKL 5)

(Technology Basic Skills)

4. Identify basic technology used in the classroom, school, and the workplace and explain how it is used.

(TCH 1)

7. Apply technology to classroom situations.

(TCH 3; ELA 11)

8. Apply technology to workplace or career situations. Include research and a written paper.

(TCH 3, 6; ELA 3, 4, 6, 7, 9, 10, 11)

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CAREER PLANNING

Content Standard 2: All students will acquire, organize, interpret, and evaluate information from career awareness and exploration activities, career assessment, and work-based experiences to identify and to pursue their career goals.

Elementary	Middle School	High School
1. Identify and explore varied career and employment opportunities (e.g., using MOIS , guest speakers, field trips, interviewing family members or family friends).	1. Develop an understanding of career clusters and employment opportunities by participating in exploration activities (e.g., business tours, career days, Michigan Occupational Information System--MOIS, job shadowing, the internet , career center/college visitations).	1. Understand and organize career information and labor market trends from a variety of sources (e.g., MOIS, computer data banks, the internet , interviewing experts and potential employers, mentorships, internships).
2. Discuss the importance of the contributions of workers in a variety of fields.	2. Describe careers or employment which involves working for self and working for others.	2. Explain the advantages and disadvantages of working for self and working for others, and being an employee of a large or of a small organization.
3. Identify activities that one likes and dislikes (e.g., hobbies, sports, school tasks).	3. Describe how personal aptitudes and interests may lead to a career choice and select activities and courses that explore career interests.	3. Analyze information and preferences resulting from work-based opportunities such as job shadowing, mentorships, work experiences, apprenticeships, and/or occupational coursework.
4. Portray oneself in several potential career activities of one's choice.	4. Use initial career assessment information to identify career interests and abilities.	4. Interpret information from a variety of career assessments to identify career interests and abilities.
5. Use a decision-making model to determine a course of action regarding a home, school, or community activity.	5. Apply a decision-making model and use career assessment information and career exploration experiences to make an initial career pathway decision.	5. Apply a decision-making model and use career assessment information regarding interests and abilities to choose a career pathway.
6. Explore the broad range of career options available to women and men without discrimination based on gender, race, or other stereotype.	6. Develop an individual Education Development Plan (EDP).	6. Continue the EDP process which includes an annual review with student and counselor and notification of parents.

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7. Explore the role of work in society and the ways people prepare for employment.

7. Describe the advanced education and training needed to prepare for ~~several career choices.~~ **a broad variety of technical and professional occupations (or both) within each pathway.**

(Amended with input from Michigan Department of Education)

7. Include in the E/EDP a plan for continuing education, ~~and training and/or entering paid employment.~~ **full-time paid employment, career training while working, and/or working while attending school full-time.**

(Amended with input from Michigan Department of Education)

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DEVELOPING AND PRESENTING INFORMATION

Content Standard 3: All students will demonstrate the ability to combine ideas or information in new ways, make connections between seemingly unrelated ideas, and organize and present information in formats such as symbols, pictures, schematics, charts, and graphs.

Elementary	Middle School	High School
1. Interpret simple data contained in symbols, pictures, charts, and graphs.	1. Gather and interpret basic data contained in symbols, pictures, charts, blueprints, and graphs.	1. Gather, interpret, analyze, and refine data contained in symbols, pictures, charts, blueprints, and/or graphs.
2. Collect information from multiple sources.	2. Collect and analyze information from multiple sources.	2. Analyze and synthesize information and data from multiple sources.
3. Use imagination freely to present ideas and relationships in new ways.	3. Generate and organize ideas on a technical or specialized topic.	3. Plan and transform ideas and requirements into a concept, service, or product.
4. Evaluate ideas for general relevance.	4. Evaluate ideas for detailed accuracy and relevance.	4. Assess the quality of the concept, service, or product using a predetermined standard.
5. Communicate ideas in varied formats (e.g., pictures, charts, graphs, oral reports, and three dimensional objects).	5. Communicate detailed ideas in varied formats (e.g., oral reports, written information sheets, pictures, charts, graphs, and three-dimensional objects).	5. Develop a plan to market a new product, service, or concept which includes identification of customers, a graphic presentation, production requirements, and costs.
	6. Use basic technology and materials (e.g. an overhead projector, black/white board, visual aids) to make presentations to the class.	6. Practice and demonstrate presentation skills using a variety of media and interpretive data.
	(ELA 3, 6, 7; TCH 3)	(ELA 3, 6, 7; TCH 3)

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PROBLEM SOLVING

Content Standard 4: All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, **implementing plans of action**, and evaluating results.

Elementary	Middle School	High School
<p>1. Identify problems and strategies and resources used to solve them.</p> <p>1. Identify a problem and explain it (i.e why it is a problem, how it affects a situation, etc.).</p> <p>(ELA 3, 6, 7; MS I:2)</p>	<p>1. Use a problem solving model in work-related or technical contexts.</p> <p>1. Apply a problem solving model to a classroom or workplace situation that involves setting goals, implementing a plan of action, and evaluating results.</p> <p>(ELA 3, 7, 9, 10, 11; MS I:2, III:1,2,3)</p>	<p>1. Use a problem solving process in varied contexts and include one involving a career interest area.</p> <p>1. Apply a problem solving model to a classroom or workplace situation that involves setting goals, implementing a plan of action, and evaluating results.</p> <p>(ELA 3, 9, 10, 11; MS I:2, III:1,2,3)</p>
<p>2. Identify ways to solve a problem. Then decide and explain which solution to use.</p> <p>(MS III:2; ELA 3, 9, 10, 11)</p>	<p>2. Apply problem solving skills to a situation with unclear goals and a team with diverse needs. Identify what the team thinks should be the goals, a task plan, a timeline, and select an approach to accomplishing the task.</p> <p>(ELA, 3, 7, 9, 10, 11; MS III:1,2,3; WKT5)</p>	<p>2. Identify typical problems that occur in a workplace situation and use a problem solving model to devise solutions, compare alternatives to past solutions, and predict their success.</p> <p>(ELA 3, 9, 10, 11; MS I:1,2, III:1,2,3; WKT5)</p>
<p>3. Identify ways to measure the impact of a solution to determine its effectiveness.</p> <p>(MS III:1,2,3)</p>		

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PERSONAL MANAGEMENT

Content Standard 5: All students will display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.

Elementary	Middle School	High School
(Responsibility)		
1. Explain the importance of regular attendance.	1. Complete a self-awareness profile of attendance and work habits.	1. Demonstrate regular attendance, promptness, and staying with a school/work task until satisfactory completion.
2. Identify and demonstrate good study and work habits.	2. Develop an action plan to improve study and work habits.	2. Complete assignments with minimum supervision and meet school/work deadlines.
3. Describe the relationship between doing well in school and performing well in a career.	3. Take responsibility for successes and failures.	3. Use mistakes as learning opportunities, demonstrate persistence and adaptability to change.
(Self-Management)		
4. Initiate projects and extra activities for personal satisfaction.	4. Express thoughts, feelings, and personal preferences in appropriate ways.	4. Follow directions and ask for clarification or help as needed.
5. Monitor and evaluate accurately one's progress towards a goal or completion of a project.	5. Observe health and safety practices in school and community and understand their importance in the workplace.	5. Demonstrate health and safety practices and drug-free behavior. Relate their importance to workplace settings.
6. Demonstrate health and safety practices and drug-free behavior in school and/or workplace settings.	6. Use transportation with supervision.	6. Read/draw maps of the community and identify transportation alternatives.
7. Follow directions. (Pestillo & Yokich; ELA 3)	7. Set goals and identify action steps toward attainment. (SCANS; ELA 7:3)	7. Obtain a driver license and demonstrate driving skills and safety and/or use public transportation.
8. Identify basic goals or items to accomplish. (SCANS; ELA 7)	8. Work independently without supervision. (NCA; ELA 7)	8. Prioritize and accomplish tasks independently. (NCA; ELA 7, 9)

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9. Work independently with some supervision.

(NCA)

9. Express thoughts and feelings in a constructive and appropriate way.

(ELA 3, 6, 7, 9)

9. Use appropriate personal expression and relate to school and work settings.

(SCANS; ELA 3, 6, 7, 9)

10. Be responsible for one's own thoughts and actions.

(SCANS)

(Ethical Behavior)

11. Demonstrate knowledge of established school rules.

12. Respect the property rights of other students.

13. Exhibit honesty and fairness in everyday behavior.

(NCA; Pestillo & Yokich)

10. Comply with established rules, regulations, and policies of the school and community.

11. Identify sources which influence unethical behavior and how to resist these influences.

12. Build personal credibility through competency, honesty, and integrity.

13. Demonstrate positive personal qualities as a member of a work group.

14. Describe honesty, fairness, integrity in school and work situations.

(NCA; Pestillo & Yokich; ELA 3, 6, 7, 9)

10. Demonstrate ethical behavior in school, work, and community situations.

11. Describe employer-employee rights and responsibilities.

12. Demonstrate appropriate behaviors necessary to maintaining employment.

13. Demonstrate positive personal qualities as a group leader.

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CONTENT STANDARDS AND WORKING DRAFT BENCHMARKS

(Respect for Self and Others)

14. Assess one's own strength and limitations **and acknowledge strengths while developing strategies to overcome weaknesses.**

15. Respect the rights of others while helping them make needed adjustments to be part of the class or group.

16. Use social manners appropriate to the classroom.

17. Respect individuality and give recognition to other students for their achievements.

18. Respect the individuality of others.

(SCANS; ELA 3)

15. Increase confidence in one's own abilities and take appropriate risks in meeting new challenges.

16. Identify areas for improvement and show increased independence in approaching school-related problems.

17. Accept supervision and demonstrate continuous improvement towards one's own goals in school and workplace settings.

18. Use telephone etiquette and accurately relay messages.

19. Exhibit appropriate social manners in public.

(SCANS; CES 5:16 Ele.; ELA 3)

20. Define and demonstrate a customer service attitude, including politeness and listening.

(NCA; SCANS; ELA 3)

14. View accomplishments or failures of self and others accurately and in a positive manner.

15. Understand how to make improvements and ask for help from adults as needed.

16. Offer encouragement and ideas to others as they work toward attaining their goals.

17. Provide for customer needs and expectations in a helpful and courteous manner.

18. Respect other points of view.

(SCANS; CES 7; ELA 3)

19. Demonstrate customer service skills in an appropriate setting by listening, suggesting solutions, and communicating the issues at hand.

(NCA; SCANS; ELA 3, 7, 9)

CAREER AND EMPLOYABILITY SKILLS

CONTENT STANDARDS AND WORKING DRAFT BENCHMARKS

ORGANIZATIONAL SKILLS

Content Standard 6: All students will identify, organize, plan, and allocate resources (such as time, money, materials, and human resources) efficiently and effectively.

Elementary	Middle School	High School
(Time)		
1. Use clocks to tell time.	1. Successfully follow a sequential schedule of classes and activities by being on time and being prepared.	1. Determine goals and develop an action plan to accomplish them within a given time frame.
2. Understand and use calendars.	2. Show adaptability to change in routines or schedules.	2. Read time charts and work schedules and perform tasks within time constraints of school and/or the workplace.
3. Follow a daily routine.	3. Plan and prioritize short term objectives to meet a long term goal.	3. Prioritize tasks and revise schedules as needed.
4. Identify and prioritize tasks to be completed.		
(Money)		
5. Count money accurately.	4. Prepare a budget for a school project or simulated work setting.	4. Estimate costs and prepare a detailed budget for a school-based or work-based project.
6. Use money to make purchases and make correct change.	5. Compare the costs of similar items.	5. Report the costs of various components of a budget and adjust budget items as needed.
7. Differentiate between wants and needs.	6. Evaluate the costs of purchases within a proposed budget.	6. Understand compensation practices and financial management and explain how financial resources can be used effectively and efficiently.

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(Materials)

8. Identify materials, tools, and processes to a task.	7. Explore the use of materials, tools, and processes to complete a task.	7. Utilize materials, tools, and processes to complete a task related to a career selection.
9. Identify and list resources from the home or school environment that can be used to solve problems.	8. Understand how resources are chosen in the early stages of problem solving.	8. Compile a list of materials and supplies needed in advance of an assignment.
10. Show proper care of supplies and equipment used in school.	9. Read and follow instructions from manuals on the use and care of materials, tools, and equipment.	9. Acquire resources in a timely fashion and take responsibility for their care.
	10. Keep work station or area clean, safe, and ready for use.	10. Identify and prepare tools, equipment, space, and facilities appropriate for a task.
		11. Work within constraints of safety precautions and available resources.

(Human Resources)

11. Work cooperatively with classmates in teams in simulated work activities.	11. Use networking as a means to secure and share needed information.	12. Learn cooperation and leadership in a team at school or in a workplace setting.
12. Use active listening and speaking skills with adults and peers.	12. Communicate using formal and informal messages (e.g., phone conversations, letters, notes, memos, e-mail).	13. Organize and communicate with members of a team using varied methods of communication.
13. Delegate tasks according to differing interests and abilities.	13. Describe how the unique interests and strengths of self and others contribute to the completion of projects.	14. Recognize the individual roles of team members, delegate tasks, and give feedback on performance.
		15. Acknowledge and utilize the skills, abilities, and input of all members of a team.

CAREER AND EMPLOYABILITY SKILLS

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TEAMWORK

Content Standard 7: All students will work cooperatively with people of diverse backgrounds and abilities, **identify with the group’s goals and values, learn to exercise leadership, teach others new skills, serve clients or customers,** and will contribute to a group process with ideas, suggestions, and efforts.

Elementary	Middle School	High School
<i>(Group Participation)</i>		
1. Describe one's role as a team member (e.g., leader, follower, recorder, reporter).	1. Identify teaming skills and talents of self and others.	1. Exhibit teamwork skills in a work or classroom setting including trust and loyalty to group, and demonstrating connectedness to group members, values, and culture.
		(Pestillo & Yokich; ELA 3, 7)
2. Help group establish goals.	2. Identify and use relevant options in terms of setting and accomplishing a goal.	2. Take personal responsibility for influencing and accomplishing group goals.
3. Plan one's personal contribution to a project.	3. Recognize limitations and build on individual strengths of self and others.	3. Demonstrate understanding of how effective teams operate within organizational and diverse settings.
4. Share tasks necessary to complete a team project.	4. Work as a member of a team to solve problems.	4. Solve a career/work-related problem as a member of a team.
<i>(Conflict Resolution)</i>		
5. Demonstrate small group listening, speaking, and questioning skills.	5. Encourage others and build trust by listening and responding appropriately to the contributions of others.	6. Demonstrate leadership by listening to others and asking appropriate questions to clarify a problem or issue.
6. State a problem clearly.	6. Distinguish between fact and opinion and clarify a problem.	7. Summarize a problem clearly and in appropriate detail.
7. Accept and offer suggestions in a positive way.	7. Accept and offer suggestions in a positive way and evaluate solutions.	8. Suggest constructive alternatives with confidence that will help resolve a conflict.

CAREER AND EMPLOYABILITY SKILLS

CONTENT STANDARDS AND WORKING DRAFT BENCHMARKS

8. Understand compromise and respect the decision of the group and/or the supervising adult.

9. Participate in the implementation of a decision and evaluate the results.

10. Understand the concept of “compromise.”

(Pestillo & Yokich; ELA 9)

8. Resolve differences for the benefit of the group as a whole and help to choose a solution to the problem.

9. Participate in the implementation of a solution and evaluate the results.

10. Show sensitivity to others’ views and opinions as part of a compromise.

(Pestillo & Yokich; ELA 3, 5, 9, 10)

9. Compromise and/or build consensus within a group and summarize the decision of the group while maintaining respect for minority viewpoints.

10. Participate in the implementation of a group’s decision and evaluate the results.

11. Show sensitivity to others’ thoughts and opinions and relate them to the resolution process.

(Pestillo & Yokich; ELA 3, 9, 10)

(Diversity)

11. Explore one’s own culture, the cultures of others, and how cultures differ and are the same.

12. Work effectively with peers of the opposite gender, of differing abilities, and of one’s own and other cultures.

11. Understand one’s own culture, the cultures of others, and how cultures differ and are the same.

12. Work effectively with individuals in various age groups of the opposite gender, of differing abilities, and of one’s own and other cultures while maintaining one’s own individuality.

13. Identify what it is to be in the minority.

(Pestillo & Yokich; SCANS; ELA 3, 5, 9)

12. Understand and respect the concerns of members of cultural, gender, age, and ability groups.

13. Be respectful of a variety of differences of people in a work/school setting (e.g., customs, religion, beliefs, learning and work styles, and economic status).

14. Demonstrate ability to work with others with different backgrounds, cultures, and abilities.

(Pestillo & Yokich; SCANS; ELA 3, 9, 10)

CAREER AND EMPLOYABILITY SKILLS

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(Leadership)

13. Understand the qualities of positive leadership.

(Pestillo & Yokich; SCANS; ELA 3, 9)

14. Identify the qualities of leadership.

(Pestillo & Yokich; SCANS; ELA 3, 9)

15. Demonstrate leadership ability in a work or school setting or on projects.

(Pestillo & Yokich; SCANS; ELA 3, 9, 10)

15. Assess and describe one's own leadership ability.

(CES 7; ELA 6)

16. Recognize and take advantage of leadership opportunities that give direction to other team members, or that encourage other members to complete tasks.

(Pestillo & Yokich; WKT5; SCANS; ELA 3, 6, 7, 9, 10)

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NEGOTIATION SKILLS

Content Standard 8: All students will communicate ideas to support a position and negotiate to resolve divergent interests.

Elementary	Middle School	High School
1. Determine the role of information in an argument and how the lack of information affects an argument.	1. Identify issues within a school or work setting where more than one viewpoint is held.	1. Using correct terminology, clarify the problem or issue to be negotiated.
2. Locate information to support a point of view and state a position.	2. Recognize the best information to support a point of view and use this information to persuade others.	2. Identify, organize, and define ideas from various sources to logically support a position and use these ideas in debate.
3. Demonstrate listening to the ideas of others and making an informed choice.	3. Demonstrate acceptance of constructive suggestions to one's position.	3. Demonstrate objectivity in assessing other viewpoints by considering all sides of an issue, using past experience, data and logical analysis, and showing respectful behavior towards others.
	4. Effectively communicate to others a position and its counterpoints. (ELA 3, 6, 7, 9, 10, 11)	4. Responsibly challenge existing policies and procedures and identify new solutions or policy changes. (ELA 3, 6, 7, 9, 10, 11; CES 4)

CAREER AND EMPLOYABILITY SKILLS

CONTENT STANDARDS AND WORKING DRAFT BENCHMARKS

UNDERSTANDING SYSTEMS AND USING TECHNOLOGY

Content Standard 9: All students will learn to understand, **monitor, and improve** complex systems, including social, technical, **and mechanical** systems, and work with **and maintain** a variety of technologies.

Elementary	Middle School	High School
1. Identify several different kinds of systems.	1. Develop a flowchart to demonstrate a system and its components.	1. Identify trends and how they affect changes within a system.
(Social Systems)		
2. Discuss ways that the classroom, school, community, and workplace are social systems.	2. Discuss ways that the structure of a business or organization relates to its purposes and goals.	2. Demonstrate an understanding of business systems (e.g., develop a business plan or a customer service policy).
3. Connect family or community needs with the businesses or organizations that meet them.	3. Describe how workers respond to the expectations and demands of an employer and the potential impacts of deviations.	3. Compare management systems (e.g., military, total quality) and consider how employees function and adapt to change within them.
(Technical Systems and Mechanical Systems)		
4. Identify examples of technological systems describe how they work (input, process, output).	4. Use the systems model (input, process, output, feedback) as a tool to analyze systems.	4. Describe the technical systems related to a career interest area.
5. Name examples of how an outcome of a technological system can be desired or undesired, expected or unexpected.	5. Hypothesize, test, and observe impacts of actions on the functioning of a technical system.	5. Diagnose and make necessary corrections or improvements to a technical system in a business, industry, or simulated workplace setting.
6. Suggest how common resources and products are used and/or might be improved to accomplish desired results.	6. Describe how inventors or other workers have improved a technical system over time and recommend what the next improvements might be.	6. Describe how changes in technology have impacted business and industry, identify current trends, and recommend how a technical system might be improved.

CAREER AND EMPLOYABILITY SKILLS

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7. Identify simple equipment and machines and give examples of common uses.

(Science IV 3:3; WKAT)

7. Understand and demonstrate how simple equipment and machines work.

(Science IV 3:3; WKAT)

7. Demonstrate the use of equipment and machines to solve practical or work-based problems.

(Science IV 3:3; WKAT)

(Using and Maintaining Technology)

8. Access and use computers and other technology to find and use information.

8. Demonstrate skills needed for searching, accessing, and interpreting information.

8. Demonstrate effective use of a variety of on-line technological resources.

9. Input information into a technological system, including keyboarding and word processing skills.

9. Use computer applications software (word processing, database, graphics, and, telecomputing.)

9. Determine what kind of application is needed for a given task (tool, machine, computer, communication device) and use effectively.

10. Use technology to send messages and to prepare communications.

10. Use technologies as tools for communication, creative expression, and applications.

10. Use technologies as tools for communication of technical or work-related information.

11. Use technology in solving specific problems (physical, informational, and bio-related).

11. Use technology in solving specific problems (physical, informational, and bio-related).

11. Use technology effectively in solving problems in an area of career interest.

12. Understand and demonstrate basic care in using computers (e.g. keeping machines clean, storing software, disks, and CD's, etc.).

(TCH 1)

12. Understand basic machine maintenance (e.g. changing printer cartridges, establishing connections to other equipment, etc.).

(TCH 1)

12. Understand and demonstrate basic computer hardware and software installation and maintaining efficient machines (e.g. understanding concepts like available memory, disk space, etc.).

(TCH 1)

13. Address common problems (error messages, printing problems, etc.) in using a computer and identify solutions.

(TCH 2)

13. Demonstrate ability to adapt to different software applications, comparing and contrasting specific functions and applying them to different projects.

(TCH 3)

CAREER AND EMPLOYABILITY SKILLS

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USING EMPLOYABILITY SKILLS

Content Standard 10: All students will integrate employability skills into behaviors which prepare one for obtaining, maintaining, advancing, and changing employment.

Elementary	Middle School	High School
<p><i>These skills will be accomplished in the elementary benchmarks provided under Content Standard 2.</i></p> <p>1. Use a portfolio to collect evidence of interests and strengths.</p>	<p>1. Develop an individual four year or six year Education Development Plan (EDP).</p> <p>2. Describe the cause-effect relationship of current school and community activities to reaching a career goal.</p> <p>3. Use an Employability Development Plan (EDP) to set learning goals and to refine a portfolio.</p>	<p>1. Continue the EDP process which includes an annual review with student and counselor and notification of parents.</p> <p>2. Participate in work-based opportunities such as job-shadowing, mentorships, work experiences, apprenticeships, etc.</p> <p>3. Show ability to market oneself by preparing for and completing an interview process.</p> <p>4. Accurately complete records/documents to support job applications (inquiry letters, resume, references, evaluations, follow-up letters).</p> <p>5. Use a portfolio, resume, record of attendance, certificates, and/or transcript as self-marketing tools to demonstrate interest and competence.</p> <p>6. Apply career and labor market information to seek and obtain employment and/or pursue educational goals.</p> <p>7. Research availability of educational programs, financial requirements, and resources and complete an application process as appropriate for career goals.</p> <p>8. Understand the need for lifelong learning in a rapidly changing job market.</p>

CAREER AND EMPLOYABILITY SKILLS

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9. Identify avenues for conducting a job search, (e.g. networking, employment agencies, internet, Michigan Works!, etc.).

(CES 10 (standard); ELA 3, 6, 7, 9, 10, 11)